



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

NSS COLLEGE CHERTHALA

NSS COLLEGE, K R PURAM P. O., CHERTHALA 688541
688541

<https://nsscollegecherthala.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

NSS College, Cherthala stands as a beacon of higher education among the twenty-seven esteemed institutions established by the Nair Service Society, a pioneering educational and social organization. Guided by the visionary and social reformer, the Late Padmabhooshan Mannathu Padmanabhan, who championed education as the cornerstone of societal transformation, the college embarked on its journey in 1964 as a second-grade institution.

Under the leadership of the inaugural Principal, Prof. N. Govindan Unni, the college commenced its operations as a Junior College with a modest cohort of 350 students, 16 faculty members, and 12 non-teaching staff. Over the years, it has expanded its academic offerings, now boasting 11 undergraduate courses and 3 postgraduate programs.

As a co-educational institution, NSS College, Cherthala embraces students from all societal strata through the centralized admission process mandated by Kerala University, Thiruvananthapuram. The college attained a commendable B++ accreditation from NAAC in 2017, with feedback from the accreditation process guiding its continuous improvement efforts.

Despite facing challenges such as inadequate transportation infrastructure and geographical remoteness, the college remains steadfast in its commitment to serving the rural community. Rooted in its motto, "Satvat Samjayathe Jnaanam" - Knowledge arises from Goodness, the institution endeavors to impart quality education and instill excellence, curiosity, innovation, and creativity in its students.

With a resolute mission to emerge as a hub of academic initiatives and excellence, NSS College, Cherthala aspires to meet the diverse educational needs at local, regional, national, and international levels, thus contributing to societal advancement and progress.

Vision

NSS College, Cherthala stands as a distinguished institution of higher learning under the auspices of the Nair Service Society, a renowned educational and social organization. Founded in honor of the esteemed visionary, Bharata Kesari Padmabhooshan Sree Mannathu Padmanabhan, the college commemorated its sixtieth year of impactful existence in 2024. Situated amidst the socio-economically disadvantaged terrain of the state, the college is a beacon of hope for students hailing from diverse backgrounds, including the children of fishermen, coir workers, and marginalized daily wage earners, many of whom are first-generation learners.

Spanning across 27 acres of verdant land, NSS College, Cherthala enjoys a strategic location equidistant from key towns (Cherthala and Vaikom) and districts (Alappuzha and Ernakulam), facilitating accessibility for students from various regions. Despite its rural setting, the college boasts proximity to notable tourist attractions, underscoring its unique blend of academic excellence and natural beauty.

Mission

From its inception in 1964, the college has evolved significantly, introducing a plethora of undergraduate and postgraduate courses to meet the evolving educational landscape. Accredited with a commendable B++ grade by NAAC in 2017, the institution continues to expand its academic horizons, propelled by a commitment to excellence and innovation.

The campus exudes a tranquil ambiance, adorned with lush gardens, well-appointed facilities, and a vibrant student community. Recognized by UGC and revered for its research-oriented ethos, the college fosters a culture of inclusivity, catering to the needs of slow learners, advanced students, and differently abled individuals alike.

Beyond academics, NSS College, Cherthala champions holistic development through a myriad of cultural, sports, and extracurricular activities, nurturing well-rounded individuals poised for success in the global arena. Upholding values of integrity, compassion, and inclusivity, the college remains steadfast in its mission to provide quality education within a nurturing, progressive, and democratic environment.

With an unwavering commitment to its noble vision, mission, and goals, NSS College, Cherthala continues to leave an indelible mark on the educational landscape, enriching the lives of students and communities alike.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Clear Vision and Mission and Objectives** are articulated with precision, providing a guiding framework for our endeavours.
- **Committed Faculty** dedicated to ensuring excellence in all aspects of education.
- **Holistic Development** offering a comprehensive range of curricular, co-curricular, and extracurricular initiatives aimed at nurturing the holistic development of our students.
- **Empowering** socially and economically disadvantaged rural students, paving the way for their educational advancement.
- **Adopting a constructivist approach** to teaching-learning, providing ample opportunities for students.
- Students are encouraged to engage in **creative endeavors**, fostering innovation and self-expression.
- **Participative Learning:** Both students and teachers actively participate in the teaching-learning process, fostering a student-centered approach to education.
- **Organizing awareness** programs through various CBCSS cells and committees among students, equipping them with essential knowledge and skills.
- **Providing** tailored support for both advanced and slow learners, encouraging skill development, offering remedial and peer teaching sessions.
- **Organizing** seminars, field studies, industrial visits, and invited talks to provide students with practical insights and commercial knowledge.
- **Offering skill development** programs focused on enhancing communication skills, soft skills, personality development, and personal counseling, preparing students for professional success.
- All students are encouraged to **undertake innovative projects**, fostering creativity, problem-solving, and entrepreneurial skills.

- **Conducting periodic assessments** of students to gauge their progress.
- Our college supports **self-employment initiatives**, empowering students to pursue entrepreneurial ventures.
- **Regular participation of faculty in Faculty Development Programmes** to stay abreast of the latest advancements in their respective fields.
- **Embracing the integration of technology** to enhance teaching methodologies, ensuring interactive learning process.
- **Access to Financial Assistance:** We provide scholarship opportunities and various forms of financial aid to support students in their academic pursuits.
- Through the programmes initiated by the Placement Cell, we **facilitate placements** for our students.
- Our library boasts a **vast collection of books and journals**, providing students and faculty with ample resources for academic research.
- **Maintenance of an Inclusive and Environmentally conscious campus** free from political activities, fostering not only an environment conducive to learning, collaboration, and personal growth but also maintain a green campus, promoting eco-friendly practices and initiatives.

Institutional Weakness

- **Insufficient Accommodation Facilities:** The absence of student hostels and staff accommodation presents a challenge, impacting accessibility and convenience for both students and faculty.
- **Transportation Constraints:** The lack of conveyance facilities to reach the college poses a hurdle for students and staff, especially those residing in distant areas.
- **Limited Research Infrastructure:** The scarcity of research departments and a limited number of postgraduate courses constrain academic advancement and innovation within the institution.
- **Geographic Remoteness:** The college's location in remote areas away from urban centers creates logistical challenges for students and faculty, affecting accessibility and connectivity.
- **Financial Limitations:** Financial constraints hinder the college's ability to invest in essential infrastructure and resources, impeding overall development and growth.
- **Socio-Economic Disadvantages:** Many students come from poor socio-economic backgrounds, presenting additional challenges in accessing educational resources and opportunities, which need to be addressed through targeted support and interventions.

Institutional Opportunity

- **Proactive Management and a dedicated faculty/staff** cohort are at the core of our institution's ethos. Our campus boasts a pleasant climate and picturesque surroundings, providing an inspiring backdrop for learning.
- **We actively pursue opportunities to secure research funding** from both Central and State government agencies, enabling us to advance our academic endeavors and contribute to knowledge creation.
- **Special programs**, such as Entrepreneurship Development Programs (EDP), are meticulously arranged

to foster a spirit of self-employment and risk-taking among our students, empowering them for the future.

- **Situated strategically**, our college plays a pivotal role in extending education to socio-economically disadvantaged families, thereby contributing to societal upliftment and inclusivity.
- We recognize the immense potential **to catalyze transformative change within rural communities** and are committed to leveraging our resources for this purpose.
- **The establishment of research centres** marks a significant step forward in our quest for academic excellence and innovation.
- **Expanding postgraduate offerings within undergraduate departments** is part of our mission to enhance educational opportunities for rural communities, integrating them seamlessly into the mainstream.
- **We are dedicated to implementing more student-centered initiatives** through the CBCSS Clubs and Committees working within the campus to ensure holistic development and success for our students.
- **Under the leadership of our National Cadet Corps (NCC) and National Service Scheme (NSS) units**, we will prioritize the organization of society-oriented programs aimed at strengthening our bond with surrounding communities and amplifying the impact of our extension activities.
- **Embracing the vision of the National Education Policy (NEP) 2020**, we are committed to promoting the utilization of online education tools such as Massive Open Online Courses (MOOCs) and other platforms.
- In anticipation of the **implementation of four-year undergraduate programs**, we are poised to introduce innovative approaches to knowledge dissemination for students at NSS College, Cherthala.

Institutional Challenge

- **Establish a prominent national presence** through impactful research achievements, including high-impact publications, patents, and technology transfers.
- **Endeavor to uplift socially and economically disadvantaged students**, facilitating their integration into the mainstream.
- **Address student dropout rates** by implementing supportive measures and interventions.
- **Recognizing the financial challenges faced by many students**, particularly those from economically disadvantaged backgrounds, who often seek part-time employment to support their families.
- **Provide essential guidance and support to students** who lack proper familial assistance.
- **Facilitate upward mobility for students** from lower socio-economic backgrounds, guiding them towards higher societal strata.
- **Combat issues such as distress, alcoholism, and other forms of addiction** among students, offering necessary support and rehabilitation.
- **Focus on the needs of students from lower socio-economic backgrounds**, ensuring they receive equitable opportunities for growth and success.
- **Foster exposure to cutting-edge ideas** and facilitate meaningful interactions to broaden students' horizons.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The HEI is committed to adhering to the four major steps in the curriculum set by the University of Kerala: planning, implementation, flexibility, and ethical enrichment. At the planning and implementation stages, academic bodies play a crucial role in each decision, ensuring the curriculum is effectively delivered in the teaching-learning process. Committees such as CLMC and DLMC actively participate in these stages.

To add flexibility and enrichment, the HEI introduced Value-Added Courses for final-year students in 2019. These courses provide additional knowledge and skills, with fifteen courses offered over the past five academic years. More than 60 percent of students have participated, demonstrating HEI's commitment to equipping graduates with enhanced competencies.

The HEI also prioritizes ethical development through initiatives that extend the curriculum, addressing cross-cutting issues. The high number of students engaging in project work and fieldwork reflects the HEI's dedication to enriching the curriculum and fostering a comprehensive educational experience.

Teaching-learning and Evaluation

The faculty's dedicated approach to enhancing the teaching-learning process is evident from the high enrolment rate, with over 80 percent of seats filled annually. The institution adheres to the state government's reservation policy, ensuring seats are allocated to students from various reserved categories. The management prioritizes hiring highly qualified faculty, with over 75 percent holding Ph.D., NET, or SET qualifications, underscoring the emphasis on quality education.

The teaching-learning process begins with orientation programs for first-year students, followed by bridge courses to address the gap between school-level education and college expectations, identifying both slow and fast learners. ICT-enabled facilities and blended learning methods are integrated to prepare students for the modern educational landscape and job market. Student-centric methods and experiential learning opportunities further enhance the teaching-learning experience.

The importance of attaining Program Outcomes (PO), Course Outcomes (CO), and Program Specific Outcomes (PSO) is communicated to students through orientation programs, tutorial meetings, parent-teacher-student (PTS) meetings, and class mentoring. These outcomes are also publicly displayed on the college website. To ensure successful attainment, the institution conducts rigorous internal and external assessments, closely monitored by the Head of the Institution. The CLMC, DLMC, and other academic bodies play crucial roles in overseeing and implementing assessment processes.

Transparency in the continuous evaluation process is maintained by involving students in assessments, displaying continuous assessment (CA) marksheets, allowing grievances related to internal examinations, and providing opportunities for retests. Regular analysis of examination results is conducted to improve the teaching-learning process and ensure the achievement of program outcomes.

Research, Innovations and Extension

NSS College Cherthala is known for its vibrant and scholarly faculty, who maintain academic stability and continuity through dedicated research. The teachers at the college actively engage students in research through

innovative initiatives and academic ventures. This knowledge transfer is not one-sided; it flows from faculty to students, who then extend their experiential learning to the broader society through various extension services.

The college regularly organizes seminars and webinars on IPR, Research methodology and other areas of study, which fuel students' passion for knowledge and help them develop into future researchers. The Research Cell of the college plays key role in organising seminars/webinars on various aspects of research methodology and encourage the faculty to continue their research interests. Despite receiving comparatively fewer research grants, the faculty's commitment to research is evident in the number of research articles and books they publish. The college's academic community also demonstrates a strong interest in collaboration, engaging in joint research projects with scholars from different parts of India.

In addition to academic pursuits, NSS College Cherthala is actively involved in community-friendly activities, aiming to assist the surrounding community. The awards and accolades the college has received highlight the active participation of both students and teachers in various programs beyond the campus. These recognitions underscore the dynamic nature of the college community, which continually strives to impact both the academic and local spheres positively.

Infrastructure and Learning Resources

NSS College Cherthala, even though being a rural college engaged in uplifting the deprived second-generation learners of the town, shows immense interest in providing good physical, infrastructural, academic and IT facilities to the learners. The buildings are designed in such way as to merge with the green and lush campus. The library provides a rich repertoire of books and journals more than 38000 for the academic empowerment of the teachers and the students. The Inlibnet service gives access to multitudes of journals and academic write-ups from different parts of the world. The library is automated with Grantha software for easy access of books. The college also takes utmost care in updating the ICT facilities by using the limited financial resources. The wifi facilities are updated regularly and care is given to augment sufficient funds for the maintenance of all facilities.

Student Support and Progression

NSS College Cherthala demonstrates a strong commitment to supporting its student community through various initiatives. Over 85% of the students benefit from scholarships provided by government bodies and additional endowments from the institution. To ensure student welfare and holistic development, the college has established various administrative committees and academic bodies. Grievance cells operate at multiple levels to maintain transparency and address student concerns.

The Career Guidance and Placement Cell actively supports students in securing better employment

opportunities by organizing career orientation programs. The effectiveness of these efforts is evident in the high number of students benefiting from coaching for various examinations, leading to successful placements and admissions to higher education institutions. The achievements and awards earned by students in sports and cultural activities highlight their active participation and success in these areas.

A robust alumni network further enhances student development, providing valuable resources for both personal and educational growth. The college's comprehensive approach, encompassing financial support, career guidance, grievance redressal, and strong alumni engagement, significantly contributes to the overall development and progression of its students.

Governance, Leadership and Management

NSS College, Cherthala upholds a well-structured administrative and academic framework through the efficient allocation of responsibilities. The strong camaraderie between teaching and non-teaching staff facilitates smooth operations and duty assignment. The college's daily activities and affairs are managed by the Head of the Institution, who oversees the College Council, the Internal Quality Assurance Cell (IQAC), and other academic and administrative bodies. The ultimate authority rests with the manager, who empowers the principal to delegate and decentralize duties effectively.

The college offers various welfare measures to its staff and ensures their career advancement in a timely manner, adhering to proper rules and regulations. The IQAC plays a crucial role in shaping the college's policies and monitoring both administrative and academic functions. It actively organizes professional development programs and encourages staff participation in Faculty Development Programs (FDPs) to support career growth. Additionally, the IQAC conducts audits of different entities within the institution.

The management system of NSS College, Cherthala, focuses on promoting progress and fostering the academic and professional development of both staff and students. This holistic approach ensures that the institution remains dynamic and responsive to the needs of its community.

Institutional Values and Best Practices

The wellness of an institution extends beyond academic performance to include growth in areas like environmental conservation, community engagement, and the promotion of institutional values. NSS College Cherthala embodies these ideals by fostering gender equity, environmental stewardship, and inclusivity, aligning with the values enshrined in the Indian Constitution. Over the past five years, the college has established best practices grounded in these principles.

The college's commitment to social responsibility is evident in its efforts to support the geriatric population of an adopted village and provide financial assistance to underprivileged students. These initiatives reflect the institution's dedication to humanism, care, and creating an inclusive environment. By focusing on these core

values, NSS College Cherthala not only contributes to the well-being of its community but also instils a strong sense of social responsibility and ethical conduct in its students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NSS COLLEGE CHERTHALA
Address	NSS COLLEGE, K R PURAM P. O., CHERTHALA 688541
City	ALAPPUZHA
State	Kerala
Pin	688541
Website	https://nsscollegecherthala.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ampili M	0478-2813226	9495793791	-	cherthalansscollege@gmail.com
IQAC / CIQA coordinator	Maya Venugopal	0478-2815926	9496340847	-	mayavgopal@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Kerala	University of Kerala	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	15-07-1964	View Document
12B of UGC	15-07-1964	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
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	NSS COLLEGE, K R PURAM P. O., CHERTHALA 688541	Rural	27	109265.1

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	BSc,Botany,	36	Plus Two	English	32	10
UG	BSc,Chemistry,	36	Plus Two	English	32	9
UG	BCom,Commerce,	36	Plus Two	English	61	61
UG	BA,Economics,	36	Plus Two	English	50	45
UG	BA,English,	36	Plus Two	English	40	27
UG	BSc,Environmental Science,	36	Plus Two	English	24	4
UG	BA,History,	36	Plus Two	English	50	44
UG	BA,Malayalam,	36	Plus Two	Malayalam	30	29
UG	BSc,Mathematics,	36	Plus Two	English	48	20
UG	BSc,Physics,	36	Plus Two	English	32	3
UG	BSc,Zoology,	36	Plus Two	English	32	11
PG	MCom,Commerce,	36	Plus Two	English	20	14
PG	MA,Economics,	36	Plus Two	English	16	9
PG	MSc,Mathematics,	36	Plus Two	English	20	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				42			
Recruited	0	1	0	1	1	0	0	1	9	33	0	42
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	10	2	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	0	0	8	21	0	31
M.Phil.	0	0	0	0	0	0	0	5	0	5
PG	0	0	0	0	0	0	1	7	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	4	0	5
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	10	0	10
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

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	106	0	0	0	106
	Female	157	0	0	0	157
	Others	0	0	0	0	0
PG	Male	7	0	0	0	7
	Female	22	0	0	0	22
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	15	19	19	19
	Female	14	28	35	38
	Others	0	0	0	0
ST	Male	0	1	0	1
	Female	0	0	1	1
	Others	0	0	0	0
OBC	Male	63	74	50	36
	Female	107	100	127	134
	Others	0	0	0	0
General	Male	27	58	62	71
	Female	45	57	92	112
	Others	0	0	0	0
Others	Male	6	4	6	2
	Female	15	12	9	10
	Others	0	0	0	0
Total		292	353	401	424

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The University of Kerala, with which our institution is affiliated, boasts of a meticulously designed framework that places a strong emphasis on a multidisciplinary approach to education. All our courses are crafted with the intention of integrating various fields of knowledge. Our curriculum offers ample opportunities for students to develop flexibility and gain experiential knowledge. In addition to the core subjects, each course includes a complementary component aimed at fostering an interdisciplinary understanding. For instance, our undergraduate students, as part of their English Main curriculum, delve into topics related to Political Science which is offered as their Complementary Course. The course aids in cultivating a broader social and political perspective. Similarly, complementary courses like “Arts and Aesthetics” in the BA English program encourage students to approach art, music, and performing arts from multiple angles. The same approach is reflected in all the Programmes in the streams of Science, Humanities and Social Science subjects. Even in second language courses such as Malayalam, Hindi, and Sanskrit, we promote interdisciplinary learning. Furthermore, during the fifth semester of their undergraduate studies, students have the opportunity to explore Open Courses that introduce them to interdisciplinary and multi-disciplinary knowledge systems. These courses cover a range of topics including environmental, social, political, historical, literary, and scientific subjects. Moreover, we actively encourage our teaching faculty to engage in short-term or refresher courses that provide them with a multidisciplinary perspective, enriching their teaching practices. Looking ahead, we eagerly anticipate the introduction of the Four-Year Undergraduate Programme, which will further enhance our ability to offer multidisciplinary and interdisciplinary perspectives to our student community.</p>
2. Academic bank of credits (ABC):	<p>As an institution affiliated with the University of Kerala, we adhere to the university's policies. Currently, we operate under the Choice Based Credit Semester System (CBCSS). However, the University of Kerala has yet to enroll in the Academic Bank of Credits. This presents a hurdle for us in fostering seamless collaboration, internationalizing education, establishing joint degrees with Indian and foreign</p>

	<p>institutions, and facilitating credit transfer. Our faculty members actively contribute to the academic community by participating in the design and revision of undergraduate (UG) and postgraduate (PG) program syllabi. Many of them serve on the University Academic Council and Board of Studies, playing pivotal roles in curriculum policy formulation and decision-making. Additionally, several faculty members have been involved in designing syllabi for the proposed Four-Year Undergraduate Programme (FYUGP) by the University of Kerala. The implementation of the Academic Bank of Credits awaits clearance of procedural formalities by the affiliating university. Once these formalities are addressed, we will proceed with integrating the system into our academic framework.</p>
<p>3. Skill development:</p>	<p>The Higher Education Institution (HEI) has consistently recognized the importance of nurturing professional skills within its student body and adapting its teaching faculty to meet the evolving demands of the academic landscape. Predominantly comprising students from rural areas, many of whom are part-time employees, the college aims to harness their diverse talents and align them with the contemporary requirements of the job market. Integrating professional skill development into the curriculum stands as a cornerstone of the college's educational philosophy. To fulfill this objective, students embark on institutional and industrial visits, engaging with prominent scholars and industry leaders. Furthermore, field trips are organized to supplement these experiences. In pursuit of further enhancement, the Entrepreneurship Club spearheads various programs such as hand embroidery and bag making classes, aimed at equipping students with practical skills. Additionally, seminars, webinars, and online presentations hosted by different CBCSS Clubs and Committees expose students to myriads of skill development opportunities. Emphasis is also placed on nurturing a sense of social responsibility and humanitarianism. Noteworthy efforts by the NSS and NCC Wings contribute significantly to this regard, alongside initiatives from other clubs and cells within the campus. The Yoga Club and Health Club orchestrate programs aimed at fostering essential life skills among students. The Women's</p>

	<p>Study Unit hosts training sessions on self-defense, empowering female students. Open courses such as Mushroom Cultivation and Solid Waste Management supplement traditional academic offerings, enriching students' practical know-how. Language proficiency is honed through common English papers like 'Language Skills' and English Open Course Communicative Applications in English. Moreover, the Malayalam Department offers an open course on journalism, while value-added courses tailored by each department expose students to a diverse array of professional and life skills. Programs like the Additional Skill Acquisition Programme (ASAP), Walk with the Scholar (WWS), and Student Support Programme (SSP) are pivotal in nurturing a wide array of skills among students. Through these initiatives, the HEI endeavors to cultivate a well-rounded student body equipped with both academic knowledge and practical expertise essential for success in the modern world. The teaching faculty is actively encouraged to undertake various courses aimed at enhancing their academic prowess and refining their abilities to deliver high-quality online educational experiences to students. Proficiency in navigating diverse online educational platforms is indispensable in today's academic landscape. Moreover, contemporary academic research demands proficiency in a plethora of research methodologies. To meet the rigorous standards of modern research, the college organizes a range of webinars and seminars focused on research methodology. The Research cell plays a pivotal role in addressing these requirements. Seminars covering topics such as Intellectual Property Rights (IPR) and research methodology have proven instrumental in skill enhancement for both the teaching faculty and the student community. These initiatives enable participants to align their skills with contemporary demands, ensuring they remain at the forefront of academic excellence.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>For students in higher education, possessing a fundamental understanding of the Indian knowledge system and culture is essential. Adhering to the curriculum established by the University of Kerala, the college mandates the study of an Indian language during the first four semesters of the Undergraduate program. Additionally, the singular Sanskrit</p>

department fulfills this requirement by acquainting students with various Indian knowledge systems through their second language papers. Likewise, students in the Malayalam department explore Sanskrit as a complementary subject, delving into topics concerning Indian aesthetic knowledge systems and cultural themes. In the English department, courses such as 'Literary Criticism' and 'World Classics' (offered in the fifth and sixth semesters respectively) expose students to diverse Indian knowledge systems pertaining to criticism and aesthetics. Renowned figures like Bharata Muni, Kalidasa, and Bhasa are introduced to students through their respective texts. Furthermore, through the study of Eastern criticism, both Malayalam and English students are familiarized with Indian linguists and aestheticians. The common English course in the fourth semester introduces students to various Indian writers who have contributed significantly to literature. Offering Malayalam, Hindi, and Sanskrit as second languages further immerses the student community in Indian knowledge systems and cultural facets. The Department of History contributes to this endeavor through papers that delve into Indian history, while the open course on archaeology explores its ties to ancient Indian culture. The innovative knowledge transfer in the institution gives due significance to the traditional values of Indian Knowledge system. In the books published by the Research Cell in 2021 and 2022, our teachers have written insightful articles on Indian knowledge streams of yoga, Indian spirituality and the aesthetics of Ezhuthachan's Mahabharata translation into Malayalam. Our teachers and students have undertaken project works on the healing powers of ethnic medicinal plants. The webinar series "Mannu, Vellom, Vallam" organized by the Dept of Malayalam in 2021 was a celebration of the vitality of the culture of Kerala. the seminar "Sanskrit and Malayalam: The Aesthetics of Interdisciplinarity" discussed the deep-rooted relationship between the various Indian languages. The Yoga Club plays a pivotal role in promoting the culture of yoga among both the students and the faculty. Pranayama sessions conducted by certified yoga trainers significantly contribute to this effort. Noteworthy seminars and webinars organized by the Folklore Academy during 2021-22 have further enriched understanding of

	<p>Kerala's cultural landscape. Additionally, end-semester projects undertaken by numerous students serve to deepen their knowledge of Indian culture and heritage.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college adheres to the outcome-based scheme and syllabus outlined by the University of Kerala, its affiliating institution. Each undergraduate and postgraduate program boasts clearly defined Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO). The curriculum and teaching methodologies employed prioritize the achievement of these outcomes. Faculty members, actively involved in Kerala University's Board of Studies and Academic Council, play pivotal roles in crafting program syllabi. Students can readily access POs, COs, and PSOs for all programs on the college website. Evaluation of course and program outcomes occurs through a continuous assessment system, encompassing assignments, seminars, and internal examinations. First-semester students benefit from Bridge courses, providing them with an optimal introduction to the outcome-based education framework. The teachers also utilize tutorial meetings give clearcut ideas about outcome-based education. Past question papers from both University and internal examinations are available on the college website, aiding students in reaching their course outcomes. Evaluation of course outcomes extends to analyzing final results, student progression to postgraduate programs, and their level of placement. The institution eagerly anticipates the implementation of the FYUGP program to further its commitment to outcome-based education for its student body.</p>
<p>6. Distance education/online education:</p>	<p>The utilization of technology has revolutionized the dissemination of knowledge, allowing our educators to comprehensively cover all aspects of the syllabus in a systematic manner. Within our institution, faculty members leverage Google Classroom to provide recorded lectures, essential PDF readings, and comprehensive notes on topics. Assessments are seamlessly conducted in a recorded format, while online classes are facilitated through Google Meet. A balanced approach blending offline classes with online learning is adopted by most teachers. Offline sessions cover core areas, while supplementary materials such as recorded lectures and additional topics are shared via Google Classroom. YouTube</p>

links serve as valuable resources for extended learning opportunities. Blended learning addresses the drawbacks of online education, particularly in ensuring robust assessment processes. The traditional confines of education within physical classroom spaces have been transcended, offering students the flexibility to revisit recorded classes at their convenience. This accommodates varying learning paces and enhances teachers' ability to monitor student progress. Furthermore, educators regularly engage in academic discussions through Google Meet and supplement learning with audio lectures and PDF notes uploaded to Google Classroom or YouTube. The University of Kerala is undergoing a curriculum overhaul towards Outcome-Based Education (OBE), with our college faculty actively participating in this transformation. Their involvement ranges from attending syllabus revision workshops as special invitees to serving as members of the Board of Studies, which ratifies newly formulated syllabi.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Electoral Literacy Club at our college is dedicated to educating students and the general public about their electoral rights. The club aims to familiarize them with the electoral registration process and the act of voting.
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 faculty coordinator of the Electoral Literacy Club is Lt. Dr. Praveen N. K, ANO, NCC unit. The student coordinator is the senior cadet of the NCC unit. The student coordinators for each academic year have been: ? 2021-22: SUO Rahul K. R. ? 2022-23: SUO Sreehari V. Nair ? 2023-24: SUO Nithin Krishnan ? 2024-25: SUO Gauri R. The club's activities are conducted under the leadership of NCC cadets, NSS volunteers, and the broader student community partook in the activities.
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	The Electoral Literacy Club conducts annual Voter Literacy campaigns to educate students and the general public about the importance of voting and the electoral process. Posters and pamphlets are distributed, highlighting voting as both a fundamental right and a civic duty. Detailed explanations are

<p>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.</p>	<p>provided on new voter registration, updating of voter details, and the process of voting using Electronic Voting Machines (EVMs). Efforts are made to sensitize students and the public on the role of citizens in ensuring free and fair elections. Door-to-door awareness campaigns are conducted annually in the community. Students also act as resource persons, assisting locals with new voter registration and updating voter details. All activities of the ELC are supported by district revenue officials who frequently visit the campus for campaigns. The district authorities recognized the college's efforts and honored us with the title of the Best Performing Election Literacy Club in Alappuzha District, Kerala.</p>
<p>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.</p>	<p>In addition to the annual Voter Literacy campaigns for students and the general public, members of the Electoral Literacy Club (ELC) actively assisted district election officials in the smooth conduct of the 2021 Legislative Assembly elections and the 2024 Lok Sabha elections. During the COVID-19 pandemic, club members focused on crowd management and served as Special Police Officers (SPOs) during the election period. This crucial activity aimed to ensure public safety and adherence to health protocols amidst the pandemic.</p>
<p>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.</p>	<p>Prior to the general elections of 2024, all students who turned 18 and were yet to be registered in the voters list were given the opportunity to register themselves and apply for an election ID card. The Deputy Tahsildar in charge of elections Mr. Mukesh Kumar provided the necessary assistance for this initiative.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
353	401	424	521	559

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: 110

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	41	54	54

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
109.9669	145.8663	123.6341	107.4850	55.85633

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:

NSS College, Cherthala, as a constituent college of the University of Kerala, adheres to the syllabi mandated by the University. Nevertheless, the college proactively exercises discernment and strategic planning within these academic parameters, fostering academic flexibility and tailoring the curriculum to promote the comprehensive growth of its students.

- All academic programs offered at NSS College, Cherthala, are structured based on the **syllabi provided by the University of Kerala**. Consequently, each department is mandated to adhere strictly to the curriculum outlined by the University. Oversight for curriculum implementation is provided by the **College Level Monitoring Committee (CLMC) and the Department Level Monitoring Committee (DLMC)**, which collaborate to devise comprehensive timetables addressing both academic and co-curricular activities.
- Each department prepares its yearly **action plan/ academic calendar** in alignment with the University Academic Calendar. Through common meetings and discussions, each teacher creates a **work plan** to deliver the curriculum to students. **Teachers maintain a diary** to record all college-level duties they undertake.
- A variety of engagement methods, including theory, practical, tutorial sessions, **ICT integration, life skills training, value-added education, PSC Coaching, NET Coaching and ASAP Learning Classes**, are integrated to ensure a balanced educational experience for students.
- Departments **prioritize effective curriculum delivery** through a blend of traditional and innovative teaching methodologies. Faculty members conduct aptitude tests to gauge student expectations and tailor teaching plans accordingly. These plans are structured within an academic calendar designed to cover the prescribed syllabus within the allocated timeframe.
- Detailed syllabus distribution among department faculty members is democratically determined through deliberations within the **DLMC and departmental meetings**.
- Faculty members are committed to completing the syllabus within the designated timeframe. Continuous evaluation methods such as **tutorials, projects, class tests, and internal assessments** are employed, with students encouraged to seek additional support from faculty outside of regular class hours for clarifications and discussions. **Remedial classes** are conducted post-internal examinations to bolster student readiness for university examinations. **Bridge Courses** offered to the students facilitate the easy transition from the plus two curriculum to the curriculum offered in higher education.
- Regular departmental meetings and parent-teacher interactions serve as platforms for monitoring curriculum delivery progress and initiating necessary adjustments. Initiatives such as the **Student Support Programme (SSP) and Walk with the Scholar (WWS) Programme**, funded by the State Government to promote overall student development, are also undertaken to sharpen the

academic abilities of the student community (these programs, sponsored by the state government, were discontinued due to the pandemic).

- The college boasts state-of-the-art ICT-enabled **classrooms, audio-visual aids, and other online resources**, which play a pivotal role in enhancing the effectiveness of curriculum delivery through daily teaching practices. Teachers harness these facilities to create dynamic and engaging learning environments. Interactive teaching methodologies are emphasized, fostering student participation in **group discussions, quizzes, and seminars**, thereby promoting both academic comprehension and personality development.

The faculty of the college have been part of the curriculum planning and syllabi preparation of the affiliated university and other academic bodies which also cater to the better curriculum planning and delivery.

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: 15

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

Other Upload Files

1

[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: 62.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
275	368	377	381	0

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:

An academic curriculum is significantly enhanced by experiential learning, observation, and the inculcation of ethics and humanistic values. The faculty at our college is dedicated to instilling these values in students, making them aware of various cross-cutting issues integrated into the curriculum. Beyond imparting professional knowledge, our courses incorporate essential values that align with the ethical and humanistic principles that should be followed.

Integration Approach:

Both undergraduate (UG) and postgraduate (PG) programs include courses on Gender Studies, Human Values, Professional Ethics, Environmental Studies, and Sustainability. These subjects are designed to encourage critical thinking and empower students to become responsible members of society. Our institution integrates academic and non-academic events into the curriculum to address these cross-cutting issues effectively, enriching the academic experience.

Environmental Sustainability:

Our programs offer comprehensive insights into environmental sustainability. **A core course in Environmental Studies is mandatory for all undergraduate students,** raising awareness of environmental issues and promoting the sustainable use of natural resources. **The Department of Botany offers a course titled "Environmental Studies and Phytogeography,"** which covers biodiversity, environmental movements, legislation, and conservation efforts.

To further promote environmental awareness, various departments **organize seminars, workshops, and lectures on environmental topics. Industry visits, field trips, and study tours, which are part of the curriculum,** provide experiential learning opportunities, foster a connection with nature, and encourage curiosity and creativity. These activities offer a holistic approach to education by integrating academic, personal, and social development.

Gender Integration:

Our institution takes a comprehensive approach to gender issues, embedding a gender perspective in all activities, policies, and initiatives. We have established units such as the **Internal Complaints Cell, Women's Study Unit, and Grievance Redressal Cell to address gender-related issues.** The curriculum, particularly in the **Humanities and Social Sciences, emphasizes gender equity, with courses like "Women's Writing"** in the English program exploring women's literature and feminist concerns.

Professional Ethics and Human Values:

Our college emphasizes professional ethics and humanism through various initiatives and resources. These initiatives complement the **ethical values taught in our core UG and PG programs.** Courses in research methodology instil ethical research practices, while the Common Course English for B. Com students address ethical concerns in business and entrepreneurship. Ethical social media use is also covered, helping students develop professional ethics. Additionally, **skill certification programs,** in collaboration with industry partners, enhance students' employability.

Stories and poems in courses like Common Course English and Second Languages (Malayalam, Hindi, Sanskrit) promote values of selfless love and kindness, reflecting Indian philosophical ideals

of unity with nature. These courses help students develop into ethically conscious individuals.

The faculty's selection of **Open Courses in the fifth semester**, focusing on significant cross-cutting issues, demonstrates their commitment to enriching the curriculum. **The projects undertaken in the sixth semester of degree programs and final semester of PG programs** further illustrate students' enthusiasm for topics related to the environment, gender equity, professional ethics, and human values, **with 175 projects completed on these themes in the past five years.**

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: 109.92

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

Response: 388

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
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: 87.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
353	401	424	521	559

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
513	515	472	547	547

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: 50.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	54	61	66	90

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

2022-23	2021-22	2020-21	2019-20	2018-19
129	128	119	134	133

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: 8.61

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 HEI's learning environment prioritizes student-centric approaches through active, independent, and collaborative learning methods. This is facilitated through several key initiatives.

Assessment and Orientation:

At the onset of each study program, students undergo comprehensive assessments to gauge their knowledge and skills. A **one-day induction program** at the college level, along with department-specific orientation programs, helps students acclimate to their academic journey. Through these sessions, students' interests and proficiencies are identified, allowing tailored curricular and co-curricular activities to be introduced. Faculty advisors further evaluate students' prior performance to provide targeted support.

Bridge Courses and Curriculum Design:

Departments conduct **bridge courses** to address knowledge gaps among enrolled students, ensuring they can effectively engage with their chosen programs. The undergraduate curriculum emphasizes interactive, collaborative, and independent learning through seminar presentations, group projects, and assignments. Encouraging projects that explore local cultural, historical, economic, and environmental contexts enhances students' understanding of their heritage and surroundings.

Field Trips and Study Tours:

Students are escorted to significant social and historical sites to gain firsthand insight into the world around them. These excursions, either incorporated into the curriculum or organized by departments, offer students experiential learning opportunities, foster camaraderie, compassion, and nurture leadership skills.

Peer Teaching and Interactive Learning:

Peer teaching initiatives empower students to take an active role in the learning process. **Quiz programs, ICT-enabled learning, and seminar presentations foster interactive engagement. Movie screenings, literary magazines, and field projects** promote self-directed learning and enrich students' educational experiences.

Group Projects and Student Leadership:

Final semester projects encourage collaborative learning and independent research skills development. Departmental associations provide platforms for student-led initiatives under faculty guidance, fostering leadership and organizational skills.

Environmental Consciousness and Community Engagement:

The college promotes environmental awareness through initiatives such as observing **World Wetland Day and World Environment Day, as well as participating in cleaning drives**. These activities instil a sense of social responsibility and environmental stewardship among students.

Expanding Learning Opportunities:

In addition to college-wide initiatives, departments develop specific strategies to promote student-centred learning. **Science and language labs** offer hands-on learning experiences, while applied research projects allow students to address real-world problems. **Campus entrepreneurship activities and industry collaborations** cultivate practical skills and experiential learning opportunities.

Technological Integration and Adaptation:

The college provides infrastructural and technological support for innovative teaching methods. Digital tools such as Digital Optical Boards facilitate online teaching, ensuring continuity during challenging times like the pandemic.

Holistic Development through Extracurricular Activities:

Exhibitions, fests, workshops and various club activities provide platforms for students to showcase their talents, enhance their confidence, and develop essential life skills. Extension activities like field surveys and community outreach programs offer direct experiential learning opportunities.

In summary, the college's student-oriented approach to teaching and learning fosters deep understanding, critical thinking, and holistic development. Through a combination of innovative pedagogies, extracurricular activities, and community engagement, students are equipped with the skills and mindset needed to succeed in an ever-changing world.

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: 92.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	47	47	55	55

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	41	54	54

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

Assessment of student performance is a cornerstone of educational institutions, providing crucial insights into student development. Within our institution, a **centralized continuous internal evaluation framework** is employed to gauge various facets of student progress throughout the academic year. This comprehensive evaluation encompasses **attendance records, internal examinations, assignments, seminars, and project dissertations**, ensuring a holistic assessment approach.

The process begins with **regular monitoring of attendance**, as consistent participation is fundamental to academic success. **Internal examinations and assignments** serve as checkpoints to gauge comprehension and application of course materials. Additionally, seminars offer students' opportunities to delve deeper into specific topics, fostering research and presentation skills.

Continuous assessment (CA) marks, meticulously compiled by subject teachers, are publicly displayed, ensuring transparency and accountability. Students are given opportunity for retests as part of evaluation. For this purpose and for maintaining transparency in general, **Internal Examination Grievance Registers** are maintained in the departments to register students' grievances. The final CA marks undergo thorough verification by the tutor, Head of Department (HOD), and the Principal, further reinforcing the credibility of our evaluation process.

Result analysis by class tutors provides valuable insights, allowing for personalized interventions such as **remedial classes** for struggling students. Furthermore, parental involvement is encouraged through regular **Parent-Teacher-Student meetings**, ensuring alignment between home and school in supporting student progress.

To accommodate diverse learning needs, **peer teaching sessions** are organized, providing additional support for students who require it. This collaborative approach fosters a sense of community and ensures that no student is left behind.

Our institution upholds a transparent and robust evaluation process, characterized by clear communication and adherence to predefined schedules. **The Head of the Institution actively oversees the implementation of evaluation procedures, fostering a culture of accountability among faculty members.**

Continuous assessment is facilitated through various means including **group discussions, unit tests, assignments, field visits, seminars, and projects**. Advance notification of assessment dates empowers students to plan effectively, promoting a proactive approach to learning.

Attendance monitoring is meticulous, with strict adherence to university regulations regarding minimum attendance requirements for examination eligibility. **Assignments** are not merely tasks but opportunities for students to demonstrate depth of understanding, with constructive feedback provided to facilitate improvement.

Internal examinations are conducted regularly, with question papers aligned with syllabus guidelines.

In the final year, **students undertake comprehensive projects**, either within the college or in external institutions, culminating in the submission of detailed project reports. These reports undergo rigorous evaluation, including input from external examiners, ensuring academic rigor and relevance.

The meticulous documentation of internal marks, meticulously recorded and submitted to the

university, underscores our commitment to academic integrity. This structured approach enhances the accuracy and fairness of assessment outcomes, ultimately promoting student engagement and academic excellence.

Through our **systematic approach to internal assessment**, we have observed a marked increase in student engagement and enthusiasm for learning. By providing a supportive environment conducive to academic growth, we aim to empower students to realize their full potential and thrive in their educational journey.

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:

The college boasts **three Post Graduate (PG) Departments and eleven Under Graduate (UG) Departments**, each meticulously designed to deliver comprehensive education. To ensure effective knowledge dissemination, **the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are explicitly articulated and diligently adhered to.** The University of Kerala, the affiliated university, maintains an Academic Council and Board of Studies for every program, tasked with periodic revisions of the POs, PSOs, and COs. These outcomes are made readily available to stakeholders through the university's website, meticulously crafted by the Board of Studies in consultation with subject experts. The faculty members of our college are represented in such academic bodies which make an easier deployment of teaching-learning process in the college.

At our college, the program outcomes are intended to cultivate students with a distinct set of attributes:

- Equipping students to meet global standards.
- Providing both theoretical knowledge and experiential learning
- Meeting the demands of job markets.
- Empowering students to achieve their ambitions.
- Fostering self-esteem to create a self-sustainable future generation.

At the outset of each academic year, the POs, PSOs, and COs are communicated to students and parents through **comprehensive Induction Programs**. Various channels are utilized to disseminate information

about the curriculum:

University Website: The university website, www.keralauniversity.ac.in, furnishes detailed POs, PSOs, and COs of all courses offered by the affiliated colleges.

College Website: The college website, www.nsscollegecherthala.ac.in, provides comprehensive information on POs, PSOs, and COs for all UG and PG programs, easily accessible to the students.

College Handbook: Annually published, the **College Calendar and Handbook** serve as comprehensive guides for students and parents.

College Level Meetings and Department Staff Meetings: These meetings serve as platforms for discussing and understanding the outcomes of programs, facilitating the planning of effective teaching strategies.

Induction Programme: At the onset of each academic year, Induction Programs acquaint students and parents with the POs, PSOs, and COs, ensuring clarity and understanding.

CLMC & DLMC: The two-tier process of monitoring by these committees facilitate a smoother academic planning by making official decisions regarding internal exam timetable, commencement of semester-wise classes and the distribution of portions.

Tutorial Meetings: Regular tutorial meetings afford detailed discussions on POs, PSOs, and COs, guiding students towards achieving the expected outcomes.

Through these various channels, stakeholders are kept well-informed, ensuring transparency and alignment with the educational objectives. The meticulous planning and communication of POs, PSOs, and COs underscore the college's commitment to delivering quality education and nurturing well-rounded individuals prepared for global challenges.

The attainment of PO, CO and PSO is monitored through the **Continuous Evaluation Process** which has various meticulous stages. Strict **monitoring of attendance**, regular **Parent-Teacher-Student meetings**, Internal assessments and a keen analysis of university exam results without fail add to the better evaluation of the attainment of PO, CO, PSO.

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:

The college boasts **three Post Graduate (PG) Departments and eleven Under Graduate (UG) Departments**, each meticulously designed to deliver comprehensive education. To ensure effective knowledge dissemination, **the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are explicitly articulated and diligently adhered to.** The University of Kerala, the affiliated university, maintains an Academic Council and Board of Studies for every program, tasked with periodic revisions of the POs, PSOs, and COs. These outcomes are made readily available to stakeholders through the university's website, meticulously crafted by the Board of Studies in consultation with subject experts. The faculty members of our college are represented in such academic bodies which make an easier deployment of teaching-learning process in the college.

At our college, the program outcomes are intended to cultivate students with a distinct set of attributes:

- Equipping students to meet global standards.
- Providing both theoretical knowledge and experiential learning
- Meeting the demands of job markets.
- Empowering students to achieve their ambitions.
- Fostering self-esteem to create a self-sustainable future generation.

At the outset of each academic year, the POs, PSOs, and COs are communicated to students and parents through **comprehensive Induction Programs**. Various channels are utilized to disseminate information about the curriculum:

University Website: The university website, www.keralauniversity.ac.in, furnishes detailed POs, PSOs, and COs of all courses offered by the affiliated colleges.

College Website: The college website, www.nsscollegecherthala.ac.in, provides comprehensive information on POs, PSOs, and COs for all UG and PG programs, easily accessible to the students.

College Handbook: Annually published, the **College Calendar and Handbook** serve as comprehensive guides for students and parents.

College Level Meetings and Department Staff Meetings: These meetings serve as platforms for discussing and understanding the outcomes of programs, facilitating the planning of effective teaching strategies.

Induction Programme: At the onset of each academic year, Induction Programs acquaint students and parents with the POs, PSOs, and COs, ensuring clarity and understanding.

CLMC & DLMC: The two-tier process of monitoring by these committees facilitate a smoother academic planning by making official decisions regarding internal exam timetable, commencement of semester-wise classes and the distribution of portions.

Tutorial Meetings: Regular tutorial meetings afford detailed discussions on POs, PSOs, and COs, guiding students towards achieving the expected outcomes.

Through these various channels, stakeholders are kept well-informed, ensuring transparency and

alignment with the educational objectives. The meticulous planning and communication of POs, PSOs, and COs underscore the college's commitment to delivering quality education and nurturing well-rounded individuals prepared for global challenges.

The attainment of PO, CO and PSO is monitored through the **Continuous Evaluation Process** which has various meticulous stages. Strict **monitoring of attendance**, regular **Parent-Teacher-Student meetings**, Internal assessments and a keen analysis of university exam results without fail add to the better evaluation of the attainment of PO, CO, PSO.

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: 67.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
209	285	366	317	364

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

2022-23	2021-22	2020-21	2019-20	2018-19
389	481	509	429	467

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: 3.5

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: 6.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	6.17

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

NSS College Cherthala stands as a beacon of academic excellence and community engagement, despite its limited resources compared to urban institutions. The college thrives on a vibrant exchange of knowledge, with lively classroom discussions and debates forming the foundation of a dynamic learning environment.

Comprising **14 academic departments**, the college overcomes rural limitations by fostering a culture of knowledge, skill, and vision essential for contemporary academics. This is evident in the seminars, webinars, and other academic initiatives that the departments organize, showcasing the faculty's

commitment to innovative and skill-oriented education. These efforts are further supported by the college's **Research Cell**, which encourages faculty members to publish articles/original books on various innovative fields of study. This focus on research extends to undergraduate students, nurturing their research aptitude and preparing them for advanced studies.

The college's commitment to holistic education is embodied in its various **CBCSS clubs and cells**, which focus on both academic and non-academic skill development. These clubs, guided by an exceptional teaching faculty, help keep the institution abreast of the latest developments. Along with other clubs and cells, **the ED Club** plays a vital role in nurturing the skills of the students. The Research Cell also organizes webinars on research methodology, enhancing the understanding of contemporary knowledge systems among students and faculty alike. The webinar on IPR also contributed to the nurturing of innovative knowledge among the teacher-student community.

Beyond traditional academics, NSS College Cherthala is a hub of extracurricular activities, fostering well-rounded development. The college's **National Service Scheme (NSS)** and **National Cadet Corps (NCC)** wings promote values of compassion and humanism, broadening students' perspectives beyond textbooks. The college also places a strong emphasis on practical knowledge application, with each department developing annual action plans that outline academic and extracurricular endeavors.

A notable example of the college's innovative spirit is the **Kazhcha 2020 exhibition**, held during the 2019-20 academic year. This groundbreaking event saw students and faculty collaborate to showcase their work to the public, engaging over 1000 school students and sparking curiosity and learning beyond classroom walls.

The COVID-19 pandemic brought challenges, but the college adapted swiftly, transitioning to **virtual platforms for courses, workshops, and webinars**. This adaptability highlights the institution's resilience and commitment to continuous learning, even in the face of unprecedented challenges.

The **Women's Study Unit** at NSS College Cherthala plays a pivotal role in promoting gender equity and social equality, both on and off campus. Other clubs, such as the **Health, Yoga, Entrepreneurship, and Science Clubs**, offer students a diverse array of knowledge and experiences, supporting their holistic growth.

The college's dedication to preserving **Indian cultural and intellectual knowledge system** is evident in its various academic initiatives. These include seminars on cultural traditions, research on Indian philosophy, studies on medicinal plants, and the celebration of nationally significant days. The academic curricula in Sanskrit, Hindi, and Malayalam also reflect this commitment to cultural heritage.

In conclusion, despite its remote location and limited resources, NSS College Cherthala thrives as a center of knowledge exchange and holistic education.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	7	5	4

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: 0.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	4	14	11

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

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: 0.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	23	02	02	03

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

3.4 Extension Activities

3.4.1

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

Response:

Extension activities undertaken by academic institutions play a pivotal role in enhancing the capacity of the student community to engage with the practical realities of life, fostering compassion for their surroundings, and shaping them into better citizens for the future. Recognizing this potential, our HEI has taken proactive measures to ensure student involvement in activities beyond the campus.

The institution places emphasis on sensitizing students to the issues affecting the local populace. Students are encouraged to participate in various extracurricular activities, **join the National Service Scheme (NSS) Unit, National Cadet Corps (NCC), or other clubs within the campus.**

The annual programs initiated by the NSS encompass a wide spectrum of activities like **community clean-up drives, provide assistance to the sick and elderly in neighboring communities.** Moreover, members of the NSS actively promote **environmental conservation through initiatives such as cultivating vegetables on campus or at home and preserving local water bodies.** Additionally, **the palliative care unit, extends support to the geriatric population within the college's vicinity.**

Furthermore, the **Nature Club and Birds' Club International** along with the Zoology and Botany departments, focuses on environmental conservation efforts beyond the campus grounds. Noteworthy initiatives include the **annual planting of mangrove saplings** and collaborative efforts with organizations like Birds Club International. In 2022, various CBCSS clubs and committees-initiated extension activities aimed at **raising awareness about HIV/AIDS, combating drug abuse, and addressing plastic pollution.**

The NSS and NCC wings of the HEI play a crucial role in sensitizing students about the importance of community engagement. **Clean-up drives** organized by these units facilitate waste disposal and beautification of public spaces within the local municipality and panchayat. Additionally, awareness campaigns conducted by NSS and NCC units aim to educate the public on various pertinent issues.

The NCC Wing also actively participates in socially relevant initiatives such as Swachh Bharat, demonstrating the institution's commitment to national priorities. The collective efforts of **students, teachers, NSS, NCC Units, and other clubs** underscore the institution's dedication to community service. Special national and international observances serve as catalysts for initiating extension programs under the auspices of these organizations.

The exemplary contributions made by students and faculty during the 2018 Kerala flood underscore the institution's commitment to social responsibility. Despite the challenges posed by the COVID-19 pandemic, the institution adapted by transitioning activities to virtual platforms. Nevertheless, NSS and NCC units continued to spearhead various extension activities, with many student volunteers emerging as frontline responders in the fight against the pandemic, providing care to those affected. The teachers also became volunteers in giving counselling to many victims of covid-19.

OUTCOMES OF THE INITIATIVES:

- Award of recognition for 2018 flood related works
- Award of Recognition for Covid Brigade team of NSS Volunteers
- Best NSS Unit/ Best NSS Programme Officer 2021-22
- Best Palliative Care Unit 2021-22
- Sahachari award 2021 for extending help to the Differently Abled

These recognitions prove that the HEI endeavours not only for the empowerment of its own community but for the development of the surroundings in which the campus exists.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

The slogan of the National Service Scheme (NSS), "Not Me but You," is a guiding principle that the entire community of our Higher Education Institution (HEI) passionately embraces. This ethos is vividly demonstrated through the numerous extension activities conducted by our college, in collaboration with the NSS and the National Cadet Corps (NCC) units, as well as various departments and CBCSS clubs and committees.

Our institution's commitment to selfless service and ethical education has led to numerous awards and recognitions. The dedication and genuine efforts to instill moral values in students are evident in the college's response to significant events, such as the 2018 Kerala Floods, which devastated much of the state, and the COVID-19 pandemic lockdowns. During these crises, the whole college, especially the NSS and NCC volunteers played a crucial role in aiding the local community, showcasing their humanitarian spirit and commitment to service.

These efforts have not gone unnoticed, as reflected in the various accolades received by the institution. For instance, our NSS Unit was awarded the Best NSS Unit under Kerala University for the 2021-22 period, a testament to the unit's extraordinary kindness and camaraderie in supporting the local community. Another significant recognition is the Sahachari Award 2021, which honors our contributions towards supporting differently abled individuals. This award highlights the dedication of our students and faculty in promoting ethical values and inclusivity.

In addition to these specific recognitions, our institution's commitment to civic education is also noteworthy. The college received the award for the Best Election Literacy Club at the district level in 2022. This accolade underscores our efforts to instil constitutional values in students and their enthusiasm in spreading awareness about the importance of constitutional duties and rights among the broader public.

Beyond these achievements in extension activities, our students have also excelled in various academic and non-academic pursuits, bringing further laurels to the institution. These accomplishments reflect the broader ethos of our college community, which prioritizes selfless service and the holistic development of students.

In essence, the community of NSS College Cherthala lives the motto "Not Me but You" through

consistent engagement in activities that benefit society at large. Our collective efforts in extension services and education not only foster a sense of community and responsibility among students but also position our institution as a beacon of service and ethical education in the region. The recognition and awards we have garnered are not just acknowledgments of our past efforts but also an inspiration to continue serving with dedication and compassion, embodying the true spirit of the NSS motto.

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: 145

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	63	16	21	07

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

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: 30

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

NSS College Cherthala, placed in a socially, financially, and educationally underserved area, sprawls over 27 acres atop a picturesque hummock, conveniently accessible from Vaikom and Cherthala taluks. This serene locale provides an ideal backdrop for academic pursuits. The institution diligently ensures the provision of requisite infrastructure and physical amenities essential for the seamless functioning of educational endeavors.

Comprising three main buildings, the college campus accommodates **37 classrooms, 4 laboratories, administrative offices, 2 ICT-equipped seminar halls, a general library, an auditorium, computer labs, a language lab, a Zoology Museum, a Botanical Garden, and ample recreational spaces.** The **library**, situated in a dedicated building, offers easy access from all departments. Moreover, the campus includes facilities like **staff rooms, a canteen, examination halls, counseling rooms, and spaces for IQAC, NCC, and NSS activities.**

To enhance learning experiences, selected classrooms and seminar halls are equipped with **LCD projectors and internet connectivity, enabling virtual classrooms.** Each department boasts a sufficient number of **computers with internet access**, fostering digital literacy. Additionally, there's a general computer lab and departmental computer facilities, including UPS backup and internet connectivity, ensuring uninterrupted access to technological resources.

The institution prioritizes practical learning, maintaining **four well-equipped laboratories** catering to scientific disciplines. These facilities undergo regular updates utilizing government and PTA funds, aligning with university syllabus revisions. Similarly, the **language lab, furnished with audio-visual aids**, aims to bolster language skills through immersive learning experiences.

The college library, spanning 2400 square feet, offers a conducive environment for study, equipped with **e-resources accessible through INFLIBNET.** Meanwhile, **the spacious auditorium**, accommodating over 500 individuals, serves as a hub for cultural events and academic gatherings. Additionally, **seminar halls, with advanced audio-visual systems and air conditioning**, cater to diverse academic and cultural needs.

Ensuring security and convenience, **CCTV surveillance** is installed strategically across the campus. Other amenities like **restrooms, ramp facilities for the physically challenged, drinking water**

purifiers, and parking areas further facilitate a conducive learning environment. Continuous maintenance and upgrades of IT and physical infrastructure are overseen by institutional authorities, with government funds aiding in this endeavor.

Fostering holistic development, the college offers extensive facilities for cultural, sports, and co-curricular activities. **A sprawling playground** provides ample space for various sports and games, managed by the Physical Education Department. The college encourages participation in intercollegiate competitions, showcasing prowess in diverse disciplines including **Badminton, Volleyball, Basketball, Football, Cricket, and Athletics**.

Recognizing excellence, the college honors outstanding performers in sports and cultural events through **departmental awards and PTA merit ceremonies**. Various **clubs and cells** promote awareness on pertinent issues such as environmental conservation, human rights, and social responsibility, enriching the student experience beyond academics.

In alignment with holistic well-being, a dedicated area within the auditorium serves as a **yoga center**, supervised by certified instructors. Such initiatives reflect the institution's commitment to nurturing not just academic proficiency but also physical and mental wellness.

In essence, NSS College, Cherthala, stands as a beacon of academic excellence and holistic development, equipped with state-of-the-art infrastructure and facilities to foster a vibrant learning community.

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: 29.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
40.40151	82.66761	12.95439	14.351	10.00068

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 college library stands as the cornerstone of academic enrichment within NSS College, Cherthala. Since its inception alongside the establishment of the institution, the library has evolved into a vital academic hub, nurturing the educational development of both faculty and students alike. Boasting a meticulously curated collection of resources, the library serves as a sanctuary for knowledge seekers, housing a **diverse array of books and periodicals totaling approximately 38,592 volumes.**

Designed with ample space to accommodate more than twenty students at a time, the library offers a tranquil environment conducive to focused study and research. Its collection spans across various disciplines, catering to the academic **needs of both undergraduate and postgraduate students, as well as faculty members and non-teaching staff.**

Structured into three main sections—the Stack Section, Reference Section, and Periodical Section—the library employs the Dewey Decimal Classification Scheme for efficient organization. While books in the Reference Section are accessible within the library premises during operational hours, the Stack Section provides borrowing privileges to eligible users, facilitating extended exploration beyond the confines of the library walls.

Embracing the digital age, the college library has undergone **full automation, leveraging the renowned "Granthasoft (DDC 23rd version)" Integrated Library Management Software.** This sophisticated

system enhances user experience with its user-friendly interfaces, enabling quick and advanced searches, as well as seamless **access to the Online Public Access Catalog (Web-OPAC)**. Such technological integration empowers users to effortlessly navigate the library's vast collection and ascertain the availability of desired resources.

Furthermore, the library enriches its offerings by providing access to esteemed digital repositories like **INFLIBNET and N-LIST**, granting users access to a plethora of e-books and e-journals. Through personalized digital library accounts, both faculty and students can delve into these resources, augmenting their research endeavors and scholarly pursuits. Encouraging a culture of continuous learning, students are also encouraged to explore additional digital libraries offered by national institutions, further broadening their intellectual horizons.

Operating during regular college hours from 9:30 am to 4:30 pm on all working days, the library remains a steadfast pillar of academic support and intellectual growth within the institution. Its commitment to excellence in service provision and resource accessibility underscores its pivotal role in fostering a vibrant scholarly community within NSS College, Cherthala.

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:

In today's educational landscape, Information Technology (IT) has become indispensable for the seamless functioning and continual advancement of higher education. Recognizing its significance, our institution prioritizes the maintenance and enhancement of IT facilities to ensure the smooth operation of academic endeavors.

Beyond the administrative sphere encompassed by the college office's e-governance initiatives, IT facilities are integral to the academic departments as well. With a robust **infrastructure comprising 53 computers** for academic purpose, **printers, scanners LCD projectors**, we strive to elevate the quality of the teaching-learning process. Each department maintains essential IT equipment to support their academic activities, fostering a technologically enriched learning environment.

Moreover, our departments are equipped with Information and Communication Technology (ICT) facilities tailored for academic use, including **LCD projectors, WIFI connectivity, laptops, collar and headset microphones, and speaker systems**. **Eight classrooms and two seminar halls are outfitted with ICT amenities** to facilitate interactive and engaging instructional sessions. A dedicated **WIFI network boasting a bandwidth of 100 MBPS** ensures seamless connectivity for educational purposes. Leveraging a fleet of eleven **LCD projectors** dispersed across departments and seminar halls, the college demonstrates a commitment to innovative teaching methodologies, incorporating tools such as **PowerPoint presentations, YouTube, Google Classroom, and Google Meet into pedagogical practices**. The ICT facilities installed in the **Language lab** offer innovative learning experience to the students.

Regular monitoring and maintenance of internet connections are conducted to ensure uninterrupted access, with necessary upkeep funded through allocated resources. Additionally, the college library undergoes a digital transformation, powered by "**Granthasoft (DDC 23rd version)**," an **acclaimed open-source integrated library management software**. This cutting-edge platform offers a plethora of advanced features tailored to the digital era, including quick and advanced search capabilities, **Web-OPAC interfaces**, and practical administrative modules. Through the Online Public Access Catalog, library members can effortlessly browse the extensive collection, checking availability and accessing resources with ease.

Furthermore, the library enriches its offerings with access to renowned **digital repositories like INFLIBNET**, granting users—both faculty and students—access to a diverse array of e-books and e-journals. Personal digital library accounts enable seamless exploration of these resources, empowering individuals to engage in scholarly pursuits beyond traditional boundaries. Encouraging a culture of digital literacy, students are encouraged to explore free digital libraries provided by national institutions, broadening their intellectual horizons and enhancing their educational experience.

In essence, our institution remains steadfast in its commitment to leveraging Information Technology to elevate the academic experience, ensuring that students and faculty have access to cutting-edge tools and resources to thrive in today's digital age.

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:** 6.19**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 57

File Description	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: 11.41**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
15.5475	14.01014	11.50329	11.48421	9.40182

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: 76.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
252	257	317	393	505

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](#)

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
Provide Links for any other relevant document to support the claim (if any)	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: 80.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
648	110	113	838	117

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 41.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
134	139	111	141	120

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

2022-23	2021-22	2020-21	2019-20	2018-19
209	285	366	317	364

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: 5.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	08	12	3

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 31

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	10	3	7	5

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](#)

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

[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: 19.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	20	13	13	20

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:

The alumni association of our college, despite not being formally registered, plays a significant role in the institution's growth and the advancement of its students. Through various initiatives, such as academic involvement, motivational talks, and placement guidance, the alumni actively contribute to the college's mission of fostering student development and academic excellence.

One of the key contributions of our alumni is through lectures and invited talks organized periodically by different departments. These events provide a platform for alumni to share their knowledge and professional expertise with current students, thereby enhancing the students' understanding of their chosen fields. Such interactions are invaluable in helping students develop essential skills and competencies that increase their employability. The alumni's firsthand experiences and insights not only aid in practical learning but also serve to inspire and motivate students to pursue excellence in their academic and professional endeavours.

In addition to academic contributions, the alumni also play a crucial role in preserving and promoting the rich heritage and legacy of the institution. By sharing their personal journeys and experiences, they help current students connect with the college's history and traditions, fostering a sense of pride and belonging. This connection to the institution's past is important for building a cohesive and supportive community that values continuity and collective growth.

The alumni association is also actively involved in the feedback process, providing critical evaluations and suggestions for the college's overall development. Their insights are particularly valuable as they offer an external perspective on the institution's strengths and areas for improvement. This feedback is instrumental in guiding the college's efforts to achieve academic and overall excellence, ensuring that the institution remains responsive to the evolving needs of its students and the broader educational landscape.

Furthermore, alumni support extends to career guidance and placement assistance. By leveraging their professional networks and experiences, alumni help students navigate the job market, offering advice on career choices, resume building, and interview preparation. This support is crucial for students as they transition from academia to the professional world, helping them secure positions that align with their skills and aspirations.

Overall, the alumni association's contributions are multifaceted and integral to the college's continued

success. Whether through direct academic engagement, mentoring, or participating in institutional development, the alumni's involvement is a testament to their ongoing commitment to the college and its students. Their support enriches the educational experience and helps cultivate a vibrant, dynamic community that is well-prepared to meet the challenges of the future. In this way, the alumni association, even in its unregistered status, exemplifies the spirit of giving back and fostering growth, both within the institution and beyond.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

VISION

"Empowering the community through knowledge dissemination, especially among the most marginalized."

MISSION

- Provide high-quality education.
- Foster excellence in students, nurturing curiosity, innovation, and creativity.
- Become a center of excellence in higher education, addressing regional, national, and international needs.

NSS College, Cherthala, established in 1964 as an affiliate of the University of Kerala, serves as an educational beacon in a socially, financially, and educationally deprived region of the state. Embodying its vision and mission, the institution stands committed to catering to the educational aspirations of all strata of society. **Collaboration among management, faculty, and stakeholders is instrumental in advancing the institution's core principles.**

Decentralization and Participatory Governance:

With a robust decentralized governance structure, the institution ensures effective oversight and participation from various stakeholders. Led by the principal, the **College Council**, comprising heads of departments and elected members, oversees both academic and administrative functions. Regular meetings facilitate discussions on institutional progress and evaluation. **The Internal Quality Assurance Cell (IQAC)** spearheads quality improvement initiatives, while the **College Level Monitoring Committee (CLMC)** and **Department Level Monitoring Committee (DLMC)** monitor academic affairs. Departments formulate action plans aligned with IQAC guidelines, meticulously recorded in departmental activity registers. Regular staff meetings foster academic growth and cohesion, with the Staff Club actively advocating for staff welfare.

Participative Management:

Encouraging active involvement from both staff and students, the institution fosters participative management across various academic endeavours. **Committees and clubs**, comprising faculty, non-teaching staff, and students, oversee the operational autonomy of key areas such as the library, computer

lab, and language lab. **Statutory bodies, including Grievance Redressal Cell, Counseling Cell, and Anti-Ragging Cell**, ensure a fair and transparent learning environment for all students. **The Student Union**, a democratically elected body, under the guidance of staff advisors, coordinates literary and cultural activities. Faculty members supervise student involvement in extra and co-curricular pursuits, while parental feedback contributes to continual improvement. **Monthly tutorial meetings** provide a platform for students to voice concerns and suggestions to their class tutors, fostering a culture of open communication.

Institutional Alignment:

The principal, in collaboration with staff and student coordinators, ensures that institutional decisions consider **feedback from all stakeholders**. This alignment ensures that every member of the institution understands and contributes to achieving the overarching vision and mission. By embracing participatory governance and fostering a culture of inclusivity, NSS College, Cherthala, remains steadfast in its commitment to empowering the community through education.

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:

Administrative Structure

NSS College, Cherthala operates within a distinct administrative framework **governed by statutes, manuals, and policies established by the government, affiliating university, and the college management**. At its core, the administration comprises **the manager and the principal**, with the former holding ultimate authority over financial matters and other policy decisions. Policy decisions, suggestions, and oversight are coordinated by the principal and the managing authorities, ensuring effective management and administration of the institution's activities.

The College Council, led by the principal and consisting of department heads, elected teaching staff

representatives, office superintendent, and IQAC coordinator, serves as an advisory body supporting both academic and administrative functions. **The Institutional Quality Assurance Cell (IQAC)**, with representation from all stakeholders, institutionalizes quality assurance strategies, enhancing the academic environment.

The administration is further supported by various committees and cells, including the **Planning Board, Purchase Committee, Discipline Committee, Admission Committee, and College Academic Committee. Welfare-focused entities such as the Counselling Cell, Anti-Ragging and De-addiction Cell, Sexual Harassment Complaints Cell, Grievance Redress Cell, and SC-ST Grievances Cell ensure student well-being. The Career Guidance and Placement Cell** facilitates career prospects and student placement.

Appointment and Service Regulations:

Recruitment of both teaching and non-teaching staff adheres to **regulations set forth by Kerala University, the Government of Kerala, and the UGC**. Permanent vacancies and staff promotions follow **UGC regulations and the Career Advancement Scheme (CAS)** as per the University of Kerala's approved Performance Based Appraisal System (PBAS). All employees adhere to **Kerala Service Rules (KSR) and University of Kerala statutes**. Non-teaching staff appointments align with government and institutional criteria.

Emphasis is placed on staff development, encouraging participation in quality improvement programs such as **refresher courses, orientation sessions, and workshops**. Teacher promotion policies comply with Kerala University norms and government directives from the Department of Higher Education.

ACADEMIC STRUCTURE

Under the Principal, all major academic decisions are taken by the **CLMC** which is ratified by the College Council. The decisions taken by the CLMC regarding academic planning, flexibility and implementation are implemented by the departments through **DLMC and department level meetings**.

Strategic Planning:

NSS College, Cherthala prioritizes curriculum development in accordance with University of Kerala guidelines, continually enhancing teaching and learning processes. Special attention is given to supporting slow learners through **remedial classes and peer teaching initiatives**, ensuring their academic success. The institution recognizes research as integral to academic excellence, with a dedicated **research committee** providing guidance to faculty and students. **Wi-Fi facilities** and access to **INFLIBNET e-resources** in the library support academic pursuits.

Adapting to pandemic-induced challenges, the institution has adopted a strategic plan for alternative teaching-learning methods. Faculty participation in refresher courses has equipped them with skills for online teaching, with many creating digital repositories on platforms like YouTube and Google Classroom to facilitate remote learning. Sharing study materials and conducting online classes further enhances the institution's commitment to academic advancement in the digital age.

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: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution is dedicated to fostering a nurturing environment for both teaching and non-teaching staff, ensuring their holistic well-being through a range of welfare programs. These initiatives aim to promote mental and physical health, financial security, and professional development, ultimately fostering a happy and productive workforce.

Under **statutory welfare schemes**, various financial benefits are provided. The institution facilitates the investment of staff in the **Public Provident Fund (PF)**, offering non-refundable loans after 10 years of service. Additionally, employees are covered by **Group Personal Accident Insurance Scheme (GPAIS) and Group Insurance Scheme (GIS)**, ensuring financial protection in the event of accidents or unforeseen circumstances. **The State Life Insurance Scheme (SLI)** offers low-cost insurance cover with benefits for nominees in case of death or retirement. **Medical insurance through MEDISEP and Contributory Pension Schemes** further contribute to staff welfare, while medical reimbursement facilities alleviate healthcare costs. **Housing and festival allowances** add to the overall welfare package.

Leave benefits are provided in accordance with university and government regulations. Staff enjoy **casual leave, earned leave, and half-pay leave, with special provisions for maternity and paternity leave. Duty leaves** enable staff to participate in professional development activities, seminars, and workshops, enhancing their skills and knowledge.

Institution-initiated welfare schemes further enhance staff well-being.

A staff cooperative society addresses financial needs, while amenities like free Wi-Fi, domain email addresses, and separate parking areas improve convenience. The institution organizes **retirement parties and recognizes staff achievements**, fostering a culture of appreciation. **Free medical check-ups, financial assistance for emergencies, and on-campus postal services** provide additional support. **Yoga classes, meditation sessions, and sports activities** promote physical and mental health. The entire teaching and non-teaching faculty of the college celebrates cultural festivals like Onam and Christmas with togetherness and camaraderie.

An institutional **performance appraisal system** ensures accountability and encourages professional growth. Teaching staff undergo annual performance evaluations, encompassing academic, co-curricular, and research activities. Self-appraisal forms, reviewed by the Principal and IQAC, facilitate goal setting and reflection.

Student feedback and teacher profiles aid in assessing teaching quality and academic achievements. **For non-teaching staff, promotion is based on service-level aptitude tests**, ensuring recognition of skills and competence.

In conclusion, the institution's welfare programs prioritize the well-being and development of its staff, creating a supportive and enriching work environment. By addressing financial, health, and professional needs, these initiatives contribute to staff satisfaction and organizational success.

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: 0

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

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

File Description	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

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: 140.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
114	175	93	36	10

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	18	18	10	14

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 institution operates with a robust mechanism for the effective management of funds and the efficient utilization of resources. **Chaired by the Principal, the College Council, comprising key stakeholders such as the IQAC Coordinator, Superintendent, and faculty representative, oversees the annual financial planning and budgeting process.** Collaborating with entities like the **Purchase Committee, IQAC, and Parents' Teachers Association (PTA), the College Council** devises strategies to mobilize funds and ensure their optimal allocation. Resources for both academic and non-academic endeavours stem from **government allocations, management contributions, and PTA support**, meticulously managed without lapses, with comprehensive utilization certificates maintained for accountability.

Stringent oversight is maintained through a dual system of external and internal audits covering both governmental and nongovernmental funding streams. **Government-allocated funds undergo external audits** conducted by appointed government auditors in compliance with UGC, governmental, and

university standards. **Management-contributed funds undergo both internal and external audits**, with the Treasurer of the NSS Colleges' Central Committee overseeing internal audits periodically. **PTA funds**, vital for various initiatives, undergo thorough scrutiny by college authorities and professional auditors annually.

These meticulous auditing processes serve to validate the institution's commitment to prudent financial management and optimal resource utilization. The resulting audits affirm the **effective deployment of funds, ensuring that infrastructural, physical, and IT-related maintenance activities are conducted promptly and efficiently**. Regular upkeep and enhancements are made possible through judicious expenditure supervised by the Purchase Committee, dedicated to advancing the institution's overall progress.

In essence, the institution's financial framework exemplifies a commitment to transparency, accountability, and efficiency. Through collaborative planning, rigorous oversight, and adherence to regulatory standards, funds are mobilized and allocated to support the institution's multifaceted endeavours. The diligent management of resources ensures that the institution remains well-equipped to fulfil its educational mission and provide a conducive environment for learning and growth.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) serves as the cornerstone for implementing quality assurance strategies and processes within the institution. It plays a pivotal role in overseeing both academic and administrative functions, ensuring continuous improvement in various aspects of the institution's operations.

Under the guidance of the IQAC, efforts are directed towards fostering the holistic development of students, faculty, and administrative staff. **With the wholehearted support of the IQAC, the college's CBCSS clubs and committees spearhead a multitude of academic and co-curricular initiatives.** Through its proactive initiatives, the IQAC strives to enhance the overall performance of the institution. Even amidst challenges, such as those posed by the pandemic, the IQAC has adapted and continued to support the institution's objectives.

ENSURING HOLISTIC GROWTH:

- Plays key role in crafting major policy decisions related to academic and non-academic endeavours of the college.
- Oversees the efforts in curriculum planning and implementation to enhance the effectiveness of teaching-learning process.
- Monitors the decisions of the **College Academic Committee and the CLMC** in the preparation of yearly academic calendars and other areas related to the regular teaching-learning process.
- Urges the departments for regular analysis of final exam results and students' attainment of **PO, CO, PSO**.
- Works in **collaboration with the CBCSS Clubs and Cells** for various quality initiatives.
- **Supports the initiatives of Research Cell** and urges the faculty to do academic research.
- Encourages the **teaching and non-teaching members to attend FDPs** regularly for career progression.

During the academic year 2020-21, the IQAC adeptly transitioned its support programs to online platforms, ensuring uninterrupted assistance to students and staff. Academic success is a key focus, with tailored support provided to both struggling and high-achieving students through various programs facilitated by the IQAC.

Additionally, **initiatives such as scholarships, student elections, and participation in extracurricular activities are encouraged to enrich the overall student experience.**

Recognizing the importance of career development, the **Career Guidance and Placement Cell and other academic bodies in collaboration with the IQAC organizes career placement programs, as well as coaching for postgraduate entrance exams and other competitive tests.** Despite disruptions, the IQAC remains committed to the mental well-being of the student body. Support mechanisms, including the tutorial system, are utilized to address the psychological needs of students during challenging times.

Moreover, the IQAC extends its support to the non-teaching staff, ensuring their professional and personal well-being through online and offline interactions with institutional leadership. This inclusive approach underscores the IQAC's commitment to fostering a supportive and conducive environment for all members of the institution.

In essence, the IQAC's efforts are instrumental in driving continuous improvement and excellence across all facets of institutional functioning. By promoting a culture of quality assurance and holistic development, the IQAC plays a vital role in shaping the institution's trajectory towards excellence in education and beyond.

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: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
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:

GENDER EQUITY AND SENSITISATION IN CURRICULAR AND CO-CURRICULAR ACTIVITIES, FACILITIES FOR WOMEN ON CAMPUS ETC.

Background

Every enlightened society in today's times endeavours to create a semblance of equality between all genders. However, conscious efforts are still necessary to bring everyone on par. Though our college is situated in a very remote & rural area, it is heartening to see that our girl students are truly strong, aware of their rights and are as ambitious as the boys.

Gender Equity

Gender Equality must necessarily be preceded by Gender Equity. Acknowledging that women and men are not on a level playing field is the first step in Gender Equity. And that is why it is important to uplift, protect and empower women and ensure their safety. Our college abides by the norms of Gender Equity. Women's Study Unit and other clubs are very active in training girls in self-defence. There are several awareness talks, sessions on health for girls, separate wash rooms on campus etc. The ICC plays a pivotal role in redressing grievances, if any.

Gender Equality

One of the UN Sustainable Development Goals is Gender Equality. As an institution where generations of youth are moulded, values are imbibed, every attempt has been made to sensitize both girls and boys, inculcate in them, respect and equality towards all genders, following the UN ideals. There is no room for any gender discrimination. Girls participate equally and often more in NSS, NCC, Sports and other Extension activities. They contest student elections, lead campaigns and eventually are key stakeholders in decision making. Providing girls a host of opportunities through various aspects of college education- curricular and co-curricular, on par with the boys is a vital responsibility that our college has undertaken and successfully accomplished over the years.

In recent times greater awareness of Transgender needs has led to reservation of a few seats every year, during admissions,

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
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

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:

Inclusion can be defined as an organizational effort and practices in which different groups and/or individuals, having different backgrounds culturally & socially are welcomed and equally treated.

Diversity: the differences that exist on the basis of race, nationality, religion, language, gender, social classes etc.

Disability : an impairment in cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these.

Inclusion: to embrace all people irrespective of these differences, giving equal access and opportunities.

Students want to be included and have a right to be included. Inclusion in education leads to reducing the stigma & biases associated with differences, and forms the basis for an inclusive society.

UNESCO sees inclusive education as a process of addressing and responding to diverse needs of all learners, with a conviction that it is the responsibility of the regular system to educate all.

WE BELIEVE THAT INCLUSION IS IMPORTANT FOR

- **Fulfilling constitutional responsibilities**
- **Development of healthy citizenship among students**
- **Achieving universalization**

- **Developing the feeling of self-respect in students**
- **Social equality**
- **Students to be self-reliant**

Our college has been a second home for a diverse student population. The management and staff, especially our teachers are sensitive to the needs of a vast variety of students. The students themselves are very accepting of differences among their peers. Efforts are made by the college to create an inclusive environment through the inculcation of important values by encouraging participation in curricular and co-curricular activities.

Student admission is without any discrimination whatsoever. Students coming from different regions, speaking different languages, castes, following different religions and cultures, and hailing from varying economic backgrounds are all part of our family. A variety of seminars, webinars, cultural programs and competitions create an atmosphere of inclusion. REDUCED INEQUALITIES, one of the UN Sustainable Development Goals, is followed in letter and spirit through inclusive efforts for not only culturally diverse, but also for disabled students.

Following the UN Sustainable Development Goals of NO POVERTY & ZERO HUNGER, financial support to the economically backward students ensure that they are able to fulfill the requirements of their studies without being affected by personal financial challenges. Departments also support students by donating texts, books etc., and mobile phones to attend online classes.

By following UN Sustainable Development Goal of QUALITY EDUCATION, we believe quality education includes the inculcation of human values and not just textbook knowledge.

Through our curriculum on Constitution, through celebration of important national and international days, our students understand and appreciate the values enshrined in our constitution, their duties & responsibilities towards society and the motherland. Patriotism is a strong value that we expect every student to live by.

The college believes in having a harmonious, peaceful, yet vibrant environment. We have a safe campus, thus following yet another UN Sustainable Development Goal of PEACE, JUSTICE AND STRONG INSTITUTIONS. It also implies the holistic integration of students into their environment, along with giving them the wide vision of a great future.

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:

TITLE OF THE PRACTICE :PALLIATIVE CARE

Objective

- Fighting diseases like cancer is a challenge for patients when faced with adverse situations such as old age and/or economic backwardness. Often, palliative care is the only solace for such patients.
- With greater longevity, age related chronic diseases are also a looming concern. Elderly citizens are especially vulnerable due to the decline of joint/extended families and the consequently lesser number of caregivers.
- Offering care for the disadvantaged is one of our primary social responsibilities.
- Through our interventional service in Palliative Care we are able to extend a much-needed helping hand to the Pallipuram Panchayath Health Services.

The Context

- The practice is led by students of our college along with NSS volunteers.
- The programme has been able to cover all wards of the Pallipuram Panchayath.
- Our services have been appreciated by the healthcare staff, the patients and their families.
- Students participate by caring for the aged population, disabled children and economically disadvantaged patients.

The Practice

- Students become volunteers after obtaining the initial training to become caregivers.
- Teams comprising 2 or 3 students led by an experienced senior student accompany the healthcare staff of Pallipuram Panchayath on house visits.
- Despite the pandemic, we were able to conduct house visits thrice a week.
- Tasks done by students included sponging, making fresh beds, checking blood pressure, administering medicines, grooming and dressing patients.
- Adult diapers and other necessary items are provided to patients.
- Our student volunteers also visit old age homes and special schools to help inmates by offering companionship and support.

- Students enthusiastically organize and participate in blood donation camps to strengthen the healthcare system..
- Regular cleaning of Health Centers are conducted to ensure a hygienic environment for patients. Students sort through medicines, removing expired or outdated items and help to organize files.
- A health survey of the residents of Pallippuram was undertaken during the academic year 2021-22. It helped to identify the prevalent health issues of the residents and enabled us to extend care for those who required it.

Evidence of success

- During the year 2021-22, our palliative care unit received a certificate of appreciation from the University of Kerala for the exemplary services rendered to the society.
- All the stakeholders of the programme including the Panchayat Health Services, the patients, their families and the students themselves have provided excellent feedback about the programme.
- Volunteering as a valuable social practice has been adopted by many of our students. This continues to inspire many new students to join the program.

Problems & limitations.

- Learning to adapt to the pandemic situation was one of the key challenges encountered by the programme. The altered academic calendar including online classes, examinations and irregular schedules made volunteering difficult.
- It is a matter of pride that our students were able to look beyond their own limitations to be useful to others and care for them.
- The practice is often unable to cater to the large number of patients who need care.

TITLE OF THE PRACTICE: VIDHYANIDHI - STUDENT SUPPORT PROGRAMME

Objective

- To establish a support system for financially vulnerable students by drawing on the goodwill of the student and teacher community of the college.
- To instill a spirit of volunteerism in students.
- To constitute a corpus fund from donations by students and teachers to serve as an emergency fund for students in need.

The Context

One of the main reasons that college education of our students gets disrupted is due to financial problems. Most of our student community hails from poor socio-economic backgrounds and are often unable to cope with the financial requirements of higher education despite receiving government aid and scholarships.

Our college has always followed a system of supporting students through financial crises. This practice was given institutional sanction and structure in 2019 with the launch of VIDHYANIDHI. The programme was conceived of to streamline the collection of funds and its proper distribution to those in

need.

The Practice

Since its inception in November 2019, VIDHYANIDHI, has evolved to become one of our best practices.

- In 2022-23, the college provided financial assistance to Athiramol R, a BSc Chemistry student, for her treatment after she suffered a sport-related injury..
- During 2021-22, the college extended financial assistance to a BA English student whose father needed emergency surgery.
- Two BSc Zoology students were provided with mobile phones to help them attend online classes.
- In the 2020-21, a student from the Chemistry Department received financial aid for the treatment of a tumour.
- The program provided financial assistance to a Commerce student to meet her educational expenses.
- During the 2019-20 academic year, two economically disadvantaged students, Amrutha V.S. (II Year B.A. History) and Beena Lakshmi (I Year B.A. English) were given financial assistance to cover their exam fees and the purchase of books.
- Funds were allocated to Sarang R (I Year B.A. Malayalam) to cover his hostel fees.

Evidence of Success

- The college has helped boost the morale of economically disadvantaged students by offering assistance to support their education. Consequently there has been a significant reduction in the number of dropouts from our college.
- This program also generates a greater feeling of belongingness among all the members of the college.
- This programme has been lauded by all stakeholders because it allows their humanitarian side to express itself.
- It is also seen as a measure to reach out and help those who are genuinely in need.
- The very fact that we have been able to continue with VIDHYANIDHI, speaks for its success. In spite of the pandemic situation, it has been well supported by both teachers and students

Problems & limitations-

- The programme suffered because of the irregular academic schedule and the absence of regular classes, brought on by the pandemic.
- The financial difficulties caused by the pandemic situation created constraints in the contributions of students towards this fund. However, even in tough times, the spirit of volunteerism has been kept alive by this program.

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:

INTRODUCTION

When our founder **Acharya Bharatha Kesari Padmabhooshan Sri Mannathu Padmanabhan** set out to revolutionise, he chose education as his tool. With his vision, the Nair Service Society has founded colleges in very remote, rural areas of Kerala. The purpose being to provide quality education to the underprivileged.

Our college is a **living testimony** to our revered founder's dream. We have been catering to youth who are often **first-generation learners**, almost always drawn from rural, remote, backward socio - economic circumstances. Being the visionary that he was, our founder, Sri Mannathu Padmanabhan saw that the future of the country lay in rural India. True development is possible only when the rural areas are uplifted, economically and spiritually. However, the course of this change is not by creating urban values, but in generating confidence among the rural folk about their distinct heritage, language and culture. All the same, a holistic approach would include an understanding of contemporary world events and respect for other cultures. Wide reading, purposeful travelling, interaction with the learned all contribute to widening one's horizons. Educational institutions play a pivotal role in shaping young minds thus.

OUR INSTITUTIONAL DISTINCTIVENESS

What defines an institution is its distinctiveness. The specific flavour imparted by the institution, creating a specific reputation and a unique brand identity.

Our college follows this principle in letter and spirit. Our intake is almost entirely rural underprivileged youth and our thrust area is to empower them with knowledge and skills that will make them world citizens. This then is our institutional distinctiveness. To provide the tools, the ambience and the encouragement for such a transformation.

LIBRARY AND READING ROOM FACILITIES

Our students are provided with a very good library with easy student access. There are nearly 40,000 books in our library and they can be accessed with the Grandha upgraded software version with Web

OPAC.

EXPERIENTIAL LEARNING

Projects are to be done in the final year of graduation by all students. This is a great means of experiential learning -knowledge gathering and its proper presentation.

Student seminars, aimed at ensuring the knowledge base of our students and honing their presentation skills are a norm. Organising several events, competitions and exhibitions enhances students' leadership qualities

Peer teaching works both ways, in appreciating and furthering excellence among gifted students, while at the same time helping the others to learn easily with a peer.

Remedial coaching by teachers helps the weaker students.

Industry internships and study tours are mandatory under the care of the faculty.

SOFT SKILLS DEVELOPMENT

Soft skill development seminars are held so that students feel confident to express themselves. Also, several verbal and non-verbal aspects of presentations are learned by students. Regular sessions of **Yoga and meditation** are held to infuse confidence and to improve mental & physical health.

LANGUAGES

The compulsory **English** language paper includes student evaluation of **Listening, Speaking, Reading and Writing**.

The college offers **Hindi** as a second language for students to learn the national language and familiarise themselves with the heritage presented in stories and poems in Hindi.

Sanskrit is also offered as a second language, inculcating respect and admiration for our ancient past.

Malayalam is taught as a Core Course and as a second language.

Our college boasts of 27 faculties with PhDs, of whom 10 are research guides, having studied in national and international institutes of repute.

INTERNAL ASSESSMENT

A system of centralised, rigorous internal assessment is done to enhance the learning potential of our students.

Regularity in academics is not optional but a necessity because of the continuous system of evaluation. **Discipline** thus becomes a part of student life, improving their emotional intelligence.

ICT IN LEARNING

In spite of its remoteness, the college has successfully provided computer facilities, **labs**, and many ICT enabled classrooms.

CLUB ACTIVITIES

Our college offers a wide variety of co & extra-curricular activities through several clubs. Clubs covering a wide variety of topics from Yoga, Sports, Cultural performances, to Reading, Film & Environmental Clubs enable our students to develop a well-rounded personality. NSS and NCC activities mould our students to be disciplined and socially committed. Cultural events and competitions include many **folk arts**, where our students excel.

Sports events, regular training in the large playground of the college channels youth energy creatively and fruitfully.

Career Guidance Cell, Entrepreneurship Development Club give the much-needed impetus to **career growth** with many programs for increasing students' **employability** and skill sets.

Counselling Cell, Student Affairs, Grievances Redressal Cell, Anti-Ragging Cell all offer much needed moral, emotional and legal help to our students.

TRAINING TO BE RESPONSIBLE CITIZENS

Activities of **Election Literacy Club**, regular conduct of **student elections** and through workshops on **human values**, celebration of important national and international days our students are equipped to be better citizens of the country and develop patriotic zeal.

FINANCIAL AID FOR THE DESERVING

We provide several grants-in-aid and scholarships to deserving students. In fact a large majority of our students are supported by such financial aid, which reinstates our commitment to providing support for the underprivileged.

EMPOWERING OUR GIRLS STUDENTS FROM RURAL BACKGROUND

Majority of our students are girls. Several gender sensitisation activities by various statutory bodies such as Women's study unit and ICC, empower girls. Considering the rural set up, we have included defence training and medical health awareness sessions.

VALUING THE ENVIRONMENT

One of the advantages of being rurally situated is the availability of a huge campus of 27 acres, a large canopy of big trees and a thriving bio-diversity that includes several types of flora and fauna. Teaching them to protect and preserve this wonderful campus is a value that encourages them to appreciate the **unique blessings in their rural life**.

All of our activities, our teaching inputs ensure that our students overcome the challenges of their background and emerge confident to face the world to carve a niche for themselves. They find their true calling and go out into the world as leaders, confident and capable, carrying with them our hopes,

blessings and aspirations.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Despite its rural setting, NSS College, Cherthala has made significant contributions to both academic and non-academic fields. Five faculty members serve on academic bodies at various affiliating universities, including Dr. K P Jayakumar, Assistant Professor in the Department of Malayalam, who is part of the Academic Council. Additionally, three other teachers are members of various Boards of Studies. In 2022 and 2023, books authored by two faculty members were published by prominent publishers in Kerala.

The college boasts eleven research guides. Faculty members have also engaged in charity activities for the past four years, notably collaborating with Mercy Cops Charitable Trust. The NSS Unit was honored as the Best NSS Unit by Kerala University, and Dr. G V Raji Prasad, the former NSS Programme Officer, received the Best Programme Officer award. The college has a certified NSQF Level 5 Yoga Trainer. The Research Cell published two books, "Plural Nuances" and "Ruminations," in 2021 and 2022.

Dr. Maya S Nair, faculty of Botany identified a new plant species, "Tarenna Charlesii," in the Western Ghats, which was documented in "Phytotaxa," an international journal, in July 2024. She also submitted 31 gene sequences to GenBank in 2023. In the last five academic years, eleven faculty members have been awarded Ph.D. degrees, with eight being promoted to Associate Professors.

The college received the Best Palliative Care Unit award for 2021-22. Notable student achievements include Sreehari V Nair and Vishnuraj D, who joined the Indian Air Force as Flying Officer and Flight Lieutenant, respectively, and Veena Lakshmi, who represented Kerala at the Indian Parliament during Children's Day. The college's Election Literacy Club won the Best Club award for 2022-23, and several students participated in the Republic Day Parade and national-level sports events.

The seminar hall which has been built from the RUSA fund will be an added advantage to the holistic development of the institution since the hall with a seating capacity of 250 is an International Seminar Hall which can enhance the learning experience and the research aptitude of the teaching-learning community. The college anticipates to inaugurate the hall soon.

Concluding Remarks :

Despite its remote location, NSS College Cherthala has made significant strides in uplifting underprivileged students. The strong camaraderie among teachers, non-teaching staff, and students has been crucial to the institution's growth each year. While financial constraints and resource limitations have posed challenges, the college has consistently contributed to shaping generations of learners.

To enhance the academic experience, the college plans to introduce more add-on courses, as well as Swayam and NPTEL courses, enriching the curriculum. Efforts are being made to improve student examination results, recognizing this as a key area for development. The introduction of a four-year degree program by the University of Kerala in 2024-25 presents a valuable opportunity for NSS College Cherthala to foster holistic development. The new curriculum emphasizes interdisciplinary and multidisciplinary knowledge transfer and experiential learning.

A major goal for the college is to enhance its ICT facilities, including the implementation of smart classrooms. Additionally, the institution aims to strengthen its research facilities to benefit both students and faculty members in their future endeavors. The college's "Institutional Distinctiveness" lies in its commitment to uplifting underprivileged learners from socio-economically disadvantaged backgrounds, aligning with its vision and mission. This focus makes NSS College Cherthala stand out as one of the leading higher education institutions in the Alappuzha district.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>353</td> <td>401</td> <td>424</td> <td>521</td> <td>559</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>53</td> <td>54</td> <td>61</td> <td>66</td> <td>90</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>513</td> <td>515</td> <td>472</td> <td>547</td> <td>547</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>129</td> <td>128</td> <td>119</td> <td>134</td> <td>133</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	353	401	424	521	559	2022-23	2021-22	2020-21	2019-20	2018-19	53	54	61	66	90	2022-23	2021-22	2020-21	2019-20	2018-19	513	515	472	547	547	2022-23	2021-22	2020-21	2019-20	2018-19	129	128	119	134	133
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2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>41</td> <td>41</td> <td>54</td> <td>54</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>47</td> <td>47</td> <td>55</td> <td>55</td> </tr> </tbody> </table> <p>Remark : Input edited as per supporting documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	41	41	41	54	54	2022-23	2021-22	2020-21	2019-20	2018-19	47	47	47	55	55																				
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41	41	41	54	54																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
47	47	47	55	55																																					
2.4.2	Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last																																								

five years (consider only highest degree for count)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49	50	47	53	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	41	41	54	54

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	19	25	33	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	7	5	4

Remark : Input edited as per supporting documents

6.2.2 *Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per clarification data uploaded by HEI

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>61</td> <td>52</td> <td>63</td> <td>66</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>41</td> <td>41</td> <td>54</td> <td>54</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	60	61	52	63	66	2022-23	2021-22	2020-21	2019-20	2018-19	41	41	41	54	54
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60	61	52	63	66																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
41	41	41	54	54																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>109.96691</td> <td>145.86632</td> <td>123.63413</td> <td>107.48508</td> <td>55.85633</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>109.9669</td> <td>145.8663</td> <td>123.6341</td> <td>107.4850</td> <td>55.85633</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	109.96691	145.86632	123.63413	107.48508	55.85633	2022-23	2021-22	2020-21	2019-20	2018-19	109.9669	145.8663	123.6341	107.4850	55.85633
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