# SELF STUDY REPORT

## FOR

## 1ˢᵗ CYCLE OF ACCREDITATION

## NAIPUNNYA SCHOOL OF MANAGEMENT

NEAR MANORAMA JUNCTION, CHERTHALA P.O CHERTHALA
688524

www.naipunnyacollege.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2023**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Naipunnya School of Management, Cherthala, established in 2003, is a project of the Archdiocese of Ernakulam-Angamaly. It was established under the visionary leadership of His Excellency Mar Thomas Chakkiath, the first president of Naipunnya School of Management. With its distinct approach to professionalism, it has garnered enough attention amongst the public for its unique approach to refine and mould talents. Naipunnya has set its sights to transform itself into a dynamic centre of excellence by transforming the youth to accomplish their dreams with innovative and quality training programs. The college caters specifically to the educational ambitions of the students hailing from the coastal regions of Alappuzha and ensures that the students who cross the threshold of the college are offered a chance to imprint their mark on the world.

The emblem of the college - the dome shaped backdrop signifies the limitless opportunities offered by the institution. The figure represents the eternal quest for perfection. The star underscores the varied and vibrant goals that one can venture for. The third letter in the name of the college represents a lighted candle, highlighting its role to function as a beacon light, to lead the way to progress and excellence. The motto sums it all: the relentless determination to target the ultimate and not to settle for mediocrity. Naipunnya College always endeavours to live up to her motto 'to reach the unreached' which inspires everyone to aspire relentlessly and excel in every undertaking. The motto reminds one of the poetic sensibilities of Tennyson's lines in Ulysses, 'To strive, to seek, to find, and not to yield'. The emblem of the college illustrates the motto.

The college has effectively organised its resources to assist students and all its stakeholders achieve excellence in their respective areas of study and allied activities. Over the past years, it has grown steadily, introducing Postgraduate departments as well. The college moulds students into successful and vibrant professionals providing them with a perfect launch pad of learning, creativity, discovery and leadership complementing skills.

The College has made rapid strides with five Departments and twelve programmes which includes nine Undergraduate and three Postgraduate courses in Management, Commerce, Computer Science and Arts. Each department intends to transform students into professionals with competence in their core areas and social commitment. The college maintains a demanding academic programme along with judiciously chosen intellectually stimulating co- curricular and extracurricular activities, ensuring that all the students who graduate from the college have an edge over others to meet the challenges of the world and establish themselves as personally and socially useful citizens.

**Vision**

Naipunnya College aims to be a national centre of excellence for value based, inclusive and holistic education and research, moulding students into highly proficient and responsible global citizens.

**Mission**

- Accomplish intellectual and professional excellence by creating an insightful, facilitating and mentoring, yet disciplined academic atmosphere.
- Cultivate a spirit of inquiry, advocacy and scientific temper among the members of the college
- Execute academic and administrative plans and policies in an environment of transparency, equity and fairness.
- Ensure maximum resource efficiency as a responsibility towards the future of the society in which we live.
- Enhance awareness about human rights, cultural and spiritual heritage, and the environment.
- Develop leadership qualities among the students to be the change leaders of tomorrow and equip them to meet the challenges of a world without frontiers.
- Leverage cutting edge technologies for dissemination of knowledge and for instructional methods.
- Create and maintain physical infrastructure which will support the Vision and Mission, and which will be symbolic of the College's aspirations.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

## Infrastructure and Facilities

- **The 'Vision and Mission' marks the institute as unique in the region.**
- **Picturesque, calm environment and peaceful ambience for favourable learning.**
- **An ISO 9001: 2015 certified institution.**
- **Plastic free, litter free, green and eco-friendly campus.**
- **Socially committed and driven management, faculty members and students work towards social integrity as well as progression.**
- **Transparency of management in all academic and administrative functions including recruitment of staff**
- **College acts as a centre of community development by sharing its infrastructure with local government, PSC and universities for varied purposes.**
- **Exponential growth of the institution in terms of infrastructure, new generation programmes and projects.**
- **Specialised services provided such as N LIST, DELNET, J-GATE, Digital repository (D-Space), NVDA (for visually challenged users).**
- **Laboratories with state-of-the-art facilities.**
- **Fully automated end-to-end e-governance through ERP software.**
- **A good number of ICT enabled classrooms, high speed internet with lease line of 50mbps and Wi-Fi enabled campus.**
- **Well maintained sports infrastructure and physical fitness centre with a yoga room as well as facilities like basketball court, badminton court and so on.**
- **Eco-friendly campus with Greenhouse and Biogas plant.**
- **Practices of energy conservation and self-sustainability in power with the use of Solar panels.**
- **ICT enabled auditoriums and seminar halls capable of seating thousands.**
- **Accommodation in a well-furnished hostel separately for boys and girls within the campus.**
- **Fleet of college buses for the travel of students and staff.**

## Academics

- **The college has strong and rigorous academic programs that provide students with knowledge, skills, and competencies needed to enter immediately into the workforce or even pursue higher education upon completion of the program.**
- **Student-teacher rapport conducive to interpersonal skill and their involvement in co-curricular activities to strengthen leadership qualities**
- **Good number of students from other Communities promoting an inclusive education atmosphere**
- **Recognized as a Local Chapter of SWAYAM- NPTEL (Govt. of India)**
- **Campus with a research culture that produces a good number of research publications.**
- **Scholarly endeavours at UG and PG level through NRF are encouraged.**
- **Conduct of online classes on all working days during the Covid-19 pandemic period and high percentage of attendance in the classes.**
- **Effective mentoring system with ideal mentor-mentee ratio and an accomplished**
- **Counselling Centre - Ashwas - for healthy, stress free successful student growth.**
- **Timely conduct of Academic and Administrative Audit for quality sustenance.**
- **Add on courses to enrich the existing curriculum. Provides Professional and Global opportunities through skill development training and certificate courses.**
- **Regular and effective coaching for various competitive exams, UGC/NET.**

## Prominent Activities

- **Active College Staff Council and IQAC.**
- **Spirited PTA and registered Alumni Association with alumni interactive sessions.**
- **Conduct of international/national conferences, workshops and faculty development programmes.**
- **Enthusiastic NSS unit with a robust set of volunteers.**
- **The first self-financing college in Alappuzha with a dynamic NCC battalion under 11**
- **K BN NCC - ALAPPUZHA.**
- **Regular publication of the quarterly magazine 'Drisyata' promoting creativity.**
- **Active Women Empowerment Cell - Saheli promoting gender sensitivity.**
- **Professional development/administrative training programmes to strengthen teaching and managerial skills of employees.**
- **Continuous community interaction through outreach and extension activities.**
- **A participative style of management including all stakeholders. True representation of management, governing council, faculty, administration and students in all committees.**

Institutional Weakness

## Infrastructure and Facilities

- College does not have academic autonomy.
- The affiliating University does not stick to its own academic calendar resulting in lag of course conduct and exams
- Lack of financial support from the government for the improvement of infrastructure.
- Comparatively higher rate of faculty turnover.
- All classrooms are not converted into smart classrooms.

## Academics

- Many students who come from the community cannot speak the language of instruction fluently resulting in language-skill training which takes time.
- Limited number of research publications in international journals.
- College does not have the flexibility in framing curriculum, academic calendar,
- syllabus due to the affiliation system of the university and very few representations of faculty members in University curriculum designing bodies.
- Majority of the teachers are yet to achieve doctoral degrees and research experience.

# Prominent Activities

- Lack of international chapters of Alumni.
- Disruption of studies due to financial and social hindrances is not uncommon among students.
- Lack of Govt grant and allowances for NCC cadets and caretaker.

**Institutional Opportunity**

# Infrastructure and facilities

- Autonomous degree granting college and other openings as per NEP 2020.
- Scope for starting new innovative programmes.
- Attract national / international students and to promote students/faculty exchange programmes with International Institutions.
- Strategy to boost National student enrolment.
- Possession of adequate land for future expansion of the campus.
- Scope to act as a consultancy centre.
- Convert all classrooms into smart and train students to handle sessions and conferences with ICT tools.

# Academics

- International and Interdisciplinary Research Initiatives are to be promoted and provide various supporting mechanisms for the same.
- More programmes may be introduced to mould the professional skills of students.
- Additional online certificate/diploma programmes could be provided.
- Supplementary Collaborations with educational institutions and universities are to be found.
- Added training programmes to develop entrepreneurial skills could be conducted.
- Start open distance learning programmes and own platforms.
- Offer more new generation UG and PG programmes.
- Conduct more Leadership development programmes to the students and public.
- Offer physical education programmes.
- Establish a full-fledged coaching centre for the National Eligibility Test of
- UGC.
- Commence an IELTS training and foreign language study centre on the campus.

# Prominent Activities

- More Strategic Employment opportunities are to be provided.

- Further start-ups and innovative inventions can be promoted.
- Supplementary Soft Skill Training programmes could be provided.
- NSM could be a complete Hub for women empowerment.
- Fresh support from Alumni is to be gathered.
- To launch more industrial linkages and placement drives.
- Opportunity for student/faculty exchange with other Universities/Institutions.
- Added e-content development by teachers.
- Entrepreneurial activities can be fostered through collaboration with Kerala Startup Mission.
- Additional invited lectures and international conferences can be conducted.
- Opportunity for institutional tie-up and industry linkages for strengthening the teaching-learning process.

**Institutional Challenge**

- Absence of permanent affiliation system from University.
- Dearth of PhD Programmes as well as faculty members with Ph.D.
- University restrictions on Research Guideship in self-financing colleges.
- Unavailability of UGC grants due to lack of 12(B) status.
- Paucity of Govt. grants & funded projects.
- Insistence of University to suspend classes during centralised valuation camps in the college for a number of days resulting in lesser number ofavailable teaching hours
- Retention of faculty members for a longer period.
- Imparting soft skill in students enabling them to meet the challenges of the globalised market.
- Attracting national and international employers to the campus is a challenge.
- Disposal of plastic waste and e-waste

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Naipunnya College Cherthala is affiliated to the University of Kerala and the courses and programmes offered at the institute are designed as per the rules and regulations of the University. The College offers 5 Departments with 12 programmes which include 9 Undergraduate and 3 Postgraduate courses in Management, Commerce, Computer Science
and Arts.

- Choice Based Credit System is followed for all the 12 programmes, thereby offering opportunities for academic flexibility through open courses and elective courses.
- Adhering to the curriculum and syllabus prescribed by the University, the college follows the prescribed outline of courses.
- The college manages to extend the best in the world of academics through a well-planned, documented and effective curriculum delivery.
- Learning Management System- Linways (LMS) is used as a transparent and robust mechanism for curriculum delivery.
- Lesson plan for each course, covering each semester, is prepared in advance through Linways.
- An academic calendar is designed by the IQAC in coordination with the University calendar and the

department calendar suggested by the HoDs. It also includes the dates for CIE, becoming a comprehensive tool for the smooth functioning of the college.

- Seminars, Webinars and workshops especially with focus on cross-cutting issues like professional ethics, gender, human values, environment etc. are conducted to create an ambience of experiential learning.
- Orientation programmes for freshers are arranged followed by bridge courses.
- The institution enriches the curriculum providing Add-On courses thereby introducing students to newer trends in academia. Most of the students enrol in these courses.
- The institution insists that students undertake projects and field visits to expose themselves to the practical application of their respective programmes.
- Feedback is collected from all stakeholders especially from students which is analysed and necessary actions are taken as steps to progression towards perfection.

## Teaching-learning and Evaluation

While recruiting the teachers the institution looks for continuous academic excellence, professional development, wider experience and dedication and passion for teaching. Every teacher who joins the college as a teaching faculty is given time to acclimatise with teaching learning and evaluation system practised.

- The institution follows a well administered and transparent admission process complying with all the norms of the admission policies of the institution and the University.
- Orientation classes and bridge classes are provided to bring at par the new students.
- Pre-evaluation test is conducted to assess the learning level of the student in a particular subject.
- Remedial coaching, peer and one to one learning is organised for slow learners, whereas specialised coaching, problem solving sessions and group discussions are conducted to target advanced learners.
- Add-on courses aim to mould the students to face the emerging challenges in the industry.
- Student –Teacher ratio is maintained optimally.
- Every student is assigned a teacher-mentor to guide them along their path as they face challenges.
- The classroom is always active with student participation viz; debates, group discussions, presentations and experiments.
- Assignments and seminars are given to assess the learning levels of students. The students are encouraged to use ICT tools like PPTs to enhance their skills.
- The LCD classrooms of each department are provided with high-speed internet access and projectors.
- Google classroom, Google workshop, Zoom webinar, Quizizz and google forms as e- learning tools are provided for enhanced teaching and learning.
- Assignments, class tests, internal exams and related activities are conducted in line with OBE. Each student has to complete a project of not less than 12000 words for the successful completion of the course.
- Placement cell is initiated by the college to assist students to get placed in various esteemed firms; gives training in soft skills and technical training through onsite job projects.
- The Examination Cell aims at smooth conduct of internal exams which includes two compulsory internals as well as end of semester University exams
- Average pass percentage is 77%.

## Research, Innovations and Extension

The institution through its various research-oriented programmes encourages its stakeholders, particularly its students for research. Students are initiated to research opportunities through pilot studies and introduction to research methodology.

- To ensure that the postgraduate departments are keen for research, the college attempts to recruit faculty members who are pursuing doctoral degrees, M Phil graduates, vast experience in teaching, and candidates who have cleared NET and SET.
- NSM Research forum was formed in September 2021 with an aim to promote research culture among faculty members and students, to conduct national and international research conferences to support faculties and students to write research papers etc.
- Teachers published research papers in journals and different papers were presented at national and international conferences.
- Different workshops were conducted on Research methodology.
- The college through the postgraduate departments has made collaborations with various educational, technical and research institutes and industries to promote research, innovations and extension.
- The college promotes Intellectual Property Rights of all its stakeholders and thus has established an IPR Cell.
- Innovative practices are encouraged and there is an Entrepreneurial Development club to initiate creation and transfer of knowledge.
- Scholarship Support Cell is introduced as a place where students get polished to compete with the new world's requisites.
- The institution allocates sufficient funds to furnish the college library with research materials.
- The college has encouraged and helped teachers and students in their publications.
- The college is an ISO 9001:2015 certified institution.
- The college collaborates and has signed MoUs with other leading and mentoring colleges to exchange students and faculty experts to widen the scope of extension.
- The college attempts to widen its scope through various extension activities in the neighbourhood communities sensitising students to social issues.
- The college was recognised for its timely assistance at the time of flood season of 2018 and for its campaigns during Covid 19.
- The institution through its different clubs has contributed significantly to schemes like Swachh Bharat, AIDS Awareness, Gender Issues and so on.

**Infrastructure and Learning Resources**

The College provides adequate infrastructure and physical facilities to support teaching-learning activities. It is well designed to attract all people and is adequately equipped with all necessary infrastructure.

- The college is built in an area of 8.9 acres of land utilised for both academic and cocurricular activities.
- The college has well illuminated and well-ventilated classrooms with good seating infrastructure and has ICT enabled classrooms with LCD projectors to merge technology in teaching.
- There is an auditorium with a seating capacity of 1500 people. It is used for conferences, University exams and annual programmes.
- The college has an Indoor auditorium, Seminar halls and air-conditioned conference halls. All these are equipped with audio-video facilities.
- A licensed software Computer Lab with about 92 computers to offer computer literacy and practical

sessions.

- An automated and spacious library rich with a good number of books for all the students and teachers with the latest specialised services along with a Divyangjan friendly library. It's used as a learning resource since students and teachers borrow books from the college library and spend quality time researching reference books as well.
- The staff and students have access to ICT facilities and other learning resources like internet, e-magazines, and remote access to e-libraries.
- The college provides 3 star facilities for the Hotel Management students to develop their culinary, service and housekeeping skills. There are two training kitchens and two modern restaurants besides a bar counter and mock suite.
- Rainwater harvesting is implemented throughout the campus by installing harvesting wells with capacity of around 3,25,000 litres of water.
- Solar Panels have been installed in strategic positions in the college to make use of the abundant solar energy. This helps in the effective power management of college.
- The canteen provides nutritious food to the students catering to their tastes.
- A well–equipped gymnasium and yoga centre is provided by HEI for imparting discipline and inner strength.
- There is a Ladies' restroom in the college with first aid kits. The main purpose is to maintain privacy for girl students. This room is helpful for them to refresh themselves and take rest during menstrual cycle and illness.
- The college has receptions in both the Academic and Administrative block and an office that caters to all requirements of students regarding office and University.
- The support and service of computer assistants, office assistants, and technical support team to ease the campus life.
- Gardeners, cleaners, plumbers, electricians, technicians, skilled labourers and engineers look after maintenance of the infrastructure.
- A dedicated parking space is alloted for staff and students.

**Student Support and Progression**

The Student Support services of Naipunnya School of Management is in conjunction with the vision and mission.

- Orientation classes are organised to orient the students with the programme that they have enrolled in.
- Different departments of the college initiated events that enhance soft skills, language and communication skills and computing skills.
- Workshops, seminars, field trips and internships are used to assess the progression of students.
- The college library has a good collection of books, regularly updated according to the requirements of the students.
- Scholarship Support Cell was introduced to guide and support the students. It develops their attitude as well as their soft skills.
- To maintain a proper and healthier atmosphere in the campus, the college has a Grievance redressal cell.
- The Anti-Ragging cell aims to make the campus ragging free.
- The college's women's cell works towards the empowerment of girls, acting against sexual harassment of girl students in the campus.
- College initiated various sports and cultural activities to enhance and boost students.
- The students are guided to perform in their career through internships

- Direct recruitment to jobs in various companies with which the college maintains good relations and MoUs are signed under the guidance of the Placement Cell
- Students are guided to choose higher studies and research as well.
- Students of this institution participate in various state and National level competitive examinations.
- The college has a registered alumni association and assiduously conducts annual meets and integrates them in various programmes like the annual job fair.
- Each department conducts a series of alumni interactive programmes as well.

## Governance, Leadership and Management

Naipunnya is on the fast track of progress because of the best practices and policies the management follows in recruiting, training and periodically appraisal of human resource.

- Naipunnya is an institution that incorporates all the stakeholders in its decision making and implementation.
- The institution is governed by Naipunnya Charitable trust.
- The vision and mission of the college is well governed by the management.
- College council, administrative office, managing committee, PTA, and the alumni association ensure that their governance is in line with the mission, vision, and values maintained by the institution.
- The Advisory Board meets at least once in a year.
- Important decisions regarding academics is taken by the principal in consultation with the monthly held academic council.
- Academic Council meetings are held every month and as and when need arises.
- General staff meetings are conducted every quarter and as and when need arises.
- The institution effectively assesses the performance of its teaching and non- teaching staff primarily through feedback. Efforts are made to upgrade the professional competence of the staff.
- The Heads of the Departments are assigned to schedule classes and to lead forward the department action plan and also the decisions taken by the various councils.
- Grievance Redressal cell, Anti- Ragging cell, Anti- Drug cell, Employee grievance cell are all active in the institution.
- The college makes sure that the budget allocates enough funds to all areas and it is well utilised without delay.
- The income and expenditure are subjected to regular internal and external audits.
- The IQAC was formed with an aim to ensure the maintenance of quality in academics and administration. The meetings are also held periodically
- Under the leadership of IQAC the college adopted quality management strategies in all academic and administrative aspects.

## Institutional Values and Best Practices

Being a self-financing college affiliated to the University of Kerala, all the activities, both academic and non-academic aim to maintain international standards.

- Faculty members and staff adhere to the core values of the institution. This helps to maintain an

inclusive environment.

- The college has adopted a policy of inclusiveness which includes all sorts of social and cultural diversities and does not privilege or discriminate anyone on the basis of class, religion or caste.
- The college ensures gender equality and opposes any form of gender discrimination and violence. One of the efforts to be a strong institution of gender sensitisation is a women's cell named SAHELI
- The college celebrates national and international days to uphold our diverse cultural heritage.
- The Institution has facilities and initiatives for alternate sources of energy and energy conservation measures.
- The college has an effective waste management system. Biodegradable and non- biodegradable wastes are collected separately.
- Campus is kept as a plastic free zone and disabled-friendly, barrier free environment.
- The college has always considered the needs of the immediate and has helped a lot to face their challenges. Programmes under Thanal, Karunya Bhavana Sahaya Padhathi are such initiatives.
- The programme "Snehasparsham", an initiative of Thanal for the students aims to visit a Special school; at least once a year and conduct entertainment programs for them including a program by the special school kids too.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | NAIPUNNYA SCHOOL OF MANAGEMENT |
| Address | NEAR MANORAMA JUNCTION, CHERTHALA P.O CHERTHALA |
| City | Cherthala |
| State | Kerala |
| Pin | 688524 |
| Website | www.naipunnyacollege.ac.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Baiju George | 0478-2817476 | 8606802255 | - | info@naipunnyacollege.ac.in |
| IQAC / CIQA coordinator | Vishnu G | 0478-2817478 | 9207205275 | - | iqac@naipunnyacollege.ac.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 | Yes<br>Minority Certificate.pdf |
| If Yes, Specify minority status | |
| Religious | Christian |
| Linguistic | |
| Any Other | |

**Establishment Details**

| State | University name | Document |
|---|---|---|
| Kerala | University of Kerala | View Document |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | | |
| 12B of UGC | | |

**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 | NEAR MANORAMA JUNCTION, CHERTHALA P.O CHERTHALA | Semi-urban | 8.9265 | 10830.45 |

# 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 | BCom,Commerce And Management | 36 | Higher Secondary | English | 40 | 13 |
| UG | BBA,Commerce And Management | 36 | Higher Secondary | English | 67 | 44 |
| UG | BCom,Commerce And Management | 36 | Higher Secondary | English | 67 | 46 |
| UG | BCom,Commerce And Management | 36 | Higher Secondary | English | 80 | 23 |
| UG | BCom,Commerce And Management | 36 | Higher Secondary | English | 40 | 17 |
| UG | BA,English | 36 | Higher Secondary | English | 40 | 10 |
| UG | BCA,Computer Science And Applications | 36 | Higher Secondary | English | 65 | 56 |
| UG | BSc,Computer Science And Applications | 36 | Higher Secondary | English | 65 | 34 |
| UG | BMS,Hotel Management | 36 | Higher Secondary | English | 120 | 89 |
| PG | MCom,Commerce And Management | 24 | Graduation | English | 15 | 4 |
| PG | MTTM,Commerce And Management | 24 | Graduation | English | 15 | 8 |
| PG | MA,English | 24 | Graduation | English | 25 | 17 |

**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 | | | | 5 | | | | 62 |
| Recruited | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 5 | 30 | 32 | 0 | 62 |
| 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 | | | | 44 |
| Recruited | 20 | 24 | 0 | 44 |
| Yet to Recruit | | | | 0 |

13-06-2023 11:11:03

| 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 | | | | 0 |
| Recruited | 2 | 0 | 0 | 2 |
| 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/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 2 | 3 | 0 | 30 | 31 | 0 | 66 |
| 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 | 2 | 1 | 0 | 3 |
| 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 | 1 | 0 | 1 |

**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 | 216 | 0 | 0 | 0 | 216 |
| | Female | 116 | 0 | 0 | 0 | 116 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 10 | 0 | 0 | 0 | 10 |
| | Female | 19 | 0 | 0 | 0 | 19 |
| | 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 | 1 | 6 | 3 | 2 |
| | Female | 2 | 0 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 148 | 122 | 135 | 152 |
| | Female | 81 | 69 | 107 | 132 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 92 | 107 | 125 | 132 |
| | Female | 36 | 58 | 74 | 83 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 360 | 362 | 445 | 501 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | Our college aims to mould its students into highly proficient global citizens by promoting multidisciplinary approaches in both curricular and co- curricular activities. Students are encouraged to push the rigid boundaries of academics to explore their aptitude as well as creativity. The University in which the college is affiliated to ensures that the vision of NEP is attained and can be said to be proactively working towards the implementation of the suggestions given in the NEP. This,in turn, aids the institute to promote interdisciplinary ventures like seminars, projects, assignments, extension and outreach activities among many others. The key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity are stressed to all the stakeholders including teachers and is achieved by all. |
|---|---|
| 2. Academic bank of credits (ABC): | The institution's preparedness in implementation of Academic Bank of Credits depends upon the guidelines of the affiliating university and Higher Education Department, Kerala State. The Institution is in the process of becoming 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 the students for their successful study mobility as well as academic flexibility. Students get freedom to choose their own learning path as well as possess a recognized learning achievement. The programmes taught in the institution follow a choice based credit system which would ease the implementation process. |
| 3. Skill development: | The Institution conducts various Skill Development Courses across the different programmes offered by the HEI that are designed by the affiliating university from Semester one to four in various programmes. The college has running courses such as TALLY ACE, Logistics and Supply Chain Management and such short-term certificate courses and Training Programmes for Commerce Students. CS Students of Naipunnya are also given hands-on exposure to practical subjects through mini projects, in which students identify their skills to fabricate some mini-projects and learn the concepts through experiential |

| | learning. Training on Bar Etiquettes, Molecular Gastronomy, Mixology etc are given to students of HM department to create competent Hotel Management Professionals. Soft Skill Course, Personality Development classes along with Placement training for final year students are given to students to boost up their chances at a brighter future. Most of these short term courses and training programmes offered are under active MoUs signed with various institutes as collaborations. |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The University, to which the institution is affiliated, encourages learning of Indian languages namely Hindi and Malayalam as second languages for UG students in the curriculum. Programmes including webinars, seminars, observance of Hindi Diwas are offered to encourage Hindi learners and understand the cultural values permeated by the literary works in Hindi. World Mother Tongue Day is celebrated in the college in which competitions like Malayalam essay writing, Malayalam short story writing and Malayalam versification. This is to spread the love and awareness for Malayalam among students. Courses like history are offered in order to inculcate the sense of national integration, love for art, culture and civic sense among the student community. Indian ethos are taught in the course Business Ethics in the curriculum of Business Administration. Institution integrates and promotes the study of literature, local language, history, art and culture among students through appropriate activities like discussions, debates, field visits, heritage visit, interaction with freedom fighters, commemorating and observing days of national importance. Students practice and perform traditional art forms in university level cultural festivals representing our institution. |
| 5. Focus on Outcome based education (OBE): | The 9 UG and 3 PG programmes offered are in the Outcome-Based Education (OBE) format which is designed by the University of Kerala,is in-tune with the local and global requirements. The university has implemented OBE with clearly stated Programme Outcomes, Programme Specific Outcomes and Course Outcomes. The Course Objectives (COs) are aligned to the PO-PSO philosophy. All courses are designed with outcomes focused on cognitive abilities, domain-specific skills which ensure social responsiveness and entrepreneurial skills so that students contribute proactively to economic, |

| | environmental and social needs at large in order to apply the spirit of NEP and social well-being of the nation. The student learning outcome should be defined in terms of knowledge skills and understanding values employability. Institution level initiatives have been taken up to equip the faculties by conducting FDPs and training on the importance of OBE and to adapt new pedagogical approaches. |
|---|---|
| 6. Distance education/online education: | For implementing Distance/ Online education, the institution has taken steps to associate with MOOC platforms and has become a Local Chapter in SWAYAM-NPTEL platform. Access to e- resources has been enhanced by the institute's digital library through INFLIBNET, N-LIST Programme and by also being a member in NDLI. Specialized services provided are DELNET, J-GATE, Digital repository (D-Space), NVDA (for visually challenged users). During the COVID-19 times, the institute faced the obstacles of online education by actively implementing the LMS platform, catering the conduct of examinations and internal evaluation. For the convenience of students and teachers, the institute purchased GOOGLE workspace accounts which could handle Virtual Classrooms with the provision of recording live classes for later use as well as other academic activities. ZOOM Webinar package was subscribed by the institute to host larger online meetings with participation up to 1000, which was helpful for the conduct of various webinars and training programmes across the globe. Removing the negative impact of absence of face-to-face learning, online education broke the geographical barriers creating interaction opportunities for experts and students from distant geographies. Faculties are encouraged to attend MOOC courses at college which promotes the blended learning system of learning. |

**Institutional Initiatives for Electoral Literacy**

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Electoral Literacy Club has been set up in the college since 2018 with the aim to serve as a platform to engage students and stimulate them on their electoral rights and familiarise them with the electoral process of registration and voting. Through ELC, Election |
|---|---|

| | |
|---|---|
| | Commission of India, aims to reinforce the culture of electoral participation among the young, future voters. |
| 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 Co-ordinating faculty member is appointed by the Principal, and this faculty is responsible for ensuring that the students' are aware of their constitutional rights and duties. The Co-ordinator conducts an informal survey of students that are yet 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. | ELC of the college, though active, is yet to be a well-oiled machine. Currently, the ELC, with the management's guidance and support welcomes the candidate representatives of various parties', during the election to interact with students and faculties thereby gaining an awareness as well as exposure. The college plans to take the ELC to the next level by making students also part of the club and conduct activities to increase among students their constitutional spirit. Inclusivity and diversity is also going to be mainstreamed by ensuring that all sections of the society irrespective of colour, caste, creed and gender are also apprised about their constitutional obligation. |
| 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 an action plan for the coming years to spread out its roots to the society and take initiative to further democratic values and participation in electoral processes. Currently, students have the opportunity to meet and interact with elected officials / candidates and gain exposure to their ideas. The Co-ordinator along with the help of student volunteers and class teachers are coming up with innovative ideas to inculcate among students' the constitutional and democratic spirit. (Certain academic projects done by the students require them to document this interaction and come up with their own understanding of the said person's ideals and how practical it is in the current living scenario.) |
| 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. | The official recording and further works to ensure that the students are registered as eligible voters is in the action plan for the club in the coming years. |

# Extended Profile

## 1 Students

**1.1**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1137    | 1276    | 1423    | 1486    | 1466    |

| 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: 105**

| 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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 55      | 52      | 57      | 56      | 65      |

## 3 Institution

**3.1**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 393.09306 | 202.83344 | 306.91947 | 416.69693 | 703.12188 |

| 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:**

**The college ensures the success of the motto 'To Reach the Unreached' through effective curriculum delivery administered through multiple methods in the 9 UG and 3 PG Programmes offered.**

**Curriculum Planning Process**

- College strictly adheres to the **Curriculum of the University of Kerala** and follows the **Academic Calendar** prepared by the University of Kerala.
- **College academic calendar** displays all curricular and co-curricular activities of the academic year.
- At the beginning of the academic year, **Department Action Plan** is prepared to map out the goals and **Subject Allocation** is carried out to different departments and faculty members.
- **Time Table**: A master timetable and department time tables are prepared at the commencement of every Semester.
- **Course Plans** are prepared by teachers.
- **College Council** chalks out different activities of the college as regards the curricular and co-curricular avenues of the students.

**Curriculum Delivery Process**

- **An Orientation Programme** for first-year students is provided at the outset of the academic year.
- **Bridge Courses** are conducted for the freshers to equalize the knowledge gap if any, especially for students from other fields.
- **A Log Book** for each class is maintained to record the transaction registered in each hour by the class leader which is also countersigned by the respective teacher.
- **Add-on courses** are offered by all departments to expand the knowledge spectrum of students.
- **Project Report**: The final semester UG and PG students have to submit a project report.
- **Online Resources** are provided for effective curriculum delivery, some being Google classrooms, YouTube channels etc. **Social media platforms** are also used to convey novel ideas and concepts.
- **ICT facilities** like projectors enhance students' exposure to modern technology and make classes engaging.
- **LMS-Linways** is implemented in the college to ease the teaching process and its related activities. **Teachers Diary (Linways)** shows attendance, marks, remarks etc. Course material is also uploaded to the students through this LMS.
- **College Library** can be accessed in a hybrid mode.
- **Department Fests** are actively conducted**.**
- **Outcomes** prescribed by the university for each course are achieved.

**Continuous Internal Assessment Process**

- Awareness on **Internal Evaluation** is provided during orientation.
- **Pre-Evaluation Tests** are conducted to identify slow and fast learners at the beginning of each semester.
- **Attendance** is regularly recorded through **Linways** and reports are generated.
- **Internal exam**s are periodically conducted and marks obtained are generated as mark lists and sent to the university and to the parents.
- **Remedial classes** are provided to students who are assessed as weak in a particular course and their performances are closely monitored.
- **Assignments**: Minimum 2 assignments are administered every semester.
- **Seminars** are held as academic evaluation activities where students should instruct on the assigned topics.
- **Expert Lectures / Invited Talks and Webinars** are conducted to provide practical experiences at multiple fronts to aid the advancement.
- **Industrial visits, Study tours, Internships** provide real-world learning experience.
- **Unarv Mentoring system** is set up to guide students to achieve overall success.
- **PTA** meetings are organized to update about student's performance with printed **progress reports**.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for 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:** 34

| 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:** 45.67

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 1137 | 1276 | 496 | 115 | 76 |

| 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 looks to transform the students into socially useful citizens with integrity of character and commitment to the society. Thus, the HEI makes it a point to conduct lectures or programs addressing cross cutting issues and at the same time ensures to help students conduct their Practicals, Projects and Internships with special focus on Cross-Cutting Issues. All departments have courses that fall into all of the

categories but the extent of focus varies.

**Professional Ethics**

The concept of Professional Ethics addresses the importance of Business Ethics, personal and corporate benchmarks of behavior expected from professionals. The Course- Business Ethics and Corporate Governance offered to both BBA and M.Com Finance, offers a comprehensive coverage of theories of Business Ethics and specifies the importance of principles of ethical rules. The intricacies of Human Resource Development are taught to the BHM students. The ED club of the college functions to promote professional ethics among the students.

**Gender**

Gender is dealt at various levels with both Gender Sensitivity and Gender Sensitisation which is accomplished through various programmes. Elective papers in both B.A and M.A are chosen with the intention of internalizing this awareness among students. It creates awareness of rights and duties of women to attain mental, physical and emotional well-being : making women independent is the ultimate goal while creating an appreciation or understanding in students of the struggles of the fairer gender. The Saheli club as well as the Women's Cell operate with the intention of promoting these ideas.

**Human Values**

Human Values constitute the fundamental and innate nature of human beings. This guides humankind with a sense of peace and righteousness. The Institution, right from its inception has instilled human values to students with several initiatives. Value Education as a course is offered to BSc Computer Application and BCA students, concentrating on the importance of humanitarian values. Center for Gandhian Studies club and NSS works with the objective of spreading core human values and they achieve it through various initiatives inculcating the idea that values are to be upheld at all costs.

**Environment & Sustainability**

The multi-dimensions of Environment and Sustainability, is rightly integrated into the Curriculum. The course Environmental Studies is offered for all learners of Undergraduate Programs addressing these issue. This course's design focuses on thrust areas like renewable resources, Eco-Systems, Bio-diversity, Environmental Pollution and Rain Harvesting. Various EVS trips by each department are conducted as per the requirements of Curriculum for all batches to create awareness about environmental protection. The college also has active clubs like Bhoomitrasena and Rithu - Nature clubs that aims to foster in students the ideas of Environment and Sustainability.

| File Description | Document |
|---|---|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

**1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest**

**completed academic year)**

**Response:** 66.31

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

Response: 754

| 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:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

| 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:** 83.69

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 360 | 362 | 445 | 501 | 502 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 528 | 485 | 533 | 529 | 518 |

| 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:** 42.53

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 46 | 51 | 50 | 48 | 47 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 114     | 114     | 114     | 114     | 113     |

| 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:** 20.67

## 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:**

The student remains at the center of all activities. Student centric approaches are used to improve the overall skills of students based on the curriculum designed by the University.

**Experiential Learning**

- **Industrial Visits** open windows into the companies' daily activities and practical aspects of the course are better explained.
- **EVS Visits** brings the nature closer to the students and builds a future generation with eco-awareness.
- **Study Tour** is a unique experience that combines learning with the joy of travelling.
- **Skill Enrichment Programme** initiates students in vegetable carving, ice carving etc. and lends training in GD, Resume preparation, self-introduction etc.
- **Mathews Muthabikh** facilitates students to experiment and learn new cuisines and its service thereby improving each student's skills to be par with international standards
- **Escoffier's Cafe Alfresco** is a casual dining program that enables students to earn while learning. They undertake different aspects of sales like, planning, marketing, cash handling etc. Proper coordination among students creates responsibility and leadership qualities leading to professional growth.
- **Food fest** is conducted to increase awareness about various cuisines and serves as a peek into nuances of service.
- **Industrial Exposure Training** is encouraged to develop an understanding of the practical demands and needs of the industry.

**Participative Learning**

- **Peer Teaching &**; Learning helps students to interact with each other and reach their curricular goals.
- **Workshops, Seminars and Webinars** introduce practical techniques ond concepts which are beneficial in their professional lives.
- **Inter-collegiate competitions** encourage and develop students' social skills.
- **Fests** such as Yantrika, Vanquish, Kazhcha are held to give exposure into the intricacies of the areas concerned.
- **Manuscript Magazines** are released annually sensitizing the social and creative perspectives of students.
- **Industrial Interactions** – ideas are shared about innovative updates and their applications while addressing complex questions, helping to build a knowledge platform to develop required skill sets to survive in the competitive world.

**Problem Solving Methodologies**

- **Projects** provide students with opportunity to synthesize knowledge from various areas of learning and apply them critically and creatively to real life situations.
- **Incubation Centre** as a platform nurtures and fosters innovation and entrepreneurial skills aiming to promote and realise product oriented innovative and executable concepts.
- **Ideathon**, a 24-hour program looks at new start-up ideas thus boosts entrepreneurial aptitude among students.
- **Abhinaya**, the theatre workshop inculcates in students the love for theatre boosting their confidence and esteem.
- **Case Studies** are replicas of real-life situations and discusses possible solutions to manage issues effectively.
- **World Records** - Successful attempts were made by the HM students and were awarded certificates for creating world records with titles like the biggest Kerala Sadya, most number of omelette varieties and so on.

- **Quizzes** are conducted to analyse and evaluate thinking, logical reasoning and communication of ideas.

| File Description | Document |
|---|---|
| Upload Additional information | View Document |
| Provide Link for 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:** 83.09

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 66 | 66 | 69 | 71 | 71 |

| File Description | Document |
|---|---|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | 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:** 21.4

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 17 | 13 | 12 | 10 | 09 |

| 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 awareded by UGC recognized universities | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [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:**

The college's internal assessment mechanism is transparent. Students are informed of the evaluation procedures during the orientation. Examination patterns are also made familiar. An efficient Grievance Redressal Mechanism works with strict adherence to time.

**Assignments**

- Topics for each course are given in advance and evaluated assignments are returned with suggestions and grading. Each student is assigned with a project supervisor for guidance.
- Submission and marking are done through LMS-Linways.
- After valid correction, a consolidated mark-list is prepared and students are asked to countersign.
- Progress reports are prepared and brought to the notice of parents.
- Remedial actions are taken for courses when pass percentage falls under 75.

**Conduction of internal examinations**

All examinations are conducted as per regulations of the University. Internal examinations are conducted by the Examination Cell headed by the Principal and Vice-Principal. Planning time table, allotting classrooms, collection/sorting of question papers, valuation and publishing of consolidated mark-lists come under the responsibility of this Cell.

- The time-table for CIE1 and CIE2 is published in the notice boards.
- Question papers are to be submitted to the Controller of Examinations ten days before the exam through the Department exam-coordinator.
- Students are given supplementary internal examinations if they fail to attend the examination or want to improve their scores.
- Scribes are provided for differently-abled students and slow learners.

- All examination centres are kept under CCTV surveillance.

Answer sheets are evaluated, distributed and published. The evaluated answer scripts are shown to students to bring out discrepancies to the notice of teachers and discussion of question papers enable students to verify fair valuation.

Students can contact the teacher-in-charge/HoD for any clarification.

- Students with poor performance are individually counselled with remedial classes.
- PTA meetings and one-to-one interaction with parents are conducted after internal examinations.
- Any issues regarding internal marks are solved before sending marks to the University.
- Seminar topics, assignments, class test and viva are according to the weightage in syllabus.

## Grievance redressal mechanism

A very efficient Exam Grievance Redressal Committee (EGRC) comprises the Principal, Controller of Internal Examinations and representative faculty from each department.

- Meetings are scheduled on a regular basis and in case any emergency redressal is required.
- The grievance is a form available through the college website which is forwarded to the Principal with copies sent to ERGC.
- The issue is discussed in the EGRC meeting and with the concerned teacher for clarifications.
- If the grievance is unresolved at lower levels,students can approach University level Committee constituted by the Vice-Chancellor, Pro-Vice-Chancellor, Convener-Syndicate Standing Committee on Students Discipline and Welfare, Chairman-Board of Examinations as members and the Controller of Examinations as member-secretary.

Grievances are addressed and decisions are taken within a week at the primary level itself. Decision is brought under notice of the student through a meeting and acknowledgement is collected.

Grievances Raised by students in the last five years regard:

- the conduct of re-test of internal exam
- exam portions of internal exam

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for 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:**

For each programme, the university prescribes a proper set of outcomes and publishes them through the respective syllabus.

**Programme Outcomes (PO)** specify what the graduates and post-graduates of the college should achieve at the end of their study with the institute.

**Programme Specific Outcomes (PSO)** specify what the graduates and post-graduates of that programme should be able to do upon completion of the programme.

**Course Outcomes (CO)** are the resultant knowledge skills the student acquires at the end of a course.

The institution makes these outcomes transparent to various stakeholders by different means.

- The College/IQAC of the college organises Workshops on Outcome Based Evaluation (OBE) to familiarise teachers with Bloom's Taxonomy, which is the tool used to measure attainment.
- POs, PSOs and COs of all the programmes offered by the college are communicated through Website and Department Notice Boards.
- Department meetings are held at the beginning of every academic year to allocate courses and communicate with each of the faculty members.
- The PSO and CO as per the university syllabus are communicated to those concerned papers' teachers
- The College organises Orientation Programmes for first-year students at the onset of each academic year. The details of the programme such as its nature, syllabus, pattern of examination, and outcomes are communicated to the students through this platform.
- The faculty members communicate COs to the students and clarify their doubts while introducing topics every semester.
- Exhibition of POs in and PSOs in front of respective departments and COs of each course displayed inside the classroom for better awareness.

The tests, assignments, seminars, projects and learning activities are aligned to incorporate the attainment of COs and POs envisaged in the Course plans. This approach of learning makes the student an active participant in the process of knowledge gaining, the teacher a good mentor and together they lay the foundation for a strong and capable future set of citizens.

The POs, PSOs and COs are measured quantitatively through Direct and Indirect methods using the tool of Blooms' Taxonomy equipping the Rubrics Method.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.2** *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

**Response:**

NSM has adopted the Outcome-Based Education framework using the Rubrics methodology to calculate

the attainment of PSO and CO.

The assessment process uses both direct and indirect measures to measure the attainment of course outcomes. The measures are as given below;

**Direct measures:**

- Internal Examinations
- Assignments
- Seminars/Presentations

**In-direct measures:**

- Attendance
- Class Participation

The classroom employs a range of assessments, which demonstrate student achievements.

**Pre-Assessment**

At the beginning of each Semester of Inquiry, teachers will assess students' prior knowledge and experience before embarking on new learning experiences.

**Formative Assessment**

Formative assessments occur throughout the unit or learning process. Formative assessments take a variety of formats that may include orals, debates, role play mcqs, etc. These assessments are also known as Assignments.

**Summative Assessment**

Summative assessment happens at the end of the teaching-learning process or experience and is planned for in advance. It is also known as Internal Exams. The assessment is designed so that students can demonstrate their learning in well-founded contexts and apply it in new ways. It must be noted that while defining a question paper for exams, questions must be chosen based on their corresponding CO's weightage and must be mapped to their COs. This helps us to calculate the performance of a student for a CO

The accomplishment of every one of the PSOs and COs is done through rubrics methodology assessments, and learning tasks. The results for the assessments and tasks are outlined in accordance with CO and the achievement is surveyed from the appropriate response contents. The accomplishment of every CO is determined by the exhibition in the tests and assignments.

The Summative and Formative marks are calculated on a 3-point scale. The average of this 3- point score is taken as the overall attainment for that particular course. The score thus obtained is mapped with the CO and PSO. each Attainment score is calculated with the mapped score resulting in the final attainment score.

**Indirect techniques**

- Feedback collected every year through a structured format prepared by the department on CO and PO attainment strategies.
- Analysis of feedback is conducted at the department level and subjected to detailed discussion.\
- The analysis output is referred to the apex board and an analysis meeting is conducted with the subject teachers.

Based on the discussions, pragmatic suggestions brought up are used to generate a new action plan for the succeeding year aimed at the attainment of learning outcomes.

- Course End Survey which is done at the end of the course through the LMS - Linways feedback mechanism
- Employer Survey which is conducted by the Management once in an academic year through feedback forms about the relevance of course and course level contents in the scenario.
- Alumni Survey held once in an academic year concerning the industry they are now placed in.

The success rate is witnessed by the gradual increase in results obtained in each semester examination, placements and upward mobility of graduates.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

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

**Response:** 76.45

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 209 | 358 | 420 | 380 | 376 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 401 | 463 | 485 | 476 | 455 |

| 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:** 3.55

| 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:** 0

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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description | 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:**

With the college motto in mind "To Reach the Unreached", we have created an ecosystem for innovation, an ambience that encourages new thoughts and fresh minds.

**Ecosystem for Innovation**

1. ED Club Initiatives are programmes conducted by the ED Club of the college to boost budding entrepreneurs through ventures like ED Bazar, Assignment Book, etc.
2. Ideathon is a 24-hour program conducted to develop start-up ideas to motivate entrepreneurial aptitude among students.
3. Successful attempts were made by the HM students and were awarded certificates for creating world records in categories like the biggest Kerala Sadya, the most number of omelette varieties, etc.
4. The Start-Up Speak Up program enhances the innovative ideas of the students of the department.
5. The 'IT club' of the Department of Computer Science and Applications conducts YANTRIKA - IT FEST which helps students to develop technical, organising, and logical skills. Exhibitions and competitions are conducted during these fests.
6. Abhinaya, an initiative by the PG Department of English enhances students' language and soft skills.

7. Vanquish the Management Fest is conducted by the PG Department of Commerce to create exposure and practical experience.

## Initiatives for Creation

1. Escoffier's Cafe Alfresco is conducted to enhance the innovative and culinary skills of students.
2. Industry Interactions inspire innovative spirit among students.
3. Theme Dinner develops the culinary and organising skills of students.
4. Mathews Muthabikh is conducted to experiment and learn new cuisines and its service thereby improving each student's skills to be on par with international standards
5. Voice of Naipunnya, NSM Radio provides an opportunity for students to exhibit and showcase their talents.

## Transfer of Knowledge

1. Grow with Us' club of the Department of Hotel Management provides opportunities for students to interact with eminent personalities from the hotel industry. Students participate in wine-making and tasting workshops.
2. Industrial Visits provide an insight into the dynamics of companies and practical aspects of the course are better explained through action rather than words.
3. Industrial Exposure Training is encouraged to grow among students an understanding of the practical demands and needs of the industry.
4. Academic researchers are promoted. Faculties and students are encouraged to publish research papers. Research-oriented seminars are conducted for the transfer of knowledge.
5. Skill Enhancement Initiatives are sessions on vegetable carving, ice carving, etc., for students

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for 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:** 44

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 18 | 12 | 05 | 05 | 04 |

| 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:** 0.22

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19 | 03 | 0 | 01 | 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:** 0.05

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 03 | 01 | 01 | 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](#) |
| Provide Links for any other relevant document to support the claim (if any) | [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:**

Community Extension Program is a voluntary initiative enabling the students to experience social issues and actively involve them in the process of socialisation. The institution encourages its students to realise the importance of care and concern towards the underprivileged and less fortunate fellow men and Mother Nature.

## Extension activities in the neighbourhood community

- Catch the Rain campaign conducted to spread awareness of water conservation to the general public conducted along with Nehru Yuvakendra.
- Palliative Care Home Visit conducted at Palliative and Geriatric Care Home, Muhamma.
- Cake Distribution to neighbouring families conducted by Department of Hotel Management. The extension activity induced kind-heartedness in the minds of the students in the neighbouring community.
- World Wetland Day was celebrated by cleaning the canal that runs beside the college.
- Survey on Street vendors where their issues were understood and some financial resources were provided.
- Planting of Trees titled Swachatha Ki Sewa by planting trees in nearby areas and houses is promoted.

- Clean India Campaign, Clean Cherthala, Save Chellanam- geo bag production 2k19 in collaboration with different governing bodies to create an embankment by filling geo bags with sands to protect the sea- affected areas of Companypady and Bazaar along with cleaning various publicly accessed places.
- Hand in Hand Project by PGDE for students to get in touch with needy and ostracised sections. Snehatheeram- an institute for physically and mentally challenged was visited.
- NSS Road Signboard cleaning program conducted as the Gandhi Jayanthi program. The signboards around the National Highway near Cherthala Municipality were cleaned and made visible to the traveling public.

## Extension Activities for Social Issues

- National Girl Child Day is celebrated to create awareness among the public on the rights of women and to help the needy.
- Blood donation campaigns for donation to LISIE hospital and Amrita Hospital to give awareness of the importance of Blood donation and social service.
- Cyber awareness program in association with the Nehru Yuvakendra to raise awareness on cyber security, awareness of cybercrimes to the general public.
- Covid Mega Vaccination drive under Thanal conducted in association with Aster Medicity. Around 480 people including the students and faculties and people from neighbouring premises received the vaccination.
- Road cleaning program to create awareness regarding the importance of cleanliness and its benefits.
- Bleaching of Houses to help flood-affected areas designed to comfort the severely flood-affected populace.
- Clean campuses and outside premises to clean the campus and drainage around the surrounding places and give awareness about the destruction of the environment due to plastic and make it litter-free.
- A health awareness cycle rally organised by Kinder Hospital to spread awareness of health among local people around the campus and Cherthala Municipality.

## Impact of Extension Activities

All these activities reaffirm the significance of their role in the family, society, nation, and in the world thereby creating globally responsible citizens. It also helps the students improve their leadership skills, cooperation and teamwork, and self-confidence.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

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

**Response:**

The college has received awards and was recognised for being an integral part of the community it belongs to.

In the year 2020, **"Reboot Kerala Hackathon**" a competition conducted by the Higher Education Department - Government of Kerala seeking new ideas from students of different engineering colleges for problems faced by different departments in the government of Kerala was conducted in the college campus from 28th February to 1st of March 2020. In spite of time constraints, multiple groups of students developed solutions for given problems. Naipunnya Students and teachers were the facilitators and volunteers of the program. ASAP and the Ministry was very much pleased and appreciated the way it was conducted and several high-ranking officials, Ministers, and MLAs visited the campus during the program. The college was awarded an appreciation certificate for the collective efforts put forth by the teachers and students in the overall handling of the programme.

**Foundation**. The Foundation evaluates the performance of self-financing colleges in criteria like the employability of students, the contribution of students to society, etc. Judging the college on the above parameters, they awarded Naipunnya School of Management as the best college in 2019. The Award was presented to the college by the then Finance Minister Thomas Issac and Higher Education Minister C. Ravindranath. The meeting was presided over by the state's education minister Mr.C. Ravindranath.

In August 2018, Kerala was severely affected by an unprecedented and devastating due to heavy rainfall. Alappuzha, being a low-lying area was severely affected. Naipunnya staff, students, management, and even the premises were utilised to soothe the sufferings of the affected people. The college was converted to a camp for the affected. Classrooms became home for people, the campus was filled with people, students, faculties, and management became volunteers. **The District Administration of Alappuzha** issued a **Letter of Appreciation** to the college for being one of the major players responsible for Alappuzha district being recognised by the UNICEF team.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for 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:** 33

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 8 | 2 | 10 | 8 | 5 |

| 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:** 25

| File Description | Document |
|---|---|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | **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** |

# 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:**

The College occupies **9.4 acres of land** utilized for both academic and co-curricular activities. The college is richly endowed with the green lush of natural landscape and is sumptuous of fresh air.

The college has **well illuminated and well ventilated classrooms** with good seating infrastructure and has **ICT enabled classrooms** with LCD projectors to merge technology in teaching.

There are spaces in the college such as **Indoor auditorium, Seminar halls and air conditioned conference hall**. The **Auditorium** can accommodate 2000 pax. All these are equipped with audio-video facilities.

The **Basketball court area** is also used for flash mobs and other programs that require an open area.

**A language lab** is seen in the PG Department of English where classic English movies, documentaries etc. are played to improve their communication skills.

**A licensed software Computer Lab with about 93 computers** (both Windows and Ubuntu) to offer computer literacy and practical sessions.

**Wi-Fi enabled campus.**

**An automated library** with the latest KOHA version along with a Divyangjan friendly library.

Various e-resources are provided which cater to different groups in the college. The Xerox facility is also available for students in the library.

The college provides **3 star facilities** for the Hotel Management students to develop their culinary, service and housekeeping skills. There are two training kitchens and two modern restaurants along with a bar counter and mock suite.

Every **staff room** is equipped with **computers and a printer** as well as a dedicated library.

The college has **reception areas** in both the **Academic and Administrative block** and an office that caters to all informational requirements of students.

**Ashwas** is the space allotted in the college as counselling centre.

The campus is **divyangjan friendly** with easy access to classrooms and the campus. A lift has also been installed for easy access.

The **water coolers** connected to water purifiers provide safe drinking water.

**Fire extinguishers** are provided in each block for ensuring the safety of the students. **Handrails** are affixed wherever necessary and the campus is under **CCTV surveillance**.

**A co-operative store** where students can purchase textbooks, notebooks and stationery at reduced price with a reprographic facility.

**Canteen** where students are provided nutritious food catering to their tastes.

**A dedicated parking space** for staff and students.

The Department of Computer Science & Applications has a fully-fledged **Electronics lab** for training students.

**Rainwater harvesting** is implemented throughout the campus by installing harvesting wells with capacity of around 325000 liters of water.

**Solar Panels** have been installed in strategic positions in the college to make use of the abundant solar energy. This helps in the effective dissemination of power throughout the college.

**Dustbins** are strategically placed in the campus and cleaned at significant times. Food waste is collected and disposed of in **the bio gas plant**. All plastic and non-degradable waste are burnt in the **incinerator** in the campus.

A well-equipped **gymnasium** and yoga center is provided by HEI for imparting discipline and inner strength.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

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

**Response:** 38.27

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 116.59583 | 9.92681 | 25.6564 | 152.3388 | 469.53012 |

| 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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:**

The NSM Library - **Bodhi** is located in the prime area of the campus with a total area of 1205 sq. ft. Resplendent with a good collection of books, journals, periodicals, newspapers, question banks and CDS. The **gate register** system and **Barcode** system is in practice. The books are arranged in the **Dewey Decimal Classification**. Reference space with an exceptional collection of competitive exam books, Dictionaries, Encyclopaedias, Project reports, bound volume of Question Papers and periodicals, CDs, Year books, Secretarial practice books, IELTS books etc. Specialized services provided such as **N LIST, DELNET**, **J-GATE**, **Digital repository (D-Space), NVDA** (for visually challenged users). Inhouse/remote access to electronic databases is provided to the users by creating individual username and passwords.

| Library Automation | Name of ILMS software | Nature of automation | Version | Year of Autor |
|--------------------|------------------------|----------------------|---------|---------------|
|  | KOHA | Partially | 22.05.06000 | 2022 |

| Available Digital Repositories | Sl No | Name of e-resources | Amount of Subscription | Year |
|--------------------------------|-------|---------------------|------------------------|------|
|  | 1 | N list (INFLIBNET) | 35,400 | 2022 |
|  | 2 | DELNET | 13,570 | 2019 |

| | | | |
|---|---|---|---|
| 3 | J Gate | 57,222 | 2020 |
| 4 | D Space | Free | 2019 |

| Expenditure of Journals & Books (Last 5 years) | Year of Expenditure | Expenditure on the Purcha Journals | |
|---|---|---|---|
| | 2021-22 | 11299 | |
| | 2020-21 | 390 | |
| | 2019-20 | 57996 | |
| | 2018-19 | 50073 | |
| | 2017-18 | 57119 | |

**Services**

- Bodhi follows an open access system. The **WEB- OPAC** is available at remote access. The staff and the students make use of this facility through the user ID and password provided to them.
- Equipped with five internet enabled computers for accessing e-resources as well reprographic services.
- **Book bank** facility is provided for economically weaker students to improve their grades.
- **ILL (Inter Library Loan- DELNET)** is provided to the users which helps in accessing the information from outsource resources without any delay.
- Library conducts several orientation classes to the readers for inculcating good reading habits and to shed light about the systems and functioning of the library.

- **Divyangjan students** have a library set up on the ground floor with facilities catering to various needs.
- **NVDA Software** for screen reading has been implemented for the **blind students.**
- **Best library user award** is given to motivate reading habits among the students.
- Library conducts several competitions for the students on National Reading Day celebrated on June 19 every year.
- **Digital Repository Services** is provided to refer to previous year question papers, institutional publications, newspaper clippings.
- A notice board is provided for announcing new arrivals and current news which helps to keep up with current affairs.
- Days of national and international relevance are displayed on the notice board.
- A Suggestion box is provided and responses from the users helps the library to improve its services based on these suggestions.
- CCTV Surveillance ensures security and safety of students as well as resources.
- Statistics of library usage (staff & student) is displayed on the notice board frequently every month.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for 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 endeavours for an IT-oriented campus to keep up with modern demands. IT has been incorporated into the college activities for enhancing the quality of teaching,
learning, and evaluation processes and also for rendering the administrative processes more user-friendly, efficient, and transparent - the aim being a digital campus.

## IT Facilities

- Physical IT facilities like computers, printers, projectors, Xerox machines, and software facilities like websites, and various software are upgraded regularly resulting in enhanced teaching and learning processes and administrative ease.
- There is AC seminar hall with LCD projector and audio equipment with seating of fifty persons, an open auditorium with portable LCD projector and seating 1500 persons, and two indoor auditoriums with LCD projectors.
- The college has 122 computers of which around ninety are in the lab, and the rest in different offices and departments.
- Every department is furnished with internet-enabled desktops as well as printers.
- Every Department has at least one LCD room equipped with a projector to enable IT-enriched teaching-learning methods. Additionally, one auditorium is equippedwith a laptop and projector to provide better teaching-learning experience for the students.
- College is powered by solar energy. Uninterrupted power supply is ensured by UPS and generators.
- Campus has a security cover with CCTV system which is installed at the principal's office to monitor the activities on the campus.
- English department has a room with facilities like speakers and projectors to support students in practicing phonetic sounds, listening and conversation skills.

## Digitization of Library - Bodhi

- Bodhi is set up with three computers equipped with Internet.
- Library is automated with KOHA which provides a user-friendly interface for searching documents (OPAC) available in the library and their issue status. It is equipped with printers and a photocopier.
- A digital library facility with computers for accessing digital materials through DELNET with a bandwidth of 50 Mbps.

- The book borrowing and returning system digitised using Koha automation system.

## Internet & Wi-Fi Facility

- The college upgrades Wi-Fi as per the needs and has a leased line connectivity of fifty Mbps.
- The IQAC has computers with Wi-Fi connectivity to facilitate Documentation Management System.
- All staff access WIFI using a special login-id on their mobile phones whereas students access through digital library and computer labs.
- Academic activities are managed by LMS - Linways.
- College website is regularly updated about the events in the college.
- HRMS - Human Resource Management System is implemented for ease in HR functions.
- G-suite id is provided to every faculty for official purposes.
- SMS alert facility to parents is available using software.
- Staff mark their attendance biometrically.
- College has a GPS bus tracking facility.
- General Store of the campus uses lattice software.
- Accounts department implements tally software for daily recordings.
- HM department helps students to be placed globally through Skype interviews
- Premium Zoom account for conducting webinars and conferences on a larger scale.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

---

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

**Response:** 12.63

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

Response: 90

| 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:** 25.38

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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 128.30  | 83.30   | 118.53  | 101.63  | 81.51   |

| 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](#) |
| Provide Links for any other relevant document to support the claim (if any) | [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:** 61.14

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 672 | 798 | 888 | 892 | 900 |

| 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:** A. All 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:** 43.77

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 493 | 684 | 650 | 759 | 385 |

| 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](#) |

## 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:** 48.59

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 152 | 187 | 214 | 144 | 150 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 209 | 358 | 420 | 380 | 376 |

| 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:** 17.19

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.)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 54 | 41 | 17 | 29 | 13 |

| 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:** 22

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*

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 0 | 4 | 4 | 2 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | View Document |
| list and links to e-copies of award letters and certificates | View 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:** 12.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19 | 16 | 4 | 9 | 13 |

| 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:**

Naipunnya School of Management has an Alumni Cell which has been working effectively since 2018. The name of the association is **NAAM - Naipunnya Alumni Association Meet,** which loosely means

'**us**'. This is done to invoke in its members a feeling of family, which is what Naipunnya aims all its stakeholders to be.

Previously, alumni functioned through Almaconnect. However, as the alumni members increased, a need was felt for coming together and thus the Alumni association was formed. The Alumni association is registered with the Kerala Government Registration department from 17th March, 2022. The application was submitted in March 2019, however due to the pandemic, the registration was delayed.

The objectives or NAAM Alumni Association is fourfold:

1. To nurture a sustained relationship with their alma mater
2. To develop a platform to interact and exchange ideas with the faculty members
3. To guide the students towards a better perspective regarding the industry through alumni talks
4. To organize alumni meets and develop a networking system among different batches.

 NAAM is registered under the Societies' **Travancore Cochin Registration Act**. Its mission is '**to build a Society/ network of Naipunnya Alumni and to contribute to the personal and career development of the present and passed out students**'.

The Alumni Association of the college functions at the College level and the annual meeting is scheduled on the 26th of January of every year which is attended by a large number of members.

The alumni regularly visit the college to interact with the present students to share their experiences, successes and failures.

They extend their generosity and support to their Alma Mater both financially and otherwise. The Alumni Association has initiated **various Scholarships for Students**. The significant highlight of the Association is that as part of **outreach activities**, they have conducted various sessions for students.

The college values the **feedback of alumni** on its academic function and infrastructure. It is a regular practice to collect feedback on curriculum, teaching methodology and support services.

- Throughout the period, the alumni association took initiatives to conduct a wide variety of **career orientation classes, life skill training** etc.
- The prominent alumni visit the college as resource persons in both academic and non-academic matters.
- Every year Alumni sponsors students and provides **free ships and scholarships for deserving students.** These are distributed on College Day.

Every year, a best outgoing is rewarded with a cash award of Rs. 2000/- & a trophy.

Alumni of the college have entered different walks of life across the globe. Some have become part of the government system in the country. Some have blossomed to become entrepreneurs, journalists, advocates, assistant professors and research scholars, school teachers, bank employees, or IT professionals. A good number of them have turned out to be farmers promoting the primary sector of the country. Many of our students have opted to be home makers devoting their time and energy into building up their core - 'family'- which is the foundation of every dynamic society.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for 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:**

**MOTTO: TO REACH THE UNREACHED**

College aims to become the dynamic centre of excellence by motivating the youth to attain their dreams with the support of innovative and quality training programs.

**VISION:**

**The college aims to be a national centre of excellence for value based, inclusive and holistic education and research, moulding the students into highly proficient and responsible global citizens.**

The college takes strongest effort to ensure that the vision-mission and college objectives are in consonance with the objectives of higher education at the national level, through periodic review of the same. Being a Christian institution, the duty of maintaining religious-cultural traditions and values is conscientiously kept, while remaining open and accessible to all sections of the society without any discrimination.

- The Management has designed the Organogram, and defines the rights, duties and responsibilities of all stakeholders.
- The educational process in the college is a collaborative team effort by the Management, Principal, IQAC and the faculty members.
- The principal leads the academic and administrative leadership and is supported by the IQAC, Vice Principal, Dean of studies, staff Council, HODs, coordinators and finance officer.
- The Assistant Executive Director controls the administrative part of the institution like the hostel. store, housekeeping staff. canteen etc.
- The Vice Principal assists the Principal in academic matters ably supported by the Dean of Studies. HODs and coordinators and faculty members.
- The quality parameters as regards the academic ambience is guided by the IQAC which spearheads the planning to implementation of various strategies after due consultation in academic council meetings.
- The staff meeting serves as the sounding board for all strategies.
- There is a transparent interface between the student council and the staff that helps to materialise the strategies.

The faculty members stick to the mission, vision and objectives to achieve and sustain exemplary standards in educational services by improving the chances of success of students locally and at global stage.

- The institution promotes a culture of participative management system which is practised right

from the top management level.

- The management consults the Principal on all matters related with the quality improvement of the college and provides ample freedom to the Principal and other working partners of the institution through decentralisation.
- The Principal as the head of the institution undertakes the academic and administrative management of the college.
- The IQAC, staff council, the HODs, course coordinators, teaching and non-teaching staff, the college office, various support services and committee Coordinators participate with the Principal in managing activities in the institution and also with the managing of day to day academic, managerial and cultural affairs.
- The IQAC, college council, student support services, different clubs, extension and outreach programs showcase different levels of leadership participative management.
- To handle grievances, the following cells have been formulated
  - Grievance Redressal Cell
  - Internal Assessment Grievance Redressal Cell
  - Anti - Ragging Cell
  - Women's Cell - Against Sexual Harassment Complaints
  - Internal Complaint Cell

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for 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:**

College has a clear-cut hierarchical structure with the Governing Body as the apex forum for implementing the vision and mission. The college has a well-structured organisational structure under the visionary leadership of His Excellency Mar Thomas Chakkiath.

- The Governing Body is the apex body with regard to matters like policy making. It consists of the Patron, Co-Patrons, the Manager, the Principal, representatives from the teaching and non-teaching staff, and other eminent personalities from outside. It frames strategic plans that can be adopted in the fields of infrastructural development, enhancement of quality in the teaching-learning process, promotion of research and other healthy practices.
- The quality policies of the college are put into action through the Governing Body and the College Council.
- The recruitment of the teachers is done on the basis of the HR Policy of the Management.
- The Principal is the facilitator executing the institutional policies with the assistance of the College

Council.

- The quality enhancement and sustenance of the activities of the college is ensured by the Internal Quality Assurance Cell.
- The duties of the college office staff have been clearly delineated.
- The institution has a very quick dynamism to address the grievances via faster recording, settling and reporting.
  - There is a grievance redressal forum for student's academic issues – The departmental level, the Examination Cell and then the college level grievance redress mechanism.
  - For non- academic issues, it goes through the Department, Discipline Committee, College Council, and if needed, the Governing Body.

- Issues brought to the Grievance Redressal Cell are addressed in consultation with the concerned HoDs.
  - At the appellate level, all unresolved issues are redressed by the Principal in consultation with the Discipline Committee and College Council.

- The administration of the college is supported by a number of committees and cells like the IQAC, College level monitoring Committee, Department level monitoring Committee, Anti- Ragging Committee, Grievance Redressal Cell, Discipline Committee, Women Development Cell, Anti- Narcotic Cell, Placement Cell, etc.
- Strategic plans have been developed through discussions with various stakeholders. They are implemented and reviewed through a multi-stag deliberation held in bodies such as Governing Body, College Staff Council, IQAC, and general staff meeting.
- The college has a five-year strategic plan (2017 - 2022) which focuses on Quality enhancement initiatives, Curricular aspects, Research, Infrastructure, Students support, Environmental initiatives, Initiatives for society welfare etc.
- A central committee consisting of the Manager, Principal, the heads of the departments and selected teachers, were given the responsibility for bringing out a document outlining forthcoming plans and targets of the college.
- The prospective plans focus upon infrastructural development, enhancement of quality in teaching- learning process, promotion of research, healthy practices, etc

| File Description | Document |
| --- | --- |
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for Additional information | 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:** A. All 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:**

**Welfare Measures**

The institution has in place various welfare measures to create a conducive work environment for its teaching and non-teaching staff. The institution believes that it is important to create an atmosphere where the staff feel unstrained and find a balance in not only attaining the organizational goals but also their professional goals. Some of the prominent welfare measures are listed below.

| Onam, Christmas celebrations | For all staff. Celebrated with the distribution of seaso gifts with an opportunity for performing their creative ta |
|---|---|
| Gratuity, ESI, Annual Increment, Advance salary, | For all eligible teaching and non-teaching staff |
| Staff Association, Faculty Devlopment Programme, Free Uniform, Free medical camp | For Teaching staff |
| Basketball Court, Outdoor stadium, Fitness centre | Access for all staff to promote health and fitness. |
| Computer and Internet Facility | Unrestricted access for all staff to aid in their work. |
| Library, Hostel and canteen facility | Access for all staff for a 'home away from home' feel. |

**Performance Appraisal System**

The institution has introduced a five tier performance appraisal system for evaluating the performance of teaching faculty. The objective is not only to evaluate the performance as per the established norms but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the faculty.

1. **Teacher's self-evaluation:** It is mandatory for every teacher to furnish the self-appraisal form which provides questions about annual performance of teachers which include curricular, co-curricular and research activity every year and it is reviewed by the Principal and IQAC.
2. **Teacher's evaluation by students taken at HoD level:** A feedback form is published through Linways and their evaluation is recorded, consolidated and reported to the Principal in every semester.
3. **Teacher's evaluation by students taken at management level:** Student feedback is taken from the management to review the performance of staff. An evaluation sheet is distributed among the students and their result is consolidated by the management. The evaluation reports are kept strictly confidential and management provides recommendations and suggestions to improve the teacher quality.
4. **Teacher's evaluation by HoD:** Head of the department has a structured appraisal form to evaluate each faculty member where he/she gives the details of every faculty's performance and participation in all the activities assigned to him/her by the department/college.
5. **Teacher's evaluation by Management:** After the inputs are gathered from all the aforesaid tiers, the scores are tallied. A score sheet with the data derived from the analysis is presented to the faculty member. Random selection of remarks and suggestions, areas of improvement are also given to the faculty members and the teachers have a one to one meeting with the Principal, where the Principal shares the result analysis of the feedback.

   The Non-teaching staff are evaluated by their supervisors on an annual basis. There is a structured evaluation form used to analyse them. After gathering all the inputs from the respective supervisors, the Assistant Director may ask the non-teaching staff to attend for a one to one meeting where suggestions and corrective actions will be recommended.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for 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:** 68.42

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 50 | 35 | 40 | 39 | 31 |

| 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](#) |

**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:** 42.57

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 74 | 40 | 33 | 37 | 31 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 44 | 44 | 44 | 44 | 44 |

| 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:**

The major sources of institutional receipts and funding are as follows:

- Admission fee
- Student fees
- Bus fee
- Application and prospectus
- Hostel fee
- Vehicle pass fee
- Mess fee
- Snack bar collection
- Student store collection
- Library fee
- Record fee
- Interest received from bank
- Rent from external bodies for conducting various competitive exams

The management regularly extends funds for the maintenance of existing infrastructure, landscaping of the campus, office expenses, upgradation of IT Facilities, computer maintenance, payment of salary, electricity, water and building maintenance, staff welfare expenses, repair works etc.

The institution conducts budget analysis each year and the results are compared and analysed. Proper account and utilisation are ensured through financial audit at the end of each financial year. The finance department ensures that the expenses fall within the available resources of the institution. The finance department regularly monitors and controls the expenses by maintaining an internal-external audit for the

effective and efficient utilization of available financial resources.

**Audit:** Naipunnya has a system of auditing in tune with the statutory requirements. The preliminary audit is done by the Finance manager itself on a monthly basis. The institution has a finance committee composed of the Finance manager, Principal, Assistant Director and two internal auditors. The internal audits are done regularly by two internal auditors. Other than that the external audit happens every year by the external auditors.

**Internal audit**: The primary stage of internal audit is done by the institution itself by its finance department headed by the Finance manager. The secondary stage of audit is independently conducted by the two internal auditors to improve the operational efficiency of the institution.

**External audit**: The external auditor performs an audit every year in accordance with specific laws or rules of the financial statements. The audit report along with income and expenditure accounts, receipts and payment accounts and balance sheet are presented to the Archdiocese.

**Audit report**: The entire reports are evaluated by a high core team in the Archdiocese and remedial if any are taken to rectify the mistakes.

**Transparency in accounts**: Absolute transparency is maintained throughout the financial dealings with all stakeholders.

**Mechanism for settling audit objections**: The audit objections arising out of routine checking, clerical errors, duplications etc are corrected immediately and documentary evidence is produced. Audit objections in case of explanation required such as errors of principle, short or excess provision of depreciation, valuation of stock or inventory, capital and revenue expenses, wrongly written outstanding expenses, frauds or manipulations are given by the Executive Director and corrected then and thereof.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

IQAC operates with the intention of imbibing quality in every aspect of the institution and upholding the value system and ethics of the organization. The main contribution is developing quality conscious culture in the campus as well as create forums and opportunities for students to explore themselves.

## Naipunnya School of Management Incubation Centre - NSMIC

A platform to nurture, foster and develop innovation and entrepreneurial skills among students, researchers, alumni, and students from the region. Started with an aim to help the students to build a business by providing them with Management Training, Business Plans and prototypes. The vision is to promote and realize product oriented innovative, executable ideas and concepts which focus on life quality enhancement through entrepreneurship development and help them turn ideas into products, processes or services that benefit society as well as industry.

## Mentoring - UNARV

IQAC has initiated a mentoring policy in the campus that cements a healthy relation between students and teachers. Every teacher is assigned students as their mentees, and the teacher is responsible to monitor the personal and academic problems faced by them and help them to overcome their problems with courage and determination.

## 5D – Performance Appraisal System

IQAC has initiated a 5 dimensional performance appraisal system:

- From students about faculties
- From students by Management (Principal)
- About faculties by HOD
- About faculties by Management
- Self-appraisal

The above are compiled together to analyse the performance of the staff and reports are published in the website to ensure transparency.

## Feedback Mechanism

IQAC ensures that academic and ambience feedback is collected from the following stakeholders according to UGC recommendation:

- Students
- Faculties
- Alumni
- Employers

The reports thus generated are analysed and published in the college website.

## Vidyarambam

Conducted by the IQAC in coordination with Sargavedi as a formal event to orient the freshers to the nuances of college and their respective departments. It is conducted to ensure a relatively smooth transition of students into their college life. New comers are welcomed into a friendly atmosphere, to encourage their creative impulses to boost their confidence and advise on how to navigate their college life.

## Industry Collaboration

IQAC aims to create opportunities for students to interact with industry pioneers so as to develop their industry awareness. IQAC secures sufficient number of MoUs and it is encouraged to enter to maintain a strong industry relation and to increase employment opportunities.

## Implementation of LMS - transition to OBE

Learning management system **LINWAYS** enhances centralized planning, digitizes course plans of teachers and creates transparency among stakeholders of the institute. Teachers are encouraged to assign works and conduct exams aligning to Bloom's Taxonomy to create an outcome based education environment through the software.

## Clubs and Cells

Various clubs and cells work in the college to guarantee that students get opportunities to explore their innate creativity. IQAC has formulated policies for each which ascertains the trajectory of concerned cells is in tandem with the vision of the club, mission of the college and the goal of the students

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for 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](#) |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | [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:**

The college is committed to establish a community in which everyone can work together in a gender equitable environment, commemorating events and festivals ensuring harmony among all.

## Gender Equity

The college ensures gender equality and opposes any form of discrimination and violence. To be a strong institution of gender sensitisation, a women's cell named "SAHELI" was constituted.

- It was constituted with the aim of creating a gender-sensitised community within the campus as well as in society
- Has been organising various academic and social events for the upliftment of women and spreading the importance of gender equality in society through students.
- Organises events like lectures on adolescence problems, women safety, self-defence for girls etc.
- Aims to create an awareness about the social problems faced by women and work for the upliftment of women.

An awareness programme for the first year students is organised in the opening of every academic year. Grooming standards, personal hygiene and the general rules of Naipunnya are discussed.

The college shows ample responsibility to ensure the safety of girl students.

- A video Surveillance system is installed around the campus which ensures the safety of students, faculties in the college. The college entrance is under the surveillance of efficient security staff. Strangers and unwanted elements are denied entry especially during the college hours.
- Grievances of both boys and girls are taken up by this redressal mechanism and solutions come into practice at the earliest in tune with the aim of equality.
- There are sick rooms designated for boys and girls respectively, and in case of emergencies, students are admitted into these rooms under the supervision of capable staff. Additionally, there are rooms provided for Hotel Management students to change their clothes during practical sessions.

Cells and Clubs play a crucial role in creating a more inclusive and diverse college environment.

- Womens Development Cell is constituted and actively working in the college under the leadership of female teachers. The cell envisions giving proper direction to the girl Students and female staff and provide counsels to those who require
- The equal opportunity cell also contributes towards this effort by providing awareness to the students about the importance of equality. The Equal opportunity cell is always cautious to ensure

that equity and equality is not violate anywhere in the campus.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for 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](#) |

**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](#) |

**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:**

## Inclusive Environment

- The college includes social and cultural diversities and does not privilege anyone on the basis of class, religion or caste.
- The college functions on the basis of perfect equality and abiding tolerance.
- The basic aim is to provide better education and opportunity to the people of coastal areas of Cherthala.
- Our values include respecting diversities, freedom to seek the truth of thought and expression, equality, and fairness thus, we ensure equal opportunities to all and foster intercultural and interreligious harmony.

## Tolerance and Harmony

- A day at Naipunnya starts with a prayer song followed by quotes from the Holy Bible, Bhagwat Gita, and Quran which serves testimony to the harmonious nature.
- The college celebrates all the festivals irrespective of caste and religion. Onam celebration, Xmas celebration, Kerala Piravi, etc are some on the list. These celebrations have inspired everyone with the spirit of oneness and joy.
- We also celebrate Hindi Divas and World Mother Tongue Day - Malayala Dinam- an initiative by the Department of Languages to foster our regional languages.

## Cultural

- Sargavedi, a cultural club, serves as a platform to nurture creative interests and talents among students.
- The college has always considered the needs of the immediate and has helped a lot to face their

challenges., Programmes under Thanal, Karunya Bhavana Padhathi are such initiatives

- Assam Tea Fest by Tourism club and Theme dinners by Hotel Management help our students to know about different cultures of different states.

## Imparting Constitutional Values

- The college envisions its students as responsible and dedicated citizens of the nation. Constitutional values and responsibilities are conveyed to the students through structured programs.
- The NSS unit of the college takes the lead in imparting constitutional values through various programs.
- Days of National Importance are commemorated and the college organise various programs under the RTI forum which envisions the students' right to get information.
- The college has a practice of playing the National Anthem after every program conducted, creating a sense of patriotism among the students.
- The college conducts union budget analysis.

## Imparting Human Values

- National Service Scheme (NSS) organise blood donation campaigns to inculcate human values among students.
- Visits to old age homes and other houses of destitute and distribution of food packets were conducted by Centre for Gandhian Studies.
- Value education class is conducted once a week to inculcate human values among students.

## Imparting Social Responsibility

- CGS conducted community service program "Balyam", the development of Anganwadis in Cherthala Municipality.
- "Aksharam", a book distribution program to students in the nearby locality of Cherthala, conducted by the CGS.
- Preservation of clean environment campaigns were coordinated and conducted by CGS and NSS.
- Students participated in Flood Relief Activities and other voluntary activities.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for 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: Karunnya Bhavana Pathadhi

The College launched "Karunnya Bhavana Pathadhi" to impart social commitment and value-based leadership among students.

The major objectives:

- To inculcate human values among students and become valuable members of society
- To render a home for the deprived
- To develop social commitment among students.

## The Context:

Naipunnya decided to extend its helping hand to eligible candidates from Naipunnya. In the preliminary meeting, it was decided that if none is eligible, the project will be extended to someone deserving from the local community.

**The Practice:**
The eligibility criteria:

- Applications are invited from all sections of Naipunnya.
- He/She should be from an economically backward family who lacks a home.
- His/her family should possess a minimum 3 cents of plot area without liability.
- KBP will be extended to eligible residents in absence of deserving applications from NSM members.

After scrutinising the applications, the deserving is finalised by the KBP committee. A low- budget safe and secure home is built using funds raised by Naipunnya such as staffs, students, sponsorships, and from the management side. The faculty coordinator and student coordinator for the Karunnya project will be selected.
The project is targeted to be completed within a short span of 5-6 months with the support of staff and students who engage in every stage of home construction. A set of 20-30 students regularly visit the site and participate in various stages of construction such as painting, etc from all departments, ensuring that it does not disturb academics. The fundraising is by selling lucky draw coupons and contribution from all stakeholders.

## Evidence Of Success

During the academic year 2016-17, the first home was handed over to Binil Xavier of Hotel Management Department.
In the academic year 2017-18, the second home was handed over to Rejimol N J, Computer Science Department.
Following year, KBP helped those who lost homes during natural calamities. College also acted as a temporary home for people from flood-affected areas. The students and staff supported them physically and mentally. After the repairs, they returned back home. Amidst the difficult time all gathered to raise funds and donated to the Chief Minister's Flood Relief

Fund. The flood relief activities were applauded including a Letter of Appreciation from the District Collector. Apart from this, Centre for Gandhian Studies club renovated two aganavadies that were damaged by flood. During 2019-2020, a home was constructed for Ms.Latha. Presently, a home is under construction for Mr. Tenson - a staff of NSM

## Problems Encountered

- Arranging the fund for the project on time
- Non-availability and surge prices of labour and construction materials
- Natural calamities like floods, heavy rains, and the Covid pandemic affected timely completion

# Best Practice 2: Student Augmentation Programme

Effort and special care are put into academic and personal development which is reflected in student performance.

## Objectives:

- To help students, especially from coastal and rural locales develop their knowledge and interpersonal-behavioral traits such as attitude and grooming.
- Facilitate students' development through a unique series of programs that augment their skills.
- Direct life experiences enrich students with values making them competent humans.

## The Context

For the past five years, the percentage of students belonging to Economically Weaker and Minority Communities is about 65 to 70%.

- Students get polished to compete with modern requisites.
- Enrich the students in various ways, like Communication, Personality - Grooming, so that they contribute to society both as a group and individually.
- Train students so that they are competent in various aspects, ready to face their future with the right attitude and vision.

## The Practice

The programme is designed to add qualitative value wherein students from weaker areas are identified and their present academic and personal levels are evaluated. The students are
provided with adequate step-by-step programs that give them an opportunity to develop themselves. It consists of:

- Morning Expo (Morning Assembly Programme): Habitual action of every class from 9:15 consisting of Anchoring, Thought, News, and Special Talk. A common assembly is conducted

monthly in the college auditorium. This makes students comfortable with stage presentation and language skills.

- Grooming and Dress Code: - This promotes discipline and develops their attitude and their behavioural skills. This is handled with the help of Class Coordinators and other Subject Teachers.
- Communication and Language Skills Programme: - Students become more confident in terms of presentation and communication by socialising. Various student support programmes like Orientation, Communication Development, and News Paper Reading are organised.
- Placement and Career Development Programme: - Placement Cell operates to facilitate contacts between companies and graduates and organises career guidance programmes for students. Training programmes like Mock Interviews, Group Discussions are arranged. Various competitive exam coaching comes under this.
- Mentoring & Counselling Session: - Aimed at fostering a better rapport between the students and teachers, with counseling, they are able to choose between different careers and prepare themselves for a field according to their education and interests and helps to understand their problems.

## Evidence of Success

- Gradual outcome is they become more productive and learn how to behave professionally and ethically.
- The evidence is analysed by the level of placement and in eagerness to join for further study.
- The feedback from the students throws light on the efficacy of this programme.

| Students from Minority Communities Vs Placement-Higher Studies -Rank Holders | Year | No from Minc Com |
|---|---|---|
| | 2017-20 | 382 |
| | 2018-21 | 371 |
| | 2019-22 | 295 |

## Problems Encountered and Resources Required:

- Time to reshape students' mindset to enroll themselves enthusiastically.
- Fears pertinent to their age, language fluency, body language, and confidence
- Students from coastal areas have completed their school-level education from institutions that just value passing of pupils. There is also a probability of some students coming from regional language schools.
- Day-to-day economic aspect keeps them away from participating in structured programs. This is dealt by proper counselling and mentoring.

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | [View Document](#) |
| Any other relevant information | [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:**

**THANAL -An outreach program done by the students that has flourished in line with the institution's vision and mission. The aim is to mould socially responsible citizens. This is one of the main social commitment program of Naipunnya School of Management, Cherthala (NSM).**

Thanal was conceived with the prologue of "Doting the Deprived" - a practice that creates a sense of belongingness among students to the community and especially to the people who are not as blessed.

**Main objectives of Thanal are:-**

- To make the students identify the needs and problems of the community and involve them in the problem-solving process.
- To make students be aware of the community in which they exist and their main responsibilities to the community.
- To alert the student of their obligation and duties to society.
- To create a sense of a social and civic responsibility in students.

Naipunnya understands that education is not only acquiring or accumulating knowledge, but also to understand the people around us and to utilise the knowledge and skills they acquired for the betterment of the most deprived or ill privileged. The institution understands its obligation, that is, to instil a sense of compassion in their students and motivate them to execute their social responsibility.

Thanal gives more focus on children with intellectual disability, who are disadvantaged in every aspect of life including socialization and who are usually confined in their homes or schools. The program initiated as an outreach program for students later blossomed into one of the prestigious programs of the college. Hence, Thanal helps students to interact and involve with these intellectually disabled students and help to inculcate in them a sense of belonging to the community.

NSM enthusiastically implements its activities through the 'THANAL' outreach program. This program is created to cater to the interest of the students and to hone their skills.

- The programme "Snehasparsham", an initiative of Thanal is for the students of Naipunnya to visit a Special School at least once a year and conduct entertainment programs for them including a program by the special school kids too.
- The special school students are entertained in our campus and are given an opportunity to sell the products, taste different food and experience a different atmosphere.
- Exhibitions are conducted at our college campus for the products made by these children and usually they are sold out
- Students and faculties support special school activities by generous donations

- Exhibitions showcase their products and talents and provide a source of financial help to these special kids and school.
- Necessary items are provided which are useful for their life and studies along with food.
- A group of students and teachers visit Assisi Special School periodically and engage in cleaning activities.
- To utilize the knowledge and skills they acquired for the betterment of the most deprived, most ill privileged.
- Every institution including Naipunnya instils a sense of compassion in their students and motivates them to execute their social responsibility.
- More focus is placed on children with intellectual disability as they struggle to handle the nuances of life whereas the students of NSM reach a fulfilment state, gained through close working with the disadvantaged students.
- By interacting and involving these intellectually disabled students, they are provided with a sense of belonging to the community, a sense of need and a wide expanse of possibilities are opened in front of them.
- Develop competence required for group living and sharing responsibility.
- To gain skills in mobilising community participation with leadership qualities, helping mentality and sharing attitudes among students.
- focus on giving a helping hand for the people who really need to come to the main streams of the society.
- This program faced difficulty during the pandemic time as these students have a weaker immunity system compared to that of normal students. The schools were hesitant to conduct an outreach camp and instead a vaccination drive was held for such students.

**The success is evidenced by following areas**

- From the feedback of special school management, they felt a homely atmosphere and thus were ready to continue this program regularly.
- The special school students enjoyed every program and they returned back to their homes with a content and satisfied smile.
- This program has fostered a sense of belonging and obligation of each and every one to others in the society which could be seen in our student's enthusiasm to conduct more such activities.
- Students and the parent community hailed this activity and promised all support.
- Thanal created a helpful mindset among the students after coordinating the programs.
- Programme was able to create an impact in society resulting in many people requesting for a repeat.
- Initiative helped change students mindset on how to serve people.
- The students actively participated for the successful completion of the program, a sign that they were ready to serve others.
- When spent time with Special School students, everyone understood they have great hidden talents as well as how fortunate everyone is. If they get a chance to showcase that would be a great thing.

**The main problems are encountered: -**

- The spread of Covid which hindered the annual activity of visit and get together
- Post pandemic, exams were conducted in a hurry to attain the schedules resulting in a slowing down of our outreach programs
- Pandemic has really affected the financial status of all; hence shortage of funds stopped us from providing our best.

- At times we were unable to participate in all special school due to health issues.
- The proposed plans sometimes were delayed due to the busy schedule of coordinators.
- Limitations to organise and execute the program during the pandemic.
- Some special students faced commuting difficulty for coming for the program and we had to reschedule to avoid the travel difficulty.
- Residential training programs are difficult to organise.

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

Naipunnya School of Management (NSM), Cherthala is committed to serve the economically
weak, underprivileged and predominantly coastal area college students.

- More than twenty years of service to moulding of students' thereby building the nation, keeping pace with evolving academic environment.
- NSM envisages total personality development and influx of talents capable of providing leadership and direction in all spheres of life.
- The institution has a prominent place among the centres of higher education in the district of Alappuzha.
- The quality management system of the college gained ISO-9001:2015 international certification
- ICT enabled teaching learning methodology is integrated in all programmes to exploit the maximum potential of the students.
- The institution is an active Local chapter in SWAYAM-NPTEL.
- The expert team of faculties and Principal are actively involved in knowledge transfer nationally and globally.
- The first unaided college in Alappuzha district with NCC army unit and many cadets have been selected to various camps
- Lt. Jinnat Mathew(Head of the Department, Dept. of Physical Education) has been Commissioned Lieutenant Rank by Director General of NCC, New Delhi
- Various social extension activities as well as awareness campaigns were carried out under the leadership of different Clubs and Forums.
- The institution has established a solar power plant from which the college runs its operations in the most energy efficient and cost efficient manner, thereby being one step closer to being a Green Campus.

## Concluding Remarks :

Established in 2005, Naipunnya School of Management (NSM), Cherthala has played an
important role in uplifting the backward areas. The institution has taken steps to ensure quality standards to become an outstanding model in the higher education. The college has been striving to upgrade its infrastructure to respond to the changing demands on modern teaching techniques. Dynamic management with a progressive vision and vivacious faculty members, students, Alumni and parents are the strong pillars for consistent growth of the institution.The institution provides Add On Courses to enrich student's ability to support the fixed framework of the syllabus. Programmes like Mentoring and Student Support Programmes have created opportunities to integrate learning. The institution has several best practices like "Karunya Bhavana Padhithi" and "Student Augmentation Programme" that have contributed to the well rounded development of students. The institution aspires to become an Autonomous Degree Granting College according to requisites of NEP 2020.

# 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)**<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :34<br>Remark : as per the documents |
| 1.3.2 | **Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**<br><br>1.3.2.1. **Number of students undertaking project work/field work / internships**<br>Answer before DVV Verification :  844<br>Answer after DVV Verification: 754 |
| 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*<br><br>2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**<br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>\|---\|---\|---\|---\|---\|<br>| 47 | 48 | 50 | 51 | 46 |<br><br>Answer After DVV Verification :<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>\|---\|---\|---\|---\|---\|<br>| 46 | 51 | 50 | 48 | 47 |<br><br>2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**<br>Answer before DVV Verification:<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>\|---\|---\|---\|---\|---\|<br>| 103 | 103 | 103 | 103 | 102 |<br><br>Answer After DVV Verification :<br><br>| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |<br>\|---\|---\|---\|---\|---\|<br>| 114 | 114 | 114 | 114 | 113 |<br><br>Remark : as per the documents |

| 2.4.1 | **Percentage of full-time teachers against sanctioned posts during the last five years** |
|---|---|
|  | 2.4.1.1. **Number of sanctioned posts year wise during the last five years** |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 67 | 67 | 70 | 72 | 72 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 66 | 66 | 69 | 71 | 71 |

Remark : as per the documents

| 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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 24 | 34 | 35 | 30 | 23 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 17 | 13 | 12 | 10 | 09 |

Remark : as per the documents

| 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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 23 | 4 | 0 | 8 | 1 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 19 | 03 | 0 | 01 | 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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 03 | 01 | 02 | 0 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 03 | 01 | 01 | 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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 14 | 1 | 9 | 12 | 10 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 8 | 2 | 10 | 8 | 5 |

Remark : as per the documents

| 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 :<br>Answer After DVV Verification :25<br>Remark : As per HEI clarification |

| 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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 28 | 45 | 18 | 27 | 40 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 19 | 16 | 4 | 9 | 13 |

Remark : as per the documents

| 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** |
|-------|-----------------------------------------------------------------------------|

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**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 136 | 35 | 64 | 39 | 32 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 50 | 35 | 40 | 39 | 31 |

Remark : as per the documents

| 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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 125 | 65 | 33 | 37 | 32 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 74 | 40 | 33 | 37 | 31 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 32      | 0       | 0       | 0       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 44      | 44      | 44      | 44      | 44      |

Remark : as per the documents

# 2.Extended Profile Deviations

| ID | Extended Questions |
|----|--------------------|
| 1.1 | **Number of students year wise during the last five years**<br><br>Answer before DVV Verification:<br><br>table below<br><br>Answer After DVV Verification:<br><br>table below |
| 2.1 | **Number of teaching staff / full time teachers during the last five years (Without repeat count):**<br>Answer before DVV Verification :  91<br>Answer after DVV Verification : 105 |
| 2.2 | **Number of teaching staff / full time teachers year wise during the last five years**<br><br>Answer before DVV Verification:<br><br>table below<br><br>Answer After DVV Verification:<br><br>table below |

**1.1 — Answer before DVV Verification:**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1137    | 1276    | 1423    | 1486    | 1466    |

**1.1 — Answer After DVV Verification:**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1137    | 1276    | 1423    | 1486    | 1466    |

**2.2 — Answer before DVV Verification:**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 67      | 67      | 70      | 72      | 72      |

**2.2 — Answer After DVV Verification:**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 55      | 52      | 57      | 56      | 65      |