



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**VIMALA COLLEGE**

**VIMALA COLLEGE ENGINEERING COLLEGE P O THRISSUR-680009**

**680009**

**vimalacollege.edu.in**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March 2022**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Vimala College, affiliated to the University of Calicut and established in the year **1967**, is a first grade Women's College under the CMC Management. True to the ideals and heritage handed over to the Congregation by the founders Saint Kuriakose Elias Chavara and Fr Leopold Beccaro OCD, the **CMC Education Policy** emphasises the pursuit of intellectual and professional excellence for the total transformation of an individual for their own enrichment and for the service of the society and the nation in the spirit of God.

One among the most sought-after colleges, Vimala attained Autonomous status in the year 2015. Accredited with the **highest grades** during all the three previous **NAAC accreditations**-Five Star in 2001, A grade with CGPA of 3.3 in 2009 and A grade with CGPA 3.5 in 2014-the College is committed towards providing value-based quality education and uplift of society. The suggestions of the preceding NAAC peer teams provided the direction for the sustenance of excellence through the introduction of new programmes, integration of technology in teaching learning processes, inculcation of research culture and initiatives that culminated in the enhancement of quality.

UGC granted Vimala, the status of **College with Potential for Excellence in 2016** and Mentor College status under the **Paramarsh scheme** in 2019. The College has also participated in the **NIRF ranking** and was placed at/in 55, 77, 101-150 band, 99, 101-150 band in the years 2017, 2018, 2019, 2020 and 2021 respectively. The College is also supported by grants under **DST FIST**, **DBT Star** College scheme and **RUSA**. It also partners with **MoE (MHRD)** in programmes like Unnat Bharat Abhiyan (**UBA**), Institution's Innovation Council (**IIC**) and Ek Bharat Shreshtha Bharat (**EBSB**).

The College offers **16 Undergraduate**, **16 Postgraduate** and **6 Doctoral** programmes. Realizing the significance of value addition courses, **77** such courses were introduced during the last five years. In addition, **2 BVoc**, **2 PG Diploma** programmes and **3 Diploma** programmes under the Community College are also offered. The fifteen Graduate Attributes, along with five institution-specific programme outcomes, clearly demonstrate the efforts towards moulding a Vimalite through systematic approach as envisaged by the founders.

### Vision

**"We envision the total transformation of young women for their enrichment and of the society at large and the nation as a whole".** The innovative measures assimilated into the curricula substantiate this purpose of equipping women with adequate intellectual, technical skills and expertise required to excel in their chosen fields. In realisation of this vision a path has been carved out, in the form of mission statement, to ascertain the evolution of a responsible citizen with exemplary disposition.

### Mission

**"We dedicate ourselves to the mission of training women for academic excellence, development of skills and character formation based on the love of God and service to the society and country".**

Various programmes are initiated as part of co-curricular and extracurricular activities to endow holistic education centered on ethical approach. This is also reflected in the motto *Veritas et Amor* meaning “**Truth and Love**” with the message being, truth sought and lived in love. The emblem, the Crest of Vimala, enkindles the flame of truth and love in the hearts of Vimalites.

**Core Values** upheld by the institution include focus on stakeholder requisites, pursuit of excellence, outcome and value-based education for transformational growth, inclusiveness and respect for diversity, quest for innovation, collegiality and professionalism, institutional wellness, environment sustenance, participatory governance, trust and faith in God. These values are instilled and cultivated through each and every scheme implemented as part of quality initiatives.

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

### Institutional Strength

- Legacy of the College as **Best Women's College** that empowers and emboldens women
- Proactive and supportive Management with a progressive vision
- Recognition as **College with Potential for Excellence by UGC**, implementation of DST FIST, DBT STAR and RUSA schemes
- **Mentor** College under **NAAC Paramarsh** scheme
- Good **NIRF Ranking** among colleges at the national level
- **ISO 9001:2015 certified** institution
- Established Institution's Innovation Council(IIC), under MoE, Government of India
- **Outcome Based Education** and well-organized teaching learning evaluation process strictly adhering to academic calendar
- Decentralized and participatory administration with delegation of authority through **Operations Manual**
- **e-Governance** in all processes including an efficient examination system
- Fully automated state-of-the-art library replenished with e-resources
- Meticulously planned infrastructure with Wi-Fi facilities and **100% ICT enabled classrooms**
- 6 research centres and 30 research guides, 3 peer reviewed research journals
- Student involved research activities like **V-TRACK**, Student Organised Seminars and publications
- Excellent enrollment ratio (more than 95%) and average pass percentage of more than 90%
- State of the art aquatic training centre- **Vimala International Aquatic Academy**
- Recognised **Centre of Trinity College, London** for Graded Examinations in Spoken English. German, French offered by the College as value addition courses
- Excellent IQAC initiatives, systematic and organised operating procedures
- Robust and well implemented feedback mechanism
- Commitment of teachers leading to healthy student-teacher relationship and comfortable teacher-student ratio
- Excellent linkage with community through extension activities under UBA, NSS, NCC etc.
- Extension activities under Vimala Community Extension Centre(VCEC) that includes Family Counselling Centre (FCC), Vimala Child Guidance Centre, Pakalveedu, etc
- Nodal Agency for **CHILDLINE**
- Moral, spiritual and ethical Value Education system
- Varied and distinct programmes and initiatives for holistic development of students
- Eco friendly campus and Green initiatives to promote sustainability- solar power grid of 100KWP

- Supportive Parent Teacher Association and Alumnae Association
- Gender sensitization and environmental consciousness imparted to students through **UGC Centre for Women Studies, Women Development Cell(WDC)** and other related units
- Remarkable performance in Arts and Sports
- Adaptability to changes

### **Institutional Weakness**

The institution is focussed on strengthening the following areas/aspects :

- Number of Research Projects and international collaborations
- Interstate and international student enrollment
- Academia-industry interface
- Consultancy services and revenue generated
- Campus placements
- Product oriented research projects

### **Institutional Opportunity**

- Most sought-after Women's College.
- Dynamic Alumnae Association and Best Practices that engage the alumnae to the maximum
- Renewed interest among student community to take up pure science and arts disciplines
- Situatedness in the Cultural Capital with better accessibility to several colleges and other academic and non-academic institutions facilitates reaching out to these for augmenting pertinent collaborations
- Scope for initiating more women empowerment programmes, institutional visits by eminent personalities, research collaborations and academic linkages
- Industry- based curriculum modifications
- Since majority of faculty members are young and highly qualified, there are further prospects for research and innovations
- Entrepreneurial activities can be fostered through collaborations
- College shall strengthen foreign collaborations through international student & faculty exchange programmes
- Emerge as a support centre for local community at times of emergency

### **Institutional Challenge**

- Disparity in digital access and socio-economic profile among students
- Restricted resource mobilization for research
- Government restrictions on sanctioning regular PG programmes
- Limited academic flexibility with credit transfer and mobility
- Rapid shift in job profiles limits the employability of students completing conventional programmes
- Time constraints have a bearing on the realisation of research culture among students
- Delay in sanctioning of administrative posts by the Government

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Since autonomy, the College progressed every year in curricular aspects by introducing new programmes and courses with outcomes relevant to local, regional, national and global developmental needs.

- During the post accreditation period, the College initiated **7 new PG, 2 UG, 2 BVoc and 3 Doctoral programmes**
- Syllabi of 100% programmes were revised during the post accreditation period
- All programmes offered are under CBCSS with optional courses/electives
- POs, PSOs and COs were aligned to OBE as well as to the vision and mission
- All the programmes include courses having relevance to employability, entrepreneurship and skill development
- **Nearly 71%** of the courses offered across all the programmes are newly introduced during the last five years
- **77** new courses are introduced as value addition and add on courses and about **54%** of the students are benefitted every year
- **67%** students completed Internships/MOOC/NPTEL courses
- A rigorous feedback mechanism is adopted for obtaining curricula feedback from all stakeholders which are analyzed and suggestions are considered for actions to be taken with respect to syllabus revision during BoS meetings

### Teaching-learning and Evaluation

Vimala College, with an aim to provide quality education, admits and supports students from diverse categories.

- High demand ratio and enrollment percentage of more than **95%**
- Established framework formulated by IQAC for Induction programmes for new staff and students as well as Entry level assessment for students
- Transition support, bridge courses, remedial coaching, peer teaching, simplified notes, Student Support Programme etc. to support the slow learners
- Special programmes such as **V-Lead, V-TRACK, Vinspiration** etc initiated by IQAC as well as those in partnership with Government/Non-Government agencies cater to the need of advanced learners
- **70%** of permanent faculty members are Ph D holders. More than **40%** of all fulltime teachers including temporary faculty are PhD holders.
- **100%** of the teachers use updated and latest forms of technology to enhance the teaching learning process
- **Linways AMS and LMS@Vimala** ensure the systematic digital communication of all academic affairs among the stakeholders
- Lecture Capturing system, Digital Video Production Lab and Language Lab facilitates development of e-content
- Teachers and students are encouraged to complete online courses through NPTEL, SWAYAM, Coursera and edX
- Both internal and external examinations are conducted in adherence to academic calendar
- The College employs the **OBE integrated QnSmarti** software that ensures confidentiality in the

generation and review of question paper

- **V-MAP**, an indigenous procedure for mapping developed by the College quantifies the outcome attainment
- The overall pass percentage of students is above 90% during the accreditation period.
- During pandemic – Coursera for Campus, NLIST, digitalised examination procedure, library services, webinars, G-suite facilitated the smooth academic transactions.
- Preparation of Teaching plan and conduct of regular academic audit.

## Research, Innovations and Extension

The research scenario of the College has witnessed remarkable augmentation during this assessment period.

- Enhancement of number of approved research centres to **Six**
- Remarkable increase in the number of guides (**30**) and scholars (**64**)
- **17** Research Guides in the Vimala Research Centres and **13** faculty members are Research Guides in other Centres
- An average of **1.59 lakh** per year provided as seed money for research.
- Research and Consultancy Committee, Research Ethics Committee and IPR Cell have been established
- The IQAC along with Research Committee has framed well-defined **Research Policy** as well as **Consultancy Policy**, which is approved by the Governing Council and uploaded in the website
- Facility for plagiarism check for student projects and all publications is available
- Activities like **Research Conclaves**, **SPARK** project presentation competition, **V-TRACK** etc impart research aptitude among students
- During the assessment period, the College received **Rs 246 Lakhs** as research grant from national funding agencies such as DST FIST, DBT Star College and RUSA
- Students and faculty received financial support under *SPYTiS scheme of KSCSTE*
- Established Institution's Innovation Council (**IIC**) under MoE and merged the activities of Vimala Innovation and Incubation Centre with this Council
- The faculty have undertaken **26** minor/major research projects
- Faculty publications in reputed journals (**128**) and chapters in books and conference proceedings(**172**)
- More than **300** seminars/conference/ workshops organised for research methodology, IPR etc
- Three peer reviewed journals with ISSN number, titled **Vimala International Research Journal for Pure and Applied Science**, **Vimala International Research Journal for Humanities and Social Sciences** and **Reflections**
- More than 50 awards and recognitions for research and innovation, and extension were received by faculty members and students
- Extension is a consistent mission of the College and there are programmes initiated by the College, individual departments, units like NSS, NCC, UBA, UGC Centre for Women's Studies etc, and other innovative initiatives under **Vimala Community Extension Centre (VCEC)**
- **Vimala International Aquatic Academy** hosts international and national championships and provides training for swimming
- 100% students participate in extension activities
- The College has signed **60 functional MoUs** and has **508 collaborative activities** with other institutions for internships and projects

## Infrastructure and Learning Resources

Infrastructure, library and IT facilities of Vimala are at par with premier institutions in the country.

- 89 Classrooms, 3 Conference Halls, 3 Seminar Halls, Auditorium, Indoor Stadium, Gymnasium, Vimala International Aquatic Academy, 38 Laboratories and Multimedia Centre cater to the demands in teaching- learning, cultural and sports activities
- 100% ICT enabled classrooms, Wi Fi and LAN enable comfortable learning experience utilising modern technology. 300 Mbps broadband connection enables the smooth functioning of all learning and administrative activities. **Student computer ratio of 6:1**
- Fully automated Library provides learning resources of high standards and access to e-resources. There are facilities like Reading room, Reference Section, Internet Resources, Media Room, Digital Library, Research Hub, Bound Volumes, Book Bank, Periodical Section, Reprographic Section, e-book Corner, Database Searching and Online Services- CAS, SDI, Website and Blog. DSPACE and Digi Library with access to NLIST, DELNET and OPAC provide online learning and reference experiences to students as well as teachers
- Automated Gate with RFID reader along with face recognition and Garden Library are new additions to the library infrastructure
- The Plagiarism check done in the library helps to uphold the ethical policies of research
- Nearly **41%** of the total budgetary allocation is spent on infrastructure augmentation and about **54%** is used for academic and physical maintenance
- The Lecture Capturing System, Media Centre, Chomsky Convergence Centre(Language Lab), Recording Studio and Video Editing Centre facilitate the incorporation of modern technology and tools into the teaching-learning process and support the development of online resources
- There are well drafted policies for Infrastructure Maintenance and IT resources utilisation

## Student Support and Progression

Vimala College prioritises the economic and social requirements of the students and has a well established student support system in the campus.

- During the assessment period, an average of **48%** of the students were benefitted by Government scholarship schemes and **28%** of students were benefitted by scholarships and freeships provided by the institution
- Training for Soft Skill Development and sessions on Counselling, Yoga and Meditation and Physical Fitness etc are organised for students
- The Career Guidance Placement and Training Cell (CGPT) guides and prepares students for competitive examinations, facilitates employment opportunities and also organises campus recruitment drives
- UGC-Centre for Women's Studies offers a certificate course on Gender Sensitisation in addition to Women empowerment activities
- Active Student Grievance Redressal Cell addresses and resolves the grievances of students
- **44%** of the graduating students opt for higher education and more than **20%** students opt for employment.
- The Students Union along with the faculty coordinates participation in cultural and sports activities at

states, national and international levels.

- **584** awards/medals for outstanding performance in sports/cultural activities at inter-university / state /national / international level
- Departmental Quality Assurance Cell (**DQAC**) as well as student representation in **IQAC** and all significant committees ensure students participation in decision making
- The Alumnae Association "**Ritorno**" organises the annual reunion, chapter meetings, executive committee meetings, **Star of Vimala contest, Alumnae Accolades, Alumnae Lecture**, etc. It also garners support from the alumnae and mobilises funds for the development of the Institution. **Vimalaardram**, an outreach initiative was inaugurated in 2018

## Governance, Leadership and Management

The College has a well-defined, decentralized and participatory organizational structure. The various activities planned and implemented in the campus reflect the transparent and participatory nature inherent in the organizational culture.

- **The Governing Body** at the management level, **Principal** and **two Vice Principals** along with the Statutory Bodies like **Governing Council, Academic Council and Boards of Studies** administer the overall functioning of the College
- The Advisory Units and Non-statutory Committees include **College Council, IQAC, The Staff Association, Students Union, PTA, Alumnae**
- Authority to plan and conduct activities is delegated to various **Clubs and Committees**
- Participatory nature of the institutional governance is reflected in the formulation of **Strategic Plan 2021** and **Vision 2025** documents of the College
- Implementation of e-governance in all areas of operation aid the smooth conduct of all activities
- Effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression
- More than **35%** teachers have undergone various training programmes at the national, state, regional and institutional levels
- **25%** of faculty were provided with **financial support to attend conference, workshops**
- The College has conducted an average of **21 administrative and professional development programmes** over five years for staff
- **314 lakhs** were mobilized **from non-government bodies, philanthropists and individuals**
- The College conducts regular **financial audits**
- IQAC initiated many innovative practices and formulated document norms for the conduct of the various quality enhancement activities in the campus. IQAC has formulated and revised around **25 policies** which were approved by the **Governing Council**
- Several Quality initiatives including Academic and Administrative Audit are implemented by the IQAC annually
- Significant achievements made in the post accreditation period through the efforts of IQAC include the **NIRF and India Today Rankings, implementation of OBE, DBT Star College Scheme, Participation in Swachhta Ranking, Institution's Innovation Council, Digitisation of campus activities, Result Analysis, Curriculum Feedback, Implementation of e-Governance and ISO Certification**



## Institutional Values and Best Practices

- Annual Gender Sensitization Plan, **UGC Centre for Women's Studies** and Women Development Cell promote general wellbeing of students and staff. Certificate course in Gender Sensitization is a highlight in this context
- 24x7 security including women security personnel, CCTV cameras and fire and safety measures
- A full-time counsellor is available in the College
- Family Counselling Centre(**FCC**) under Central Social Welfare Board(**CSWB**)
- Day-care for young children
- A serene green campus landscaped with plants and trees, housing over **300 species of plant varieties labelled** and assigned individual **QR codes**
- A policy document on campus sustainability, environment consciousness and sustainable initiatives is in place. Green protocol and ban on single use plastic
- NSS, NCC, UBA, Nature Club, Biodiversity Club, Bhoomitrasena Club and other forums engage students in activities like organic farming, distribution of plant saplings, tree plantation, distribution of paper bags etc. that promote conservation of the environment inside as well as outside the campus
- Awareness programmes on proper waste management strategies and importance of sustainable lifestyle
- Functional MoUs for proper plastic and e-waste management
- **VEMC**-Vimala Energy Management Centre, Membership in Energy Conservation Society(**ECS**), Certificate Course in Energy Auditing, open course on Non-conventional Energy Resources, energy audit, green audit and environment audits
- Solar power of 100 KWP with wheeling to the grid facility, solar lamps and solar water heaters, biogas plant, LED bulbs, power efficient equipment and sensor-based energy conservation devices ensure optimum utilisation of energy resources
- Restricted entry of automobiles into the campus, pedestrian friendly pathways
- Paper recycling unit, water conservation and waste water recycling facilities
- Inclusivity Committee, Policy for Divyangjan and facilities for their support
- Regular practices that promote harmony and instil tolerance towards cultural, regional, linguistic, communal, socioeconomic and other diversities. Vimalites develop a spirit of mutual respect and concern for the fellow students and embrace the ideals of humanity beyond diversities
- Policy and well-defined Code of Conduct for staff and students, regular professional ethics programmes, awareness programmes on Code of Conduct and Institutionalised value education programme
- Sensitization programmes on constitutional rights and duties
- Observations/celebrations of international and national days, events and festivals

These contribute towards sustaining Vimala's distinctive academic legacy.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIMALA COLLEGE
Address	Vimala College Engineering College P O Thrissur-680009
City	Thrissur
State	Kerala
Pin	680009
Website	<a href="http://vimalacollege.edu.in">vimalacollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sr Beena Jose	0487-2332080	7902490485	-	mail@vimalacollege.edu.in
IQAC / CIQA coordinator	Malini K A	0487-2328232	9495220673	-	malinijayaram@vimalacollege.edu.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority status - Vimala College, Thrissur.pdf</a>
If Yes, Specify minority status	
Religious	Roman Catholic
Linguistic	
Any Other	

<b>Establishment Details</b>	
Date of Establishment, Prior to the Grant of 'Autonomy'	15-03-1967
Date of grant of 'Autonomy' to the College by UGC	13-10-2015

**University to which the college is affiliated**

State	University name	Document
Kerala	University Of Calicut	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	17-08-1967	<a href="#">View Document</a>
12B of UGC	17-08-1967	<a href="#">View Document</a>

**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				

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Institutional Ranking Framework
Date of recognition	09-09-2021

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Vimala College Engineering College P O Thrissur-680009	Urban	29.6	31780.9

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Physics	36	Plus Two	English	55	46
UG	BSc,Botany	36	Plus Two	English	43	40
UG	BSc,Chemistry	36	Plus Two	English	55	47
UG	BCom,Commerce	36	Plus Two	English	70	67
UG	BCom,Commerce	36	Plus Two	English	70	68
UG	BSc,Zoology	36	Plus Two	English	43	35
UG	BVoc,Computer Science	36	Plus Two	English	50	18
UG	BSc,Computer Science	36	Plus Two	English	43	38

UG	BSc,Mathematics	36	Plus Two	English	55	45
UG	BSc,Statistics	36	Plus Two	English	43	36
UG	BSc,Home Science	36	Plus Two	English	24	14
UG	BSc,Home Science	36	Plus Two	English	43	37
UG	BVoc,Home Science	36	Plus Two	English	50	15
UG	BA,English	36	Plus Two	English	50	43
UG	BA,English	36	Plus Two	English	50	44
UG	BA,Malayalam	36	Plus Two	Malayalam	50	44
UG	BA,Economics	36	Plus Two	English	70	60
UG	BA,Sociology	36	Plus Two	English	70	64
UG	BSc,Psychology	36	Plus Two	English	24	24
PG	MSc,Physics	24	Degree	English	15	15
PG	MSc,Botany	24	Degree	English	12	12
PG	MSc,Chemistry	24	Degree	English	15	14
PG	MCom,Commerce	24	Degree	English	26	26
PG	MSc,Zoology	24	Degree	English	10	10
PG	MSc,Zoology	24	Degree	English	15	15
PG	MSc,Computer Science	24	Degree	English	10	9
PG	MSc,Mathematics	24	Degree	English	18	14
PG	MSc,Statistics	24	Degree	English	10	9

	s					
PG	MSc,Home Science	24	Degree	English	12	5
PG	MSc,Home Science	24	Degree	English	15	15
PG	MA,English	24	Degree	English	25	23
PG	MA,Malayalam	24	Degree	Malayalam	25	21
PG	MA,Economics	24	Degree	English	25	25
PG	MA,Sociology	24	Degree	English	20	14
PG	MSW,Social Work	24	Degree	English	25	19
Doctoral (Ph.D)	PhD or DPhil,Physics	60	Post Graduation	English	16	6
Doctoral (Ph.D)	PhD or DPhil,Commerce	60	Post Graduation	English	14	11
Doctoral (Ph.D)	PhD or DPhil,English	60	Post Graduation	English	23	16
Doctoral (Ph.D)	PhD or DPhil, Malayalam	60	Post Graduation	English	16	8
Doctoral (Ph.D)	PhD or DPhil, Economics	60	Post Graduation	English	8	1
Doctoral (Ph.D)	PhD or DPhil, Social Work	60	Post Graduation	English	11	6

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				5				83			
Recruited	0	0	0	0	0	5	0	5	10	73	0	83
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				59			
Recruited	0	0	0	0	0	0	0	0	3	56	0	59
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				33
Recruited	1	29	0	30
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				28
Recruited	6	22	0	28
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	5	49	0	56
M.Phil.	0	0	0	0	3	0	2	2	0	7
PG	0	0	0	0	0	0	3	22	0	25



Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	7	0	8
M.Phil.	0	0	0	0	0	0	0	4	0	4
PG	0	0	0	0	0	0	2	45	0	47

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	772	8	5	0	785
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	245	1	0	0	246
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	45	0	0	0	45
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	134	130	118	116
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	41	32	36	24
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	17	13	15	12
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	529	502	432	409
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	394	350	341	329
	Others	0	0	0	0
Total		1115	1027	942	890

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Home Science	<a href="#">View Document</a>
Malayalam	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Social Work	<a href="#">View Document</a>
Sociology	<a href="#">View Document</a>
Statistics	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The National Education Policy foresees the fostering of multitalented students in intellectual, aesthetic, social, physical, emotional and moral capacities. In line with NEP, the institution has come up with various avenues to nurture the versatile learner. Apart from offering regular programmes under Choice Based Credit Semester System, the college conducts vocational Programmes in Web technology and Food processing, PG Diploma in Data Science, PG Diploma in Nutrition and Dietetics, Community college programmes such as Diploma in Interior Architecture and Design, Diploma in Digital Video Production and Diploma in Tourism Management and Hospitality. Seminars on contemporary multidisciplinary areas such as Science and Religion, statistical analysis of COVID-19 in the state, globalization, gender sensitization etc. are given due importance. Multi-disciplinary events such as V-</p>
---	--

	<p>TRACK, SPARK and EXPLORIGATE are organized to inculcate multi-dimensional thinking among students. Societal commitment is catalysed through ensuring student involvement in activities of Unnat Bharat Abhiyan, Ek Bharat Shresht Bharat, Swachh Bharat, Azadi ka Amrut Mahotsav, NCC, NSS, etc. Interdisciplinary seminars and projects, research grants under various schemes such as SERB-POWER, DST-NCST, DBT STAR college Scheme, STRIDE, DST-CURIE, SRS-KSCSTE and many more are promoted to mobilize the research culture of the institution. The institution, in future, is willing to take up the conduct of programmes of interdisciplinary nature, organize international events that address multidisciplinary interests, student and faculty exchange initiatives that shall enhance the quality of education to develop human resources as global citizens</p>
2. Academic bank of credits (ABC):	<p>The implementation of Academic Bank of Credits into the curriculum shall be highly beneficial to students to pursue or exit a course of their liking. Though academically autonomous, University approval in such matters is mandatory in implementing ABC in the institution. The latest regulations of the University for UG as well as PG programmes include audit courses, earning of extra credits by students who participate in activities like NCC, NSS, Swachh Bharath, Social Service Programme, etc., grace marks to students who participate in cultural events, sports and college fitness education programmes. Hitherto, the college has encouraged student enrollment and successful completion of courses under MHRD initiatives like SWAYAM, NPTEL, etc. There are students who complete skill-courses from Registered Higher Education Institutions offering vocational Degree or Diploma or Post Graduate Diploma or Certificate programmes. The accrual and redemption of credits through the Academic Bank of Credits shall be a highly student-centric approach which will be beneficial to the average or slow learner. Students who have to quit the course on unforeseen grounds too shall benefit from credit transfer and credit accumulation in the ABC model. The institution, in future, is willing to be part of government endeavours such as the National Academic Depository or ABC portal as soon as the resolution on ABC is being</p>

	approved by the higher academic bodies. The college can also institutionalize an online repository for all academic achievements under the Digital India Programme in the years to come.
3. Skill development:	<p>Vimala College, with a vision to improve the quality of education, has switched onto combining class room centered formal education with experiential learning via industrial practice or internships since the last NAAC accreditation. The college has commenced programmes under Community college and B.Voc schemes aiming at integrating knowledge acquisition simultaneously upgrading human skill towards creating employable youth. Mentoring is so well integrated in our system to motivate and help the students to fruitfully shape their future upholding their interests and current industrial requirements. The college insists students to take up curriculum enrichment courses during the first two years of their graduation. This includes courses to improve their soft skills, communication skills, professional skills and research skills. The institution offers certificate courses in foreign languages (German and French), Trinity Graded Examination in Spoken English, Malayalam and Hindi communication and computing, ACCA, CMA, Diploma in Practical Accounting and Tax Practice and Advanced Course in C++ &amp; Python. Basic skill enhancement courses include soft skills for personal excellence, Mathematics Skill Development Programme, Digital learning and cyber ethics, Statistical analysis, Observational astronomy, Energy auditing, Culinary arts, Practical methods in food analysis, Entrepreneurial skill development and self-employment for women, Sustainable farming, Econometrics, Fitness with dance, Holistic approach in yoga, Healthy living and many more. The college also hosts Government skill enhancement programmes such as WWS, ASAP, DCA, KILA certified course on Local governance, etc. Vimala college has been 3 star rated by the Institution's Innovation Council of MoE, Government of India. The installation of an incubation centre, research hub and start-up initiatives such as C-glow, V-fert, Aquaphilia, Astrophile, etc. has triggered entrepreneurial skills among students. Activities under dance club, music club, debate club, nature club, Bhoomithrasena, Biodiversity club, Media club</p>

	and so forth also address interests of students and nurturing of their inherent talents. In future, the institution aims to take up ventures in order to align with the Government of India's National Skills Qualification Framework (NSQF) and requirements of Industry 4.0.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Sanskrit and Hindi are the Indian languages taught in the campus. Observation of Hindi Diwas, Mother tongue day, Keralapiravi, Tourism day, Khadi day, participation in Ek Bharat Shreshth Bharat – all are meant to inculcate national spirit in the youth. The activities of the folklore club, promotion of ethnic cuisine, the library collection of 'Thaliyola Grandham', inception of an art gallery, observance of days of national relevance, events related to 'Karkidaka' week, annual events in honour of literary and national figures – all aim to inculcate and uphold the values of our culture. An area in the campus is specifically defined as "Nakshatravanam" where trees specific to the Malayalam stars are planted. Research and student projects such as Mathematics in 'Vasthu' and 'Athirathram', theyyam, kathakali, literature etc. helps the learner to have a respect towards their culture and understand the value of their rich heritage. Some courses run by the institution in line with integration of Indian Knowledge system includes 'Indigenous knowledge of herbal medicines in Kerala' through MoU with Amrita Ayurveda, Human rights and Fundamentals of Indian constitution.
5. Focus on Outcome based education (OBE):	Vimala has clearly stated Programme Outcomes (PO), Programme Specific Outcomes (PSO) and Course outcomes (CO) for all courses offered by the institution in line with the the spirit of NEP. Any course designed caters to cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, outcome-based education (OBE) ensures at all levels social responsiveness and ethics, as well as entrepreneurial skills so that students contribute proactively to economic, environmental and social well-being of the nation. A lot of ventures were organized to acquaint the faculty with the need and framework of OBE. Every effort was made to implement Bloom's taxonomy at various levels – from setting of the question banks to evaluation of the quality of question papers and exam results.

6. Distance education/online education:	<p>Distance education or online education unveils ample opportunities before the learner. Though it lacks face to face interaction with peers and instructors, it brings the comfort of learning a course at one's own pace, acquiring knowledge in a field of one's own taste and interaction with experts beyond geographical barriers. Vimala has been offering courses via the Moodle platform since 2017 which evolved as a major platform for online teaching during the Covid-19 pandemic. Digital platforms were immensely used for engaging classes, for celebrations, for conducting meetings, webinars, workshops and faculty enrichment programs. The various tools used by the faculty now include , Vimala Linways, Google Classroom, Zoom, Moodle, Webex, Teams, Jamboard etc. using videos and presentations as teaching and learning aids. Assignments, quizzes, surveys and assessments are now effortlessly done online. Student interaction is being ensured via group collaborative activities and projects. The making of short videos, interactive presentations, posters and brochures for academic and non-academic purposes helped to expose the creative talents in students. Blended learning was one of the new normal envisaged in New Education Policy as well. Though Covid-19 kept people indoors, educational scenario has tremendously transformed adapting the educators as well as students to switch between online and offline teaching and learning. Vimala offers discipline specific courses via its learning management system promoting the blended system of learning. The online PG Diploma in Data Science, coaching for competitive exams such as JAM, NET etc. has benefited the students a lot. The use of digital repositories, digital media for virtual learning, virtual labs, credit-based recognition of MOOCs and courses offered by NPTEL, SWAYAM etc. will be ensured at par with high-quality in-class programmes in future. Moreover, internationalization of education will be facilitated through institutional collaboration.</p>
---	---



## Extended Profile

### 1 Program

#### 1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
34	30	30	28	28
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of departments offering academic programmes

Response: 15

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2841	2639	2500	2494	2484
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
930	884	863	705	646
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2.3

**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2809	2601	2456	2466	2451
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 2.4

**Number of revaluation applications year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
123	151	248	140	66

# 3 Teachers

## 3.1

**Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
882	854	715	648	775
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
141	133	131	126	124
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 3.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
143	135	133	128	126
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
12478	10235	12000	9735	9674
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
659	576	539	489	486
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 96****4.4****Total number of computers in the campus for academic purpose****Response: 501**

## 4.5

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
611.23	513.79	496.05	522.32	403.80

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

Ever since its inception, Vimala College has adopted all measures to **align the curricula to its vision** of empowering women. The **Autonomy status** (2015) catalysed the efforts to develop dynamic curricula in order to foster global competencies. The development and implementation of curricula were as follows:

**1.Directives for curriculum enhancement:**

- Peer Team reports of former NAAC accreditation
- Stipulations for Autonomy
- Revised NAAC Manual
- CMC Educational Policy

**2.Planning stage :**

- Orientation for faculty through workshops, seminars, training, interaction with experts. Many of the faculty were members of BoS of various Universities and other autonomous colleges.
- Identification of gaps and suggestions for improvement
- Drafting a strategy for curriculum design
- Discussion at various levels for new programmes including value addition courses

**3.Groundwork for OBE consisted of:**

- Drafting of Perspective Plan & Strategic Plan
- Composition of POs, PSOs, COs, etc in consonance with the Vision & Mission.
- Structuring of Feedback based on NAAC directives
- Constitution of BoS in accordance with UGC regulations

**4.Need Assessment**

- Feedback from stakeholders and recommendations of experts
- Pre-Board discussion
- Reference of syllabi of eminent institutions
- Departmental review
- Suggestions to the BoS for syllabi revision, incorporating curriculum enhancement measures and unique methods of teaching / learning/ evaluation, etc

**5.Implementation**

- Resolution by the Governing council to initiate new programmes.
- Recommendation of Syllabi by BoS
- Ratification by Academic Council
- Approval of University and Government
- Redefining College timings to accommodate value addition courses
- Internships, field trips and industrial visits made part of curriculum
- All programmes underwent syllabus revision and curriculum enhancement to be in tune

with the emerging local, national and global trends with prime focus on employability, entrepreneurship and skill development

## 6. Outcome

- **Introduction of new programmes:**
  - **PG(7):-** Botany, Statistics, Mathematics, Zoology(2), Computer Science, Textiles and Costume Science
  - **UG(2):-** Psychology, Textiles & Fashion Technology
  - **B Voc(2):** Web Technology, Food Processing
- Additional programmes/ courses introduced:
  - **Community College(3):** Digital Video Production, Interior Architecture and Design, Tourism Management and Hospitality
  - **PG Diploma(1) :** Data Science
  - **Value addition courses(77)**
- Completion of **MOOC courses offered** by MHRD, Coursera, and other online platform
- **Realization of core values manifest in the POs and Graduate Attributes**

The **POs reflect a holistic approach towards nurturing a Vimalite** adept in social and professional skills apart from specialised knowledge and practical applications of these skills. The curricula are systematically updated to reinforce the learning outcomes outlined in the programmes offered.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

**Response:** 100

#### 1.1.2.1 Number of all Programmes offered by the institution during the last five years.

**Response:** 34

#### 1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

**Response:** 34

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

**Response:** 14.33

#### 1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
133	112	112	098	098

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

**Response:** 23.83

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

Response: 923

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 3874

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**

Response: 100

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

Response: 34

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**

Response:

The cross cutting issues have a crucial presence in the ultimate goal of the institution, and feature prominently in the POs, PSOs, COs and Graduate Attributes. These have been practiced since inception, and over the years, have imbibed an institutional procedure:

#### 1. Integration of crosscutting issues in syllabus



- **Core and Elective courses:** 54 courses with emphasis on Professional Ethics and Human Values, 32 on Gender Issues and 47 on Environmental sustainability
- **Common Courses:** (English /Hindi /Malayalam/ Sanskrit): Includes modules related to human values and ethics, environment, societal transformation, gender
- **Audit Courses:** IPR, Gender, Disaster Management, Consumer Protection

## 2. Value Addition Courses

- Certificate Course on Gender Sensitisation by the UGC Centre for Women's Studies
- Certificate Course on Life Skills
- Certificate courses on energy auditing, medicinal plants
- Segments included in value addition courses: self-defense, protection against violence, cyber security and gender equality

## 3. Value Education Course

- One hour every week is dedicated to value education
- Value education course modules designed by IQAC of the college was used till 2016-17
- The Value Education Programme under the Christian Chair of the University of Calicut offered at Vimala is a three year course for graduate students. Modules include rights and duties of the individual, society and the role of religion, personality development and values for a successful life

## 4. Research

- Adherence to Research Policy and Research Ethics
- Course on Research and Publication Ethics made mandatory by the University of Calicut for all research scholars
- Integrity of scholarly writing ensured through plagiarism check software in the Library
- Promotion of eco friendly research and innovation projects to encourage better management of natural resources and minimum damage to the environment.
- Upcycling of reusable materials in labs

## 5. Cells and Committees

- **The UGC Centre for Women's Studies:** Organises capacity building workshops, regular talks/ lectures, annual newsletter, competitions on topics and themes of gender and related concerns
- **Women Development Cell:** Promotes the general well-being of all women stakeholders of the Institution, awareness programmes on gender sensitisation, women rights and women empowerment.
- **Career Guidance Placement and Training Cell(CGPT) :** Conducts workshops and seminars to prepare students for value based professional life
- **Other Cells and Units:** College Union, Clubs, Forums and other Units provide opportunities for simulating an environment of professionalism providing students real life experience in the management of events

## 6. Student Activities

- Volunteering, social activism and services are encouraged, while delivering the curriculum
- Student led activities to sustain environment like organic farming, vermi-compost production etc
- Volunteer services offered during the Kerala floods in 2018 and 2019, and the COVID 19 pandemic
- Interaction with eminent personalities who have contributed to social welfare.
- Internships to ensure acquaintance with professional values
- Promote peer support and camaraderie

In addition, specific course related activities like group discussions on topics of social relevance, visits to industry and academia, etc promote discipline knowledge, impart scientific and technical prowess, and practical skills required to develop professional and social competence.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

**Response:** 77

#### 1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
18	13	18	7	21

File Description	Document
List of value added courses (Data Template)	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

**Response:** 17.75

#### 1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
419	540	545	439	351

  

File Description	Document
List of students enrolled	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

<b>1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</b>	
<b>Response:</b> 64.1	
<b>1.3.4.1 Number of students undertaking field projects / internships / student projects</b>	
<b>Response:</b> 1821	
File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 1.4 Feedback System

<b>1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni</b>	
<b>Response:</b> A. All 4 of the above	
File Description	Document
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.4.2 The feedback system of the Institution comprises of the following :****Response:** B. Feedback collected, analysed and action taken

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 94.51

##### 2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1115	1027	942	890	898

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

2020-21	2019-20	2018-19	2017-18	2016-17
1237	1086	1018	918	913

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 94.4

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
586	525	510	481	481

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

Departments are given flexibility in conducting entry level assessment to distinguish between advanced and slow learners and promote strategies and create an environment for the advancement of both categories of learners.

#### 1. Categorization of Students

The first step is to categorize students as Advanced and Slow learners:

- Initial categorization made at the time of admission, based on the result of qualifying examination
- Entry level assessment framework developed by the IQAC
- One Week Student Induction Programme
- Classroom response, tutor interaction, teacher-student interface
- Support to differently-abled students based on need assessment
- Students requiring special attention (other than disability) are also identified.

Following the performance in subsequent tests, the list of advanced and slow learners is modified.

#### 2. Measures for Improvement:

The tutor improvises strategies to upgrade slow learners and enhance the performance of advanced learners. Faculty is encouraged and trained to adopt different teaching methods to cater to needs of the learners like ICT enabled teaching, flipped class, blended teaching, mentoring, and so forth.

- **Specific Programmes for Slow learners:**
  - **Transition support** for the first semester UG students, especially for late comers, with the help of advanced learners
  - **Bridge courses** and other sessions for the smooth transfer from one level of teaching-learning to the other
  - **Mentoring sessions** to identify and overcome the challenges and difficulties experienced by slow learners
  - **Remedial coaching** by faculty addressing individual needs of students

- **Peer teaching** provides opportunity for better communication with peers and thereby boost the confidence level of slow learners
- **Sharing circle** – groups within classes to encourage sharing of all resources and study materials
- **Library Assistance**– previous years' Question Papers, Model Question Bank
- **Easy comprehension aid** - systematic dissemination of simplified learning material, library referencing, and digital learning resources with the assistance of advanced learners
- **Exam preparation groups** – exam support groups are formulated to offer assistance
- **Improvement tests** – held under special circumstances to encourage heightened efforts and better attempts from the under-achievers
- **Student Support Programme (SSP)** of KSHEC

The institution believes that each student is an individual and has her own unique abilities. The list of slow learners is expected to decline prior to the end of the programme.

◦ **Specific Programmes for Advanced Learners:**

- Peer educators, library referencing guidance, Student as Teacher
- Motivational visits to reputed institutions and training sessions: Walk With Scholar (WWS), KSHEC.
- **V TRACK** – Research Project for UG students
- **SPARK** – Research Paper Presentation
- **V-Lead** – Leadership Development Programme
- Minor research projects sponsored by KSCSTE (SPYTIS), Manorama- IBS Yuva Mastermind, Young Innovators Programme (YIP) etc
- Internship and summer projects at premier institutes like IIT, IIM, IISc, KILA, IIA, TISS, NIMHANS
- Partnership with Institution's Innovation Council (IIC) of the Ministry of Education

Mentoring for competitions/exams, career guidance, participation in government schemes like Additional Skills Acquisition Programme (ASAP) are some of the opportunities for students to develop their individual ability, skill and talent.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

**Response:** 20.15

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

#### Response:

The shift to student centric methods has been gradual but certain. The preparedness of the Vimala faculty to be more than mere facilitators needs to be highlighted. The procedure for this was both deliberate as well as contextual.

Conventional oral teaching is found to be relevant to a certain extent. Other methods include seminars, student as teacher, projects, flipped teaching, blended learning, brain storming, group discussions, paper presentation based on research on specific topics, assignment, quizzes, structured debates, demonstration, mass display and the use of LMS.

#### 1. Experiential Learning:

- Laboratories – practicals – projects/ dissertations – hands on trainings
- Internships
- Young Innovators Programme(YIP), Vimala Tuning Research Aspirants towards Creating Knowledge (VTRACK)
- V- Live (Community Living and Learning)
- Study tours/ Industry Visits
- Field Trips – rural, tribal and community camps and visits, nutrition camps
- Eye to Sky- Observational Astronomy workshops
- Contextual events like Golden Jubilee Celebration
- Disaster Management Support –Cyclone, Flood, COVID 19
- Visits to Social Welfare Institutions
- Involvement in social development programmes–street plays, rallies and campaigns addressing social issues (DST-NCSTC-Covid Awareness Campaign, drug abuse, water preservation, child labour, protection of human rights etc), medical camps, health campaigns, UBA survey

#### 2. Participative Learning

- **Interface with the experienced:** subject experts, persons of eminence, illustrious alumnae
- **Student Organized Seminars**
- **Student Union Activities:** Film screening/cultural events by the Union for students at nominal rate, the revenue from which is utilized for Union activities, provide lessons on finance generation and management
- Activities undertaken under the aegis of the Institution's Innovation Council(IIC)
- Walk With Scholar(WWS), Additional Skill Acquisition Programme(ASAP)
- Activities of NSS, NCC, Alumnae, PTA, UBA, Swachh Bharat Abhiyan, Swachta Pakwada



- Departmental programmes – (Poet Artists’ Day, Handwritten Magazine, film screening, cultural fest, exhibition, sale, costume designing, fashion show, green shop, mobile library)
- Contextual events in the College like Golden Jubilee celebration of the College “Yummy Bit”, National and International Seminars, Film Festivals.

### 3. Problem solving

- Developing Programmes and projects
- Case discussion
- Startups
- Role Plays
- People’s Mediation and Arbitration Centre
- Counselling
- Collaborative Projects
- Student Projects

The opportunities obtained through Day Celebrations, Activities of the Student Union and various Clubs and forums, certificate programmes and extension activities afford students a varied learning atmosphere.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

#### Response:

The Institution has earnestly supported academic expansion with the required infrastructural enhancement. The accreditation period witnessed remarkable leap in this aspect, some of which are mentioned below:

#### 1. Methodical Faculty Orientation for Use of ICT:

- **Participation in FDPs/FEPs/Others on :**
  - MOOCs
  - MOODLE
  - Digital Teaching – Learning Tools and Software
  - Linways AMS
  - e-content/e-referencing/e-resources
  - Training Programmes initiated by the MHRD, UGC-HRDCs, KSHEC, University and other institutions
  - In house training by trained faculty on developing online resources (25 training sessions on ICT)

#### 2. Implementation of ICT in teaching:

- **Linways AMS:** digitizes continuous evaluation (attendance, assignments, internals) and also ensures systematic digital communication of all academic affairs among the stakeholders with separate student, faculty and parent login.

- **Digitalised Examination Procedure:** Online Exam Registration, Issue of Hall Ticket, Publication of Result, Revaluation and Improvement Applications
- **Question Paper Automation - QnSmarti** software to ensure confidentiality
- Moodle Courses offered through **LMS@Vimala**.
- Curriculum periodically updated to include discipline related units based on technology as part of syllabus or as value addition courses

### 3. Infrastructural Expansion for IT Integration:

- Lecture Capturing System
- ICT enabled classrooms, laboratories
- Seminar/Conference halls
- Automated Library
- **The Language Lab:** Chomsky Convergence Centre with 24 consoles and a master system functions as both language lab and multimedia room
- G-Suite account for faculty and students

### 4. Utilisation of online resources:

- **N-LIST INFLIBNET** utilised by students and faculty
- Subscription to e-journals and e-libraries
- Teachers and students take up courses through **NPTEL, SWAYAM, Coursera and edX**
- Online resources of premier universities/ institutes like MIT, Oxford University, IISc, IIT, IIM referred and shared with students
- Online Libraries of Universities accessed

### 5. COVID-19 Context:

- Acquired G-Suite license, the workspace of which was utilised to ensure uninterrupted teaching-learning with exceptional ease
- Partnered with Coursera (Coursera for Campus) facilitating the completion of additional courses
- Other Online Platforms – **Zoom, WebEx, YouTube**, Institution **e-content repository**
- Webinars facilitated exposure of the teaching-learning community to eminent resource persons of global repute, compensating for the loss of academic endeavours owing to lockdown and other restrictions
- Online workshops on the access to, and use of virtual labs
- Virtual tours conducted
- Library materials were scanned and mailed to students upon specific request through tutors
- Online renewal of library books

The training provided and infrastructure developed towards ensuring an ICT-equipped educational system has diversified the possibilities and potential of the academic community.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	<a href="#">View Document</a>

**2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )****Response:** 20:1**2.3.3.1 Number of mentors****Response:** 141

<b>File Description</b>	<b>Document</b>
Upload year wise, number of students enrolled and full time teachers on roll	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution****Response:**

All the academic and administrative activities at the College are executed systematically in adherence to the academic calendar.

**1. Academic Calendar**

A Committee has been constituted for the purpose. A comprehensive almanac is prepared in due consultation with the College Council, Controller of Examinations and the IQAC. It is uploaded in the College website following approval of the Governing Council. It is also incorporated in the Student Handbook.

- **Content of Academic Calendar:**

- Working days, holidays, vacation
- Schedule of Internal and External examinations
- Expected dates of declaration of result

- **Implementation**

- Preparation of a Master Timetable- any changes in this to be made in consultation with the College Council and the resultant changes are accommodated in the Department Timetable
- Preparation of Department Timetable - distribution of work to faculty
- Distribution of timetable and details of classrooms
- Semester breaks effectively utilized to meet mandatory curriculum requirements like internships, experiential learning, audit courses, study tour
- Additional hours provided in the timetable to include value education, tutorial, value addition, association/club activities, and library

- Conduct of examinations and publication of results

## 2. Teaching Plan:

### ◦ Preparation of Teaching Plan:

- IQAC format for Course/Teaching plan
- Department work distribution at the beginning of semester in accordance with UGC stipulation, student feedback, faculty expertise and interest
- Preparation of Course/Teaching Plan

### ◦ Implementation

- Weekly schedule is decided according to the syllabus requirements
- The first hour of each course is devoted to dissemination of information regarding syllabus, course delivery and expected outcome
- Use of innovative teaching methods and student centric learning techniques
- Catering to diverse student learning levels
- Continuous learning assessments
- Compensation of lost teaching hours

## 3. Adherence to Academic Calendar and Teaching Plan

- The College Council and the Examination Committee ensures the smooth execution of the schedule. This is achieved through monthly council meetings and departmental meetings. Any unexpected change in the Academic Calendar is ratified by the College Council.
- The Principal visits each department for a direct appraisal of the teaching mechanism from the stage of planning to that of its execution based on a briefing by the HoD. At the close of an academic year, the Principal schedules a meeting with each department wherein the workload for the next academic year is finalised through a decentralised process in concurrence with the faculty members and taking their specific areas into consideration.
- Periodical review of adherence to teaching plan by the HoD: 40% of the syllabus is accomplished before the first internal examination and the remaining before the second
- Discussion and review at Council meeting
- Institutionalized formats for weekly reports for course delivery

## 4. Academic Audit

Reviews at the internal level are conducted during council meeting and department meetings. External review is carried out through AAA and ISO audits. Quality of the academic performance as well as crisis management potential of the College is evident from the measures taken by the faculty members to complete courses of all programmes on time even during the pandemic.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 98.49

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)****Response:** 40.66**2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
67	60	57	44	40

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:** 7.8**2.4.3.1 Total experience of full-time teachers****Response:** 1100

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 59.8

#### 2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
36	47	78	83	55

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 5.73

#### 2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
123	151	248	140	66



File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

#### Response:

Extensive upgrading of Examination Management System(EMS) by integrating IT has been accomplished in the current assessment period to accelerate planning, implementation, documentation, and tracking of all examination procedures. The attainment of Autonomy expedited this process and efforts were undertaken on a large scale as the onus of implementing robust and effective mode of examination rested chiefly on the institution. The extensive measures adopted can be categorised as follows:

#### 1. Examination Procedure

- The Office of the Controller of Examinations (CoE) prepares a detailed Examination Calendar
- The Departments supervise the preparation of teaching plans and schedule internal examinations in congruence with the Calendar
- The Internal Examination Committee conducts the examinations
- The marks are uploaded on the LMS portal
- The University pattern is followed for all examinations: The pattern of question papers of end semester examinations and the components of internal assessment were revised by the University as per CBCSS UG Regulations 2019 and CBCSS PG Regulations 2019. These revisions were incorporated into the examination pattern.
- University CIA(Continuous Internal Assessment): One sessional exam, assignment, seminar/viva and attendance.

#### 2. IT Integration

- **Infrastructure:** The potential brought by the Autonomous status has been utilised in establishing an automated Examination Management System which is a module of the Linways LMS. All students are assigned a unique ID after enrolment, to register for examinations.
- **Question Bank System:** A question bank containing 8 times the number of questions is prepared by faculty for all courses. The Office of the Controller of Examinations generates question papers based on the detailed blueprint prepared by the faculty members. These are scrutinised by experts in each subject before the question paper is finalised. The **Qnsmart** software for question bank management and question paper generation was introduced in 2019. This has been upgraded to **QnSmarti** in 2020. Difficulty levels and taxonomy levels are established.
- **Outcome Based Education(OBE):** OBE is ensured through a system of POs, PSOs and COs for every course and all programmes. The QB software QnSmarti takes care of

outcome mapping as envisioned in the OBE framework. In addition to this, the College has also developed **V-MAP** – the procedure for mapping attainment of outcomes.

- **Result Analysis:** The Linways AMS is used for mark entry and students can access their scores including their internal assessment and assignment scores through Linways Login. Automated result analysis provides performance reports of all students.
- **Barcode Mechanism:** The barcode mechanism for generation of false numbers has been introduced.
- **Digital Storage:** All examination processes are recorded on computers and soft copies of all plans and schedules are uploaded onto the digital platforms and cloud storage space. This offers the added security of encryption and protection against any data loss.
- **Online Assessment:** Online assessment strategies were implemented during the pandemic in 2020. Online viva-voce, entrance examinations, internal examinations and regular assessment through assignments have been functional. The Linways AMS and G-suite tools have been effectively employed for the same.
- 

### 3. Continuous Internal Assessment System

While the Internal Assessment System of the University is adhered to, the College ensures a successful academic track record among students by adopting several reforms and practices to enhance the internal assessment measures, as follows:

- Additional Sessional examination.
- Oral question and answer sessions/ multiple viva sessions
- Course specific activities
- Abstract presentation for UG Projects and PG Dissertations
- Mock viva for PG students
- Virtual labs and tours

### 4. Improvement in the Examination Management System (EMS)

- A **digital record of all examination processes** is created thereby achieving proper storage, ready retrieval of data and flexibility in related activities
- The Academic Calendar is meticulously followed and is supported by **online reminders, proper dissemination** of information and **timely conduct**
- The Linways **parents' access** to students' performance in assessment activities have aided in better awareness and parent participation
- The Linways AMS platform offers pictorial representation and data comparison facilities to aid the **analysis of student performance**. Student-wise performance, course-wise performance and general performance are different types of analyses available
- Qnsmarti ensures the adherence to the **blueprint** of the question paper/ bank. The software offers the privilege to set the number of questions according to the **difficulty level** and **cognitive level**. The algorithms of the software assure **non-redundancy**. Absolute **confidentiality** too is ensured
- **V-MAP** (Outcome Mapping Software) has made outcome attainment easy to measure.
- Among other **advantages** are minimised chances for error, better accuracy and lesser human effort leading to efficient utilisation of manpower resources

The gradual shift to digital mode has thereby ensured meticulous execution of examination and its related procedures.



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

### Response:

Programme Outcomes, Programme Specific Outcomes and Course Outcomes have been drafted in tune with the vision and mission of the College, and are displayed on the website.

#### 1. Integration of OBE:

The syllabi specify the PSOs and COs which are the pointers for preparation and revision of its units and modules

##### ◦ Orientation on OBE for Faculty

The IQAC has conducted 14 Faculty Enrichment Sessions including a National Workshop exclusively on the various aspects of OBE during the last five years.

- **Discussion on directives** at Council Meetings
- **Drafting of PO** by a core team nominated at the Council Meeting
- Departmental meeting for the **drafting and review of PSOs and COs**
- Recommendation from **BoS**
- Approval from **Academic Council**
- Revision of syllabi oriented towards specified outcomes

#### 2. Dissemination

- The POs, PSOs, and consolidated COs are displayed on the website
- Parents are briefed on the nuances of OBE at the orientation programmes and PTA Meetings
- The Student Handbook contains detailed information on POs and Graduate Attributes. Students are briefed on the outcomes in detail during orientation sessions at the time of admission.
- Incorporated in the teaching plan/course plan
- Tutor also briefs the outcome-based education during the first tutorial hour to clarify students' concerns regarding the learning outcomes and the means to achieve those effectively
- The outcomes are also mentioned in the syllabus of each course

#### 3. Mapping

- Mapping of outcomes is executed through Bloom's Taxonomy based on which the Question Bank and blueprint (of the distribution of module-wise questions and credits) are

prepared

- Attainment of outcomes is measured through V-MAP, an indigenous procedure developed by the College
- Outcomes are revised to cater to prevailing requirements and current developments in the discipline:
  - Modules to promote communication skills, critical thinking, learner autonomy, constructive team work, research aptitude, value system, ecological awareness and technological competence
  - Courses that improve employability and equip students for higher studies and at the same time inculcate a sense of social responsibility and commitment
  - In order to bridge the gap in learner abilities, soft skill training is also imparted through certain modules that enhance global competence along with sufficient knowledge base in current affairs

**Interactive sessions like Vinspiration and Alumnae Lecture Series** provide students and stakeholders the conspicuous evidence for attainment of Programme Outcomes and the ultimate realization of the vision of the College.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

### Response:

Vimala has developed **its own systematic method of measuring outcome attainment:**

### V-MAP (Vimala- Method of Measuring Attainment of Programme Outcomes)

#### 1. Method

The CO, PO and PSO attainment calculation is prepared using the **direct and indirect methods** of evaluation:

- The Direct mechanism is based on the consolidated result of the programme that includes core, common, language and complementary courses. It includes two components: **Internal and End Semester Examination**. Internal Assessment includes two tests, seminar /viva, assignment and attendance.
- The **indirect method** is executed based on an **Outcome Attainment Survey** through a format prepared by an expert team

#### 2. Mapping

The mapping of outcome is realized based on four parameters technically set as “**explain**”, “**demonstrative**”, “**can be analysed**” and “**meet the requirement**”. The fulfillment of each parameter determines the grade on a 4 point scale.

- The CO-PO mapping of the language and Complementary Courses is done by the Departments offering the courses and is forwarded to the parent department
- CO-PO and CO-PSO mapping of Core Courses, CO-PSO of languages and complementary are done by the parent department
- Outcome Attainment Survey questionnaire consists of questions related to POs. The batch wise average of the feedback score is converted to a percentage and mapped to a 4 point scale based on the criteria: 80% and above – 3, 70% to 80% - 2, 60% to 70% - 1 and Below 60% - 0

### 3. Level of Attainment

- A weightage is assigned to the direct mechanisms (internal, external marks) that the student achieves. **The final direct component (D)** comprises **20% of the internal** and **80% of the external component**.
- **The indirect component (ID)** is obtained through the Attainment Survey.
- The **final CO attainment (FA)** weightage comprises 20% of indirect (ID) and 80% of direct (D) component.
- The attainment level of PO and PSO is calculated based on the final CO attainment score.
- Based on direct and indirect components, attainment level is analysed for each student, course, semester, year, and programme.
- The statistical analysis of PO and PSO attainment is also performed. The college sets the benchmark of attainment at three levels:
  - **Activity to CO**
  - **CO to PO**
  - **CO to PSO**

The analysis thus obtained through the software, enables the adoption of corrective measures.

The dynamic alumnae excelling in varied fields, further, substantiate the efforts towards ensuring the attainment of overall programme outcomes.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.6.3 Pass Percentage of students(Data for the latest completed academic year)

**Response:** 88.39

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

**Response:** 822

**2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 930

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for the annual report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process**

Response: 3.85

File Description	Document
Upload database of all currently enrolled students	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

The post accreditation period witnessed remarkable strides in the area of research. There has been noteworthy augmentation in all aspects of research. This has been accomplished through meticulous professional approach. The following are the highlights:

#### 1. Policies & Procedures

The regulations stipulated by the University of Calicut are followed while formulating the policies and procedures, uploaded in the website and outlined below:

- **Research Policy** emphasizes
  - Institutional core values to be safeguarded
  - Professional ethics to be ensured
  - Research Procedure
  - Procedure for Seed Money
  - Guidelines for collaborative research
- Code of Research Ethics
- Policy for Plagiarism Check
- Consultancy Policy
- Policy for Professional Development Grant

#### 2. Committees

- **Research & Consultancy Committee**
- **Research Ethics Committee**
- **Research Advisory Committee (RAC)** for individual scholars.
- **IPR Cell** –National and International Seminars/Workshops on Research Methodology, IPR, Publishing Strategies and other relevant research topics are conducted

#### 3. Research Activities

- **Spark**– Interdepartmental PG Project Presentation Competition
- **V-TRACK (Vimala-Tuning Research Aspirants towards Creating Knowledge)** — an IQAC initiative to inculcate research aptitude among UG students by providing them an option to collaborate on Research Projects
- **Vinspiration**– Talk by alumnae pursuing higher education at institutes of national and international repute
- **Explorigate** Webinar Series – opportunity for UG/PG /PhD students to interact directly with the experts in the field
- **Research Conclave**—for PhD scholars
- **Research Journals** published annually:
  - Vimala International Research Journal (VIRJ) for Pure and Applied Science
  - VIRJ for Humanities and Social Sciences
  - Reflections - Journal published by UGC Centre for Women's Studies

- **Vimala College Publications** in collaboration with Raja Rammohan Roy National Agency
- **Departmental research activities**

#### 4. Research Facilities

- Infrastructure— dedicated discipline wise area for research scholars
- Library
- Laboratories with research facilities updated with the support of DST/RUSA/CPE/Autonomy
- Seminar/Conference Halls
- Research Hub

#### 5. Promotion of Research

- **Seed money (1.59 Lakhs/year)** provided to faculty based on the project proposal submitted to the Cell
- Availing government funds for research augmentation (RUSA, DBT, UGC, CPE, FIST, KSCSTE) apart from management fund. Six Science departments were financially supported by the DBT STAR College Scheme
- Teacher-researcher award
- Incentive for publications
- Participation in government initiatives for research— 246 lakhs were mobilized as research fund during this period
- Encouragement to avail UGC FDP

#### 6. Outcome

- All Aided PG departments upgraded as research centres - 6
- Increased number of faculty with doctoral degrees- 67
- Substantial increase in number of research guides -30
- Remarkable increase in research scholars-64
- Enhanced publication output (faculty and students)
- Faculty as resource persons and subject experts
- National /international seminars
- Institutional research publications
- Software for plagiarism
- FLAIR awardees
- Research awards (Best Paper) & fellowships

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

#### 3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

**Response: 1.11****3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
4.7	0.47	0.382	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	<a href="#">View Document</a>
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years****Response: 1.53****3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	6

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2 Resource Mobilization for Research****3.2.1 Grants received from Government and non-governmental agencies for research projects,**

**endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response:** 230.01**3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
20.5	81.883	9.062	17.15	101.415

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by government and non-government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2.2 Percentage of teachers having research projects during the last five years****Response:** 4.12**3.2.2.1 Number of teachers having research projects during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	12	3	6

File Description	Document
Names of teachers having research projects	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.2.3 Percentage of teachers recognised as research guides****Response:** 21.28**3.2.3.1 Number of teachers recognized as research guides****Response:** 30



File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

**Response:** 19.9

#### 3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	2	2	3

#### 3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
15	14	14	14	14

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

## 3.3 Innovation Ecosystem

**3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**

**Response:**

The institution catapulted itself to a loftier level from mere receivers of knowledge to producers and distributors of knowledge. The College initially constituted an Innovation & Incubation Cell under the aegis of KSIDC, the activities of which are now featured under the **IIC** of the **MoE**. There was a significant increase in the number of research centres and faculty emerging as subject experts, resource persons and consultants.

### 1. Innovation and Incubation

- Institution's Innovation Council (IIC): Established under the Ministry of Education GoI, this Council plans various activities
- Young Innovators Programme (YIP): Vimala has been an active participant in this initiative of the Government of Kerala
- Vimala Centre for Innovation:
  - A major activity initiated in the campus in collaboration with Khadi Board and supported with seed money by the College, is the incubation of eco-friendly sanitary napkins
  - Departmental Entrepreneurship Efforts: Astrophile (LED stars and lamps), Aquaphilia (fish cultivation), mushroom cultivation, V Fert (green compost manure), C Glow (soap products and sanitizers), Brochure Designing and Foodie's Spot

### 2. Research

The Institution ensures an environment of quality academic pursuit supported by the following:

- **Areas of Specialisation:** Material Science Division, Tissue Culture, Pisciculture, Polymer Chemistry, Dietetics, Textile Technology
- **Infrastructural Support:** Material Synthesis Lab, DST-FIST Lab, Zoology Workstation, Tissue Culture Lab, Instrumentation Lab, Home Science Labs
- **MoUs** in research with institutions like SCIO Oxford, Central Plantation Crop Research Institute(CPCRI), Kerala Forests Research Institute (KFRI), Foundation for Environmental Conservation, Education and Research (FECER), Kerala Agricultural University (KAU), can result in materialisation of research ideas useful to the society
- Several research publications have resulted out of collaborative endeavours in association with institutions like Fundação Centro Universitário Estadual da Zona Oeste (UEZO), Rio de Janeiro, Brazil; Sultan Qaboos University, Oman; ICMR-National Institute for Research in Environmental Health (NIREH), Bhopal; International and Inter University Centre for Nanoscience and Nanotechnology, MG University
- **Publications:** Vimala International Research Journal for Science, and Humanities and Social Sciences

### 3. Entrepreneurship

- ED Club (DIC, Kerala): Entrepreneurial ventures including skill development sessions/workshops/webinars, platforms like fests and exhibitions for sale of hand-crafted items, interaction with entrepreneurs
- Various units organise exhibitions and fests like Business Track, Riti, eco-friendly textile designing.
- College supports entrepreneurs among Alumnae and invites them to interact with students as well as offer platform to showcase and promote products
- Industry-academia collaborations through certificate courses involving job/internship training, certificate courses with MoUs

#### 4. Community Orientation

This is a fundamental objective of the institution and students play an active role in community development:

- Develop skills in the community
- Assembling and distribution of solar lanterns
- Distribution of energy saving LED lamps
- Energy audit in the local community and industry
- Sale of vermicompost
- Water quality testing in the neighbourhood
- Awareness on mosquito control
- Use of surveys as a research technique

More than 250 seminars/workshops on topics like IPR, research methodology, skill enhancement, entrepreneurship and industry academy interface were organised during the assessment period. All these provide young geniuses an opportunity to comprehend the conception, incubation, processing and promotion of innovative projects.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

**Response:** 46

##### 3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
19	7	8	9	3

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

**Response:** A. All of the above

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**

**Response:** 2.13

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 64

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 30

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

**3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

**Response:** 0.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
42	9	18	10	5

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

**Response:** 0.69

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

2020-21	2019-20	2018-19	2017-18	2016-17
53	15	4	8	11

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

**Response:** 2.87

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

**Response:** 7.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Consultancy

#### 3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

**Response:** 0.56

##### 3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
0.16	0	0.299	0.0715	0.025

File Description	Document
List of consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

**Response:** 1.73

##### 3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	1.73	0	0	0

File Description	Document
List of facilities and staff available for undertaking consultancy	<a href="#">View Document</a>
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

##### Response:

Extension activities have always been a passionate vocation of the College. There is a Policy on Student Engagement in Community Extension Activities. A brief account of the activities and their impact on the students is provided below:

##### 1. Participation in Government Initiatives:

- Unnath Bharat Abhiyan(UBA):
  - Need assessment and analysis through baseline surveys
  - Tree planting/sapling donation in the UBA villages
  - Distribution of materials during floods
  - Solar Ambassador Programme
  - Swachhata Hi Sewa Campaign
  - Community Nutrition Camp “AROGYASAMHIDA”
  - Cloth Bag/Jute Bag/Paper Pen Making Initiative
  - Plastic free campaign in association with Ministry of Broadcasting
  - V4U: YouTube Channel
  - Dyuthi: Digital Library for children
- NCC & NSS: *Mazhavil* programme, *Snehavedu* initiative, observation of days, cleanliness/sanitisation drives, volunteer services, rehabilitation activities, relief work
- FCC (Family Counselling Centre): Provides counselling sessions for students and community
- Swachhatha Pakhwada and Swachh Bharat Abhiyaan
- **CHILDLINE**: Vimala is the Nodal Organization in Thrissur

##### 2. College initiated activities:

- Various clubs and forums addressing a number of social problems and issues
- Gender sensitization programmes, interactions with eminent personalities, Certificate Courses, programmes by the Women Development Cell and the UGC Centre for Women's Studies
- **Sasneham**- Distribution of lunch packets at the Government Medical College
- The **Spandan** Fest mobilised funds for the construction of a house for a needy student.

- Golden Jubilee Social Commitment Initiatives
  - **Kanivu** (scholarships to 50 students whose parents were terminally ill)
  - **Unarvu** (50 bicycles to needy students)
  - Programmes supported by retired and present staff - **Mikavu** (financial aid to 10 students to prepare for competitive examinations), **Mizhivu** (financial assistance to 10 families belonging to the local ward)
  - **Niravu**– House renovation of deserving student.
- V Podcast –Podcast Channel of the College launched during COVID-19.

### 3. Department initiated activities:

- Awareness programmes on the ill-effects of substance abuse, the necessity of good nutrition and health, physical and mental well-being, self-defence and cyber security, organic farming
- Psychosocial care for flood affected
- Survey on **agrahaaram** (heritage village) in collaboration with the Heritage Department
- Literacy initiatives in economically challenged areas
- Community living

### 4. Response to social and environmental issues:

- Student volunteers offered services during emergencies/calamities
- **VCEC** (Vimala Community Extension Centre):
  - **VCASS**: Vimala Community Aid & Sponsorship Scheme provides support for 100 deserving school children
  - **Pakalveedu**: A facility for the care of the aged under the auspices of the Alumnae Association
  - Vimala Child Guidance Centre
- Interaction sessions with social activists

### 5. Response to emergency:

Vaccination drive, mask and sanitizer production, COVID Awareness Campaign Project by DST, rapid need assessment fund raising, distribution of essential materials, Psychosocial services

### 6. Outcome/ Impact:

The outcome of these activities is an attainment of the vision of the College. It maps the graduate attributes conceived by the College and is a proud fulfilment of Brand Vimala. Best NSS Unit, Best Anti-Narcotic Cell, Best NSS Volunteer Award, Flood Relief Activity Awards are among the laurels received for the extension activities.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years



**Response: 32****3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
8	9	8	2	5

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years****Response: 220****3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
46	57	36	42	39

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years****Response: 72.29****3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise**

during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
1932	1502	2115	1997	1785

File Description	Document
Reports of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.7 Collaboration

**3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

**Response:** 23.8

**3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2020-21	2019-20	2018-19	2017-18	2016-17
52	08	43	14	02

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response:** 60

**3.7.2.1 Number of functional MoUs with institutions of national, international importance, other**

**Institutions, industries, corporate houses etc. year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
22	14	15	5	4

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

Vimala spreads over 29.6 acres of land and provides state-of-the-art infrastructure. Distributed within four blocks apart from other spaces in and around the campus, the classrooms, laboratories, halls, library, auditorium, guest house and other facilities offer the finest spaces that enhance the teaching-learning processes. A comprehensive list of the infrastructure is provided below.

#### 1. Curricular

- 89 ICT enabled well-ventilated, spacious classrooms with adequate lights, fans, furniture, boards and raised platforms possessing an acoustic design to amplify the voice of teachers/speakers.
- All classrooms have access to the College Wi-Fi and have LAN connections
- The academic and research endeavours of the following departments are supported with 38 laboratories that are well-equipped and regularly updated:
  - Botany(3) – UG and PG Labs, Tissue Culture Lab
  - Chemistry(4) – UG and 2 PG Labs, Chemistry Instrumentation Lab
  - Computer Science(4) – 2 UG and PG Labs, B. Voc Computer Lab
  - English(2) – Language Lab (Chomsky Convergence Centre), Digital Video Production Lab
  - Home Science(9) –Food and Nutrition Lab, Nutrition and Dietetics Lab, Textiles and Clothing Lab, Food Microbiology Lab, Food processing Lab, Food Science and Nutritional Biochemistry Lab, Garment Construction and draping Lab, Textile Testing and Wet Processing Lab, CAD Lab
  - Mathematics(1) – Computer Lab
  - Physics(6) – UG and PG Labs, Laser Lab, DST FIST Lab, Computer Lab, Material Synthesis Lab
  - Psychology(1) – UG Lab
  - Statistics(2) –Computer Labs
  - Zoology(5) –UG and 2 PG Labs, Zoology Instrumentation Centre, Zoology Computer Lab
  - Computer Lab (Commerce and Economics)
- **Research Centres:**

The Research Centres are supported by exclusive halls/ areas for each discipline

- English – Tagore Hall
- Commerce – Chanakya Hall
- Physics – Vimala Physics Research Centre
- Economics
- Social Work
- Malayalam

◦ **Computing Equipment/ Facilities:**

All teaching learning processes and administrative activities are supported by sound physical and digital IT infrastructure.

- Linways – LMS and AMS
- Lecture Capturing System
- Audio Visual Centre with Mixing and Editing Facilities
- Multimedia Lab
- Server Room
- Department rooms (17)
- Library:
  - Central Library
  - INFLIBNET Hub
  - Garden Library
  - Media Centre
  - Art Gallery
  - Research Hub
- Gardens and Museums:
  - Nakshtravanam: Collection of trees that are specific to the Malayalam stars.
  - Botanical Garden
  - Butterfly Garden
  - Medicinal Garden
  - Botany Herbarium
  - RET Garden
  - Vegetable Garden
  - Zoology Museum
  - Pisciculture Tanks
  - Mushroom Cultivation Centre
  - **International Aquatic Academy:** Open to public and offers swimming courses.

## 2. Co-Curricular

All ventures like seminars, conferences and workshops, sports, arts and cultural events and meetings of various units are conducted in:

- Seminar/ Conference Halls(6): Silver Jubilee, Carmel, Christ, Lissieux, Marian and Euphrasia Halls
- Auditorium
- Leisure Tower
- CGPT Room
- NCC Room
- NSS Room
- College Union Room
- Bethel Prayer Room
- Jesus Youth Room
- Bhoomitrasena Club room
- Amphitheatre
- Reprography(3)

- Printing Press

One of the chief priorities of the College has always been to expand the infrastructure along with the enhancement in academic requirements.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

##### Response:

##### 1. Facilities for Yoga, Sports and Games (indoor, outdoor):

The Faculty of Department of Physical Education, along with National Institute of Sports (NIS) trained coaches offer regular training programmes for sports activities. Adequate support in the form of equipment, kits, sportswear and financial assistance is also provided. **Vimala International Aquatic Academy** has been established during the current accreditation period.

##### Infrastructure Facilities:

Facility	Year of establishment	Purpose	Area	User rate (average per day)
Athletics	1981	Sports training	200 mt Track	75
Long jump pit ordinary	1981	Sports training	8 x 2.75 m, Runway 40 m	
Basketball Court (outdoor)	1967	Sports training	35 x 20 m	12
Handball Court/ Baseball/ Softball/ Cricket/Netball/ Rugby	1981	Sports training	60 x 30 m	20
Kabaddi (mud court)	1981	Sports training	15 x 12 m	12
Indoor Stadium	1981	Yoga meditation indoor games		Indoor stadium
Basketball Court Indoor	1982	Sports training	30 x 18 m	20
Fencing (indoor)	2012	Sports training	14 x 2 m	15
Gymnasium	1995	Fitness and	10 x 5 m	20

		Training		
High Jump pit	2005	Sports training	NA	
Shot put sector	2008	Sports training	1.35 m radius	
Judo (indoor) mat – 52 pieces	2008	Sports training	1 x 2 m	10
Kabbadi mat – 100 pieces	2021	Sports training	1 x 1 m	14
Long jump pit Synthetic	2014	Sports training	9 x 2.75 m, Runway 50 m	
Swimming pool	2014	International Competitions, Professional and amateur training	50 x 25 m	
Training pool	2014	amateur training for adults	15 x 10 m	
Baby pool	2014	amateur training for kids	10 x 5 m	
Tug of war	2017	Sports training	35 x 8 m	12
Boxing (Indoor)	2018	Sports training	NA	10
Wushu	2018	Sports training		10
Shuttle Court	2019	Sports training	20 x 8 m	18
Chess Board - 6		Indoor game	NA	
Yoga hall/ Aerobics hall		Fitness Sports training	10 x 5 m	8
Outdoor Fitness Garden	2018	Exercise		300
MarianForecourt	1964	Yoga, Flash Mob/dance		
Public Address system		Mindfulness segment during assembly		

## 2. Facilities for Cultural Activities:

Necessary training and infrastructural support are extended to promote cultural activities, especially Fine Arts. Various clubs such as Dance Club, Music Club, Tourism Club, Film Club, EBSB, conduct various competitions annually for the students to showcase talent, leadership and organizational skills. Freshers' Day, Arts Day, College Annual Day, Poets Artists' Day, Department-wise Associations etc. are occasions which promote cultural activities. The following infrastructure facilities are utilised for these purposes:

### Infrastructure Facilities:

Facility	Year of Establishment	Purpose	Area (Sq. Ft.)	Seating capacity
Auditorium	1968	Cultural activities	12406	2500
Silver Jubilee Hall	1991	Cultural activities	1610.28	150

Lissiuex Hall (a/c)	2013	Cultural activities	1455.47	150
Marian Hall (a/c)	2016	Cultural activities	5000	500
Amphitheatre	2015	Cultural activities Practice sessions	3712	800
Leisure Tower	2000	Outdoor games, Exhibitions	4500	
Audio-visual Centre	2018	Campus Radio Recording, Mixing and Editing		
Media Centre		Co-curricular activities		
Digital Video Production Lab	2018	Recording and Editing		
Marian Forecourt	1967	Flash Mob, Street Play		
Strategic corners in the campus like Nakshatra Vanam	2006	Indigenous games during Onam, Flash Mob, Street plays		
Public Address system		2-minute “Mindfulness”, breathing exercise segment during morning assembly		

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

**Response:** 100

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

**Response:** 96



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

**Response:** 13.34

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
16.28	51.11	56.94	86.65	105.07

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

**Response:**

The Central Library has made spectacular advancements since its establishment in 1967. It is housed in a three storeyed building covering an area of 15000 sq. ft.

- **Software and Automation:** Library has been **automated since 2003** with LIBSOFT being the first software. Subsequently, a migration to KOHA, the Integrated Library Management Software, was facilitated in 2018 which was further upgraded to **KOHA version 20.11.00.000** in 2021.
- **Nature of Automation:** Fully automated.
- **Infrastructural Facilities:** Reading room, Reference Section, Internet Resources, Media Centre, Digital Library, Research Hub, Bound Volumes, Book Bank, Periodical Section, newspaper section, Reprographic Section, E-book Corner, Alumnae Section, Children's Book Section, New arrivals, issue and return sections, , Brainstorming and Brain Gym room, property counter.

- **Books and Physical Resources:**
  - Total number of books: 80432
  - Total number of journals and periodicals:235
  - Archives : 4603
  - Palm leaves :6
  - Electronic resources (CD &DVDs):889
  - Thesis and projects/dissertations:1000
- **Digitization** : DSPACE and Digi Library along with access to NLIST-INFLIBNET, DELNET and OPAC ensure the remote access of information at all terminals. Database Searching and Online Services (Website and Blog) are also provided.
- **Response to COVID 19:**
  - Online renewal
  - Special provision was made to ensure access to educational resources/ materials
  - The collection of fine for late renewal/return was waived
  - Information dissemination during Covid-19 using Whatsapp group *libraryaccess@covid19* and through email.
  - Strengthening of Database Searching and Online Services-CAS, SDI.
- **Uniqueness:** Manuscript Collection with Palm-Leaf, Coin Collection, Book of the month ; Art Gallery, Display of Information Dissemination Devices; initiative named '*Donate a book*', Collection of Books donated by alumnae, Children's Literature Section; Plagiarism Check, LED Updating Board; Paper Recycling Unit; Brain Gym; Automated Gate with RFID Reader along with Face Recognition and an upstairs Garden Library
- **Inclusivity** : Differently-abled users are supported with services such as Screen Reader, Open Book Reader, Ramp, Wheelchair, special space and assistance
- **Library Club:** Community of book lovers and reading enthusiasts who engage in activities like book reading sessions, regular meetings, book review sharing sessions, film screening, group discussions and various competitions and contests

Over the years, the Library has been a force of great motivation for all seekers of knowledge, be it the teaching community, the students or the research scholars. While seeking to inculcate the love of reading among all, the Library upholds high ideals of integrity, originality and productivity in all spheres of academic pursuits.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste Link for additional information	<a href="#">View Document</a>

**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 1.59

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
2.49	1.94	1.27	1.14	1.09

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

**Response:** 13.15

##### 4.2.4.1 Number of teachers and students using library per day over last one year

**Response:** 392

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

**Response:**

Vimala has established and maintains a robust IT infrastructure inclusive of hardware and software facilities which undergo regular and timely upgrades according to requirements.

### 1. IT facility

- **30 Wi-Fi** access points with 2 high speed connections - **300 Mbps of FTTH** (BSNL) and **10 Mbps** (Jio) internet facility. Vimala provides two internet connections – Vimala Net and Vimala Guest Net facility with internet download/ upload limits controlled by the Admin.
- The College has established a load balancing system that constantly surveys the internet quality in both lines and switches between networks to ensure uninterrupted and continuous internet availability.
- 100% ICT enabled classrooms for offline classes and G- Suite for facilitating online classes
- Laboratories, rooms and halls with computers, projectors and related amenities

### 2. IT Policy

College has a well framed IT Policy which is meant to safeguard the IT infrastructure and resources meant for education, research, administration and community outreach programmes. The IT Policy is supplemented by a Policy for MOODLE Course Retention and Storage.

Highlights of the IT Policy:

- Guidelines for the use, maintenance, establishment, upgrade and replacement of IT resources.
- Ensure the availability of a properly structured and comprehensive code of conduct in the use of IT resources
- Set standards and procedures for ensuring the protection of all data related to the IT infrastructure, stipulating steps to be taken in case of copyright infringement, cyber security and budgeting policy
- Risk management procedures for timely data backup, replication and restoring policies, power backup and alternate internet connectivity for fail-safe internet access
- Guidelines for access, usage and retention of data.

### 3. Cyber Security:

- The SOPHOS XG210 Firewall was installed in 2020 with Enterprise License Guard
- Microsoft licensed Operating System with Windows Imagine License Park
- Content filter facility regularly updated and verified to avoid malpractices and misuse of campus internet facilities.
- User activity is monitored and surveillance ensured to control and restrict unwanted use.
- Web protection has been enabled.
- Network protection options have been enabled to protect the IT infrastructure and resources from DOS attack, phishing attacks and the like.

The College is also engaged in establishing a proxy server for caching data.

**Budget allocation for IT Augmentation:** The Planning committee under the guidance of the College Council assesses the needs and prepares a list of priorities for fund allocation. IT integration is a major component in it. All recommendations for fund allocation are placed before the College Council that takes the final decision.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 6:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student - computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution.

**Response:** 5 MBPS - 20 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

**Response:** A. All of the above

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

**Response: 2.05**

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

2020-21	2019-20	2018-19	2017-18	2016-17
28.28	5.48	12.53	0	8.3

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:**

There is a well formulated **policy and procedure for the maintenance of infrastructure** facilities and its utilization. The Committee in charge of maintenance is headed by the Bursar. The procedure for the same is outlined in the carefully drafted policy. Maintenance on a day to day basis is executed by the staff appointed for the purpose. **Budgetary provisions** are made for regular checking, repairs and corrective measures. The highlights of the Maintenance Policy are mentioned below :

**1. Procurement of Facilities**

- The Management in consultation with all its stakeholders finalises the procurement
- Committees responsible are:
  - Finance Committee
  - Purchase Committee

**2. Optimum Utilization of Infrastructure**

- The Administrative Section solicits departmental proposals stating the requirements, and purchases are made on priority basis
- Outsourced to the staff and students of the neighbouring institutions on request
- **Maintenance Planning** - Maintenance Plan is prepared by the Education Committee
- **Maintenance of Facilities** - The Bursar with a team of members monitors all types of maintenance in accordance with the Plan/requirements and is mostly carried out during holidays.
- **House Keeping –10** Support Staff are engaged in keeping the campus clean, green and safe
- **Maintenance of Classrooms, Furniture, Equipment and Laboratories**
  - Breakage and repairs are identified and notified to the Bursar
  - Purchase Committee ensures transaction with standard scientific companies as per government norms and executes timely maintenance

- Department level – SOP for high end equipment, stock register, asset register, logbook
- Students and staff are alert and exercise caution under the supervision of the HoD
- Breakage Register – Record of breakage by students and scholars
- **Utilization and Maintenance of Conference Rooms, Seminar Halls and Auditorium**
  - Organizing committees submit a pre-event registration form available on the institutional website which helps to create an event database
  - Bookings made in consultation with the Principal
  - Priority-based bookings avoid duplication
  - Facilities required, to be recorded in a register
  - Rules to be followed by the organisers as detailed in the Policy
- **Guest Rooms** – to be booked in advance
- **Library**
  - All purchases made as per the rules and regulations of Government, University and UGC
  - Annual auditing, stock checking, pest management properly executed
  - Cleaning and dusting of shelves, desks and computers done daily by the staff
  - Professionally trained staff for the care of library documents
- **ICT – Computer, LAN, Internet, and Wi-Fi**
  - Computer Infrastructure Maintenance Cell provides maintenance service like software and antivirus installation, Wi-Fi, and upgradation on annual and ongoing basis by technically skilled persons
  - Reuse prioritised to minimise e-waste
  - Issues addressed in a timely manner
  - **LMS- LINWAYS and MOODLE**
    - Contract with Linways Technologies Private Limited
    - MOODLE utilized on yearly contract till October 2020, migrated to College domain henceforth
- **Transport** – Centrally monitored by Bursar and the office superintendent
- **Sports, Games and Fitness**
  - Maintenance responsibilities rest with the faculty of Physical Education supervised by Bursar.
  - International Aquatic Academy: Regular maintenance and water purification through chlorination
- **Electrical and Plumbing**
  - Team of electricians to provide technical support especially during meetings, seminars, conferences, cultural events in the seminar halls and auditorium
  - Annual checkup of all electrical equipment for its efficiency and safety, day to day repairs etc are done in a systematic manner
  - **Solar Power System** – 100KWP off-grid solar panel maintained by an agency that includes weekly cleaning of panels
  - **Website** – regularly updated and maintained by a team of faculty members and supported by an external agency
  - **Maintenance by External Agencies** – CCTV cameras, UPS, air conditioners and lifts, fire safety equipment maintained in collaboration with experienced agencies with annual contract
  - **Maintenance Workshop** – cutting and welding facilities, basic carpentry, storage for sanitary tools etc in the campus

**3. Reporting for Maintenance –**

- Customer Complaints /suggestion register, preventive maintenance register, PD consolidated register, list of machinery and maintenance, stock register, infrastructure office maintenance report, non-conformity register etc are maintained in the administrative office.
- Maintenance request is also reported to the Bursar.
- Bursar investigates the requests on a daily basis and allocates maintenance team to address the request
- A completion report will be maintained by the person who executes maintenance

The College functions in a systematic manner adhering to the above detailed systems and procedures. Feedback from stakeholders is also taken into consideration for infrastructure augmentation.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 48.37

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
01142	1205	1313	1317	1259

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 0

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.1.3 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. Awareness of trends in technology**

**Response:** A. All of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 43.93

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

2020-21	2019-20	2018-19	2017-18	2016-17
1325	955	1324	1241	847

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.5 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
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 4.34

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

2020-21	2019-20	2018-19	2017-18	2016-17
96	37	21	26	7

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

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

**Response:** 43.76

#### 5.2.2.1 Number of outgoing student progressing to higher education.

**Response:** 407

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 81.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	32	39	16	12

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15	38	41	23	13

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response: 167**

**5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
30	65	19	34	19

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

The College has ensured the voice of the chief stakeholders by officiating their presence in major decision making bodies. Over the years, crucial decisions pertaining to student affairs have been made by the mediation of the Student Union.

• **Student Union:**

The Student Union is a vibrant presence in the campus. The College follows Parliamentary model for electing the members to the Student Union. Election is held under the supervision of a Committee, headed by the Dean of Students' Welfare, in which a senior faculty is appointed as the Returning Officer.

**1. Election procedure :**

The election procedure is directed by the University. The procedure of election begins with the constitution of an Electoral College wherein two representatives from each class is elected. The Electoral College elects members to the Student Union each year.

**2. The Executive Committee:**

- Chairperson

- Vice Chairperson
- General Secretary
- Joint Secretary
- Two University Union Councillors
- Student Editor
- Fine Arts Secretary
- General Captain

### 3. Roles and Responsibilities:

- Representation at University (UUC)
- Be the voice of students and appraise the management of their concerns
- Plan and execute events
- Ensure student support
- College Magazine
- Maintain discipline in the campus

### 4. Activities

- The activities of the Student Union are mentored by a College Union Advisory Committee. Principal is the patron of the College Union.
- The Union adopts a name, *Satkriti*, *Kalamkari* etc, each year based on a theme of social and cultural relevance, and plans their activities accordingly.
- Interaction with eminent personalities
- College Arts Festival
- Coordinate students for representation in D Zone, Interzone, National Youth Festivals
- Collecting articles, editing and publishing of College Magazine
- Fund mobilisation – *Spandan 2K18*, *Vaikhari 2K19*, Food Fest, Music Band
- Social Service Week
- Observation of important days and events
- Organisation of celebration of festivals
- Responding to social issues: Flash Mobs on Social Awareness, PAN card/Aadhaar/Voter's ID campaigns, medical camps, and community services
- Participation in College initiatives (IQAC Lend a Hand, Campus Radio, etc)
- Representation in Statutory and Advisory Committees: IQAC, Pre Board, Anti Ragging, Grievance Cells, Fine Arts Committee, Women Development Cell, Anti Narcotic Cell, Anti Sexual Harassment Cell, Discipline Committee, Bhoomithrasena, Media Club and Library Club
- Club Activities of more than 30 different clubs
- Awareness camps and rallies
- Student suggestion corner
- Student Notice Board
- Non Teaching Staff Day Celebration
- Grand Parents' Day Celebration - *Valsalyakoodu*
- Pandemic and Flood: Students have volunteered actively in times of distress like floods of 2018 and 2019, Okhi, COVID-19
- Members of Young Warrior Movement of Ministry of Youth Affairs and Sports
- Volunteers in *Sannadhasena* (Kerala Govt)

Representatives from all batches record the needs and concerns of students which are routed through proper channel to the concerned authority. This acts as a channel to provide information to other students about the various Student Support Programmes available on the Campus.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

**Response:** 26.8

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
49	32	13	18	22

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

**Response:**

The Alumnae Association has been functioning as the fostering link between the College and her pupils. The Founding Committee has charted the bylaws governing the activities and administration of the Association. It has been a registered and recognised body since 2018 (Registration No. TSR/TC/241/2018 dated 18.04.2018). The Association also has an international chapter VIMEX based in the United Arab Emirates. Apart from the official reunion, informal get-togethers and other programmes, members of the Association stay connected over social media and digital platforms. The Association is engaged in College initiatives as well as societal interventions through outreach activities.

#### 1. Role and Responsibilities:

- Create and maintain an engaged and supportive network of alumnae
- Ensure that alumnae are informed and updated with the growth of the College



- Encourage alumnae to be the ambassadors of the College
- Representation in major committees including the IQAC, DQAC, Board of Studies, Pre-board
- Provide financial support
- Collaborate with the College as Resource Persons, Subject Experts and other support for academic/ non-academic endeavours
- Review various functions and ventures of the College and provide feedback
- Partner with the College in providing internship and employment opportunities

## 2. Activities

- The **Annual Reunion and General Body Meeting** is held on the Second Saturday of every October.
- The **annual newsletter** *Dear Alumna* is released during the reunion.
- The Association conducts the **Star of Vimala Contest** in honour of Rev. Sr. Stella Maria, the first Principal, to identify and recognize three students who have proven their mettle during their tenure at the College.
- International awardees (*Gloria*), nationally famous personalities (*Excelsia*), faculty members who have contributed to the growth of the Association (*Gracia*) and socially committed students of exemplary character (*Karma*) are honoured at the annual **Alumnae Accolades** – the Award Day celebrated in memory of Dr. Sr. Cleopatra, Founding Coordinator of the Association.
- The Association in collaboration with the UGC Centre for Women's Studies also hosts an **orientation programme** for mothers of students.

## 3. Financial Support

- Financial assistance in constructing the Golden Jubilee **Marian Hall**
- Contribution towards the installation of the **swimming pool** at the **Vimala International Aquatic Academy**
- **Library Digital Display Board**
- Financial assistance to **deserving students** affected by the Covid 19
- Vimex UAE contributed an amount of Rs.80000/- towards facilitating technological access to deserving students

## 4. Vimalaardram: Social Outreach Wing

- Distribution of Christmas kits among patients of Pain and Palliative Care – December 2017
- *Pakalveedu*, an adult day care facility was opened at Padukad – April 2018
- Provided Gym equipments to the Autism Centre, Chembukkavu – December 2018
- Donated essential items to the residents of Ashraya Bhavan, a rehabilitation project dedicated to the welfare of elderly people – January 2020

Apart from the above initiatives and functions, the alumnae engage with the Institution through the Departments and organise gatherings; provide scholarships, freeships and endowments; arrange for lectures and discussions; and are an integral part of the administrative, academic, cultural and social endeavours.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



**5.4.2 Alumni financial contribution during the last five years (in INR).****Response:** E. <2 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

Vimala College is the realization of the aspiration of the CMC Management to dedicate their life and service to the vocation of women's education. The Management drafted an education policy, motto, vision and mission statements:

**Vision:** We envision the total transformation of young women for their enrichment and of the society at large and the nation as a whole.

**Mission:** We dedicate ourselves to the mission of training women for academic excellence, development of skills and character formation based on the love of God and service to the society and country.

**Motto:** *Veritas et Amor* meaning 'Truth and Love' with the message being, truth sought and lived in love.

##### 1. Nature of Governance:

Democratic and fair distribution of duties and responsibilities is ensured through a well-drafted **Organogram**, thereby placing the right amount of freedom, decision making power and accountability on all levels and offices/ organs of governance

- **Governing Body** of the CMC Management, the apex authority of the College, takes care of academic excellence and administrative effectiveness
- **Statutory Committees** (Governing Council, Academic Council, College Council, Boards of Studies, Finance Committee and IQAC) frame policies and execute them
- **Controller of Examinations** and the Examination committee takes care of timely conduct of both internal and external examinations.

##### 2. Perspective Plan:

The perspective and strategic plans are formulated in consultation with all stakeholders upholding the vision and mission of the College, and all measures taken are in tune with the goals of women empowerment, societal transformation and national development.

- The **IQAC** drafts the Perspective Plan in consultation with the Departments and teachers taking into consideration NAAC recommendations, stakeholder suggestions and expert opinions
- **College Council and the Management** approves the Perspective Plan
- A **Strategic Plan** is consequently prepared based on the Perspective Plan as well as the updated NAAC Manual
- Subsequently, an **Action Plan** is designed every year and regular follow-up is conducted

### 3. Participation of Teachers

- The **Governing Council** and **Academic Council** consist of senior teachers nominated by the Principal
- The **Principal** along with the **two Vice Principals**, takes all stakeholders into confidence while planning and implementing various activities
- The **College Council** consists of staff representatives in addition to the HoDs, IQAC Coordinator, Superintendent and Librarian which ensures the representation of all these sections in the strategic decisions
- The Operations Manual details the role and functions of all committees which ensures clarity in the distribution of work.
- The leadership of various committees and the members are decided after close examination of the potential, work culture and academic background of the staff members.

Representation of teachers in various bodies like Staff Recruitment committee, Management Admission Committee, Planning and Evaluation committees etc ensure democratic management and transparency. Students are also involved in crucial decision-making and administrative bodies of the College.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

##### Response:

All the milestones that the College has marked in more than fifty years of its existence – like achieving the highest grade in the preceding three cycles of NAAC Accreditation, worthwhile commemoration of Silver and Golden Jubilee years, the glorious path to Autonomy and CPE, and the immense other major and minor feats accomplished in its onward journey – affirm the **collaborative and inclusive approach ingrained in the organisational culture**.

##### Case Study: Commemoration of Golden Jubilee

The period 2016-17 ushered in the Golden chapter of Vimala- the 50th year of its establishment. Until then, most of the distribution of duty was performed with its imminent execution as a priority. In anticipation of the Golden Jubilee, there was a general consensus among stakeholders and the Management that events on a large scale have to be chalked out. This would involve the active participation of Vimalites; far and near, members of the locality, authorities, well wishers, and all other associates. Thus, the occasion was **envisioned by the Vimala Community as a year-long episode culminating in academically and socially enriching deeds** thereby contributing to and receiving from the society that it is part of.

A **Steering Committee**, comprising representatives from management, stakeholders, local leaders and

other well wishers, was constituted in the presence of the staff and students at the College Auditorium. It was resolved to categorise the exhaustive project into **six spheres: Educational, Social, Spiritual, Infrastructural, Cultural and Documentary** so as to conduct activities in each domain. More than **50 Independent committees and other sub committees** were introduced and the faculty chose their preference to ensure at least 6 members in each committee. Students also volunteered to join according to their skills.

In the span of one year (March 2016-March 2017), each member participated rigorously in the process of implementation of the envisioned goals (**fund mobilisation for socially committed Initiatives, reaching out to eminent personalities for talks and alumnae for grand meet, organisation of seminars, carnival, music band, exhibitions and food fest, practice sessions for Vimalotsav -cultural programmes and sports meet, engraving historical moments through Green to Gold-Documentary and Souvenir, and accelerating Clubs/Cells/Forums**).

The **challenges encountered** were surpassed with united efforts. The trust placed by the authorities on the committee coordinators and their ability to handle crisis proved invaluable when crucial decisions had to be taken to reschedule programmes and manage funds and adhere to rules at the time of demonetisation. This two-way flow of authority expedited swift resolutions, be it administrative or academic in nature. This model set by effective leadership in terms of values, team work and readiness to adapt, reflect the spirit of service embodied in the Vision statement. The endeavours to follow the compact schedule in a year's time were successful through delegation and follow-ups at all levels. Achieving these simultaneously without compromising on academics as evident from the overall result and fulfilling the responsibility of conducting the examination for the first Autonomous batch are integral to this success story.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for strategic plan and deployment documents on the website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The Perspective Plan '**Vision 2025**' drafted in the year 2015, forms the foundation for the **Strategic Plan 2021** formulated in 2017. Participative management lends better focus and significance to the strategic plan drafted with inclusion of views and suggestions of the various stakeholders.

#### Activity Implemented: Digitisation of the Teaching Learning Evaluation Process

Since the attainment of Autonomy and CPE status, there have been sustained efforts to bring the educational processes at par with international standards. Extensive digitisation measures were adopted, as

follows:

### 1. Infrastructure and Logistics

- Linways – LMS
- LMS@Vimala College, Thrissur– Institutional Moodle Platform
- G-Suite for the Institution
- Institutional ids for departments, faculty and students
- Wi-Fi campus
- Online resources
- Laboratories
- 100% ICT enabled classrooms
- Internet equipped devices in the Library
- Meeting Halls equipped with technologically advanced devices
- Lecture Capturing System

### 2. Teaching:

- Teachers have undergone training programmes on digital teaching-learning
- Online resources have been prepared by all teachers
- Teachers have coordinated and led programmes for digitisation/ technological skill development
- Virtual labs and virtual tours are utilised to aid instruction
- Webinars organised during the pandemic to mitigate the loss of opportunities of physical gatherings and academic conglomerations

### 3. Learning:

- The LMS Linways: established in 2016, coordinates all academic processes
- LMS@vimala college Thrissur
- NPTEL Local Chapter
- College partners with NPTEL Internshala for online internships
- Online certification courses are promoted with the College launching the ‘Coursera for Campus’ initiative
- Programmes like V TRACK, Vinspiration and student led webinars
- Students are informed of sources and platforms of e-resources
- An automated Library with features like digital issue and return of books, computer operated entry system and digital logbook, access to thousands of paid e-resources, software operated digital library management system and digitised archives, among others, augment the learning experience

### 4. Evaluation and Assessment

- Linways LMS is regularly updated with student performance:
  - Database to store marks of all students
  - Performance graph and result analysis
  - Online attendance
  - Online submission and evaluation of assignments
  - Internal examinations, online quizzes and other activities
- The UG project and PG dissertation review is done online
- Plagiarism check for PG dissertations is done for certain programmes
- **QnSmarti**: The Question Bank software generates question papers for all courses
- Online mark entry
- Barcode on answer scripts ensures complete transparency

### 5. Feedback

- Linways is equipped with a teacher evaluation mechanism and the exercise is repeated at the end of each semester. This is updated on the personal Linways portal of the faculty and is stored for future access
- Course feedback and exit survey is conducted online
- Feedback from parents, alumnae and employers are collected via Google Form. An analysis report is prepared online and shared with all the Departments via their official email ids. The consolidated report is uploaded on the website

Apart from the academic processes, the College also has a digitised admission process and maintains digital student records.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

##### Response:

The Organogram reflects the hierarchical, democratic, decentralised, participative and inclusive approach of the Management as represented by the different units. Each unit has functional autonomy.

The **Corporate Management (Governing Body)** consisting of the Manager, Education Councillor, Local Managers and Principals of both Vimala and St Mary's Colleges, and Teaching and Non-teaching staff representatives monitor the overall development and activities of the College.

**Principal**, the official head of the institution, is appointed by the Manager and leads the Institution in administrative, academic and public enterprises. The Principal is assisted in all matters by **two Vice Principals**- 1) Dean of Students' Welfare & Dean of Residence and 2) Dean of Staff Welfare & Dean of Academics.

Office of the **Controller of Examinations** deals with all examination related activities and is well supported by the Examination Committee.

The statutory committees like **Governing Council, Academic Council and Board of Studies** are constituted and function as per UGC and Autonomy guidelines. These committees meet atleast twice in a year to plan and approve the strategies and policies for the development of the institution. The BoS plan and suggest modifications to curriculum which is forwarded to the university after approval from the Academic Council. The BoS takes into consideration the recommendations from **Preboard** and **Curriculum Enrichment Committee** while drafting and revising the syllabi as well as to bridge the gap in the curriculum.

The **College Council** headed by the Principal, comprising Vice Principals, Controller of Examinations, IQAC Coordinator, HoDs, Staff Secretaries, Senior Superintendent and Librarian, acts as an advisory unit that supports all academic and administrative functions of the College.

**HoDs** coordinate all activities of their respective department.

**IQAC**, constituted with sufficient representation from all stakeholders, ensures the implementation of all quality enhancement initiatives of the College.

**Finance Committee** and **Purchase Committee** deal with allocation and utilization of funds as well as resource mobilisation.

**Planning and Development Committee** is responsible for the implementation of e-governance, preparation of Strategic Plan and Enterprise Resource Planning as well as the documentation of all institutional aspects.

**College Administrative Office**, headed by the Principal and supported by the Superintendent, coordinates the administrative affairs of the College.

In addition to the statutory committees mandated by the UGC and Government, various non statutory committees and advisory units like **Staff Associations**, **PTA**, **Student Union** and **Alumnae Association** along with nearly **50 Clubs and Committees**, function hand-in-hand to coordinate all activities.

### **Recruitment and Promotion**

Recruitment to permanent vacancies as well as staff promotion is based on the UGC regulations and Career Advancement Scheme (CAS) as per the PBAS approved by the University of Calicut. Kerala Service Rules (KSR) and regulations and statutes of the University of Calicut are followed by all employees.

CMC Policies on Code of Conduct as well as Policies with regard to all crucial procedures related to the administration, academics and maintenance of the Institution are adhered to in all respects.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **6.2.3 Implementation of e-governance in areas of operation**

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



**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

**Response:**

Vimala College has a tradition of providing the necessary facilities and support to its employees which provide them the best ambience and work culture. Special care and encouragement are given for their professional development and welfare. The following are the broad areas under which welfare schemes are put forward for the benefit of the employees:

#### 1. Career Development/Progression

Policy on Professional Development Grant has been approved by the Governing Council and is published on the website. Code of conduct and policies are clearly laid out with special focus on the following areas:

- **Research**
  - Seed money
  - Research hub
  - ICT facilities
  - Best Teacher-researcher Award
  - Recognition for publications and achievements
  - Financial support for attending FDP
- **Faculty Enrichment**
  - National and College level professional development programmes
  - Workshops, Awareness and Training programmes for teaching and non-teaching staff (104)
  - Orientation session and motivational talk at the beginning of each calendar year and academic year
  - Induction for newly appointed staff
  - Encouragement to faculty to attend/organize national & international workshops/conferences and to avail FDP/UGC Research Fellowships
- **Career Advancement**
  - Initiatives undertaken for the processing of CAS of teaching staff
  - Special coaching for non-teaching staff for the departmental test



In addition to the above, provisions such as multimedia room, lecture capturing system, domain email ID, and separate area in the library are made available for the benefit of the staff.

## 2. Welfare

- **Promoting togetherness**
  - Staff association
  - Recreation room
  - Staff tour
  - Staff get together and celebrations
  - Grand retirement function
  - Music/instrument classes
  - Meeting with Manager once a year
  - Priority extended to wards of staff for management seat
  - The management representatives including the Principal visit the house of the staff
- **Sanctioning leave** - Maternity leave, Paternity leave, Special Casual Leave
- **Ensuring benefits** - Group Insurance, State Life Insurance, PF, LTC
- **Deputed for training** - NCC, NSS, WWS, SSP, FLAIR, FDP, ASAP
- **Ascertaining fitness**
  - Staff Sports Day
  - Indoor/outdoor games
  - Fitness centre
  - Yoga
  - Fee concession for staff at Vimala International Aquatic Academy
- **Ensuring Medical Support**
  - Sick room
  - Free medical checkup
  - Awareness sessions on health and wellness
- **Support during Emergencies**
  - Pandemic : vaccination
  - Flood relief camp and rehabilitation measures
  - Financial support prior to the sanction of salary
- **Spiritual and Psychological support**
  - Regular orientation/workshops by specialists
  - Chapel
  - Prayer group
  - Family Counselling
  - Legal Counselling
- **Additional privileges for non teaching staff:**
  - Necessary aid for marriage, construction of houses and education of children through Vimala Education and Charitable Trust
  - Provident fund and ESI for the contract staff
  - Non teaching Staff Day by Student Union
  - Rest-area and special uniform for the janitorial staff

Clean, green and well maintained campus, nursery and day care, residential facility, canteen, transport (college bus), parking space and separate restrooms ensure overall welfare of the Vimala community.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 25.31

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
64	37	28	24	16

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 5.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	11	7	2	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

Response: 36.41

##### 6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
90	63	30	35	25

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College conducts systematic internal and external audits to supervise the flow of funds and ensure efficient management of financial resources. A **Finance Committee** has been constituted for the purpose of conducting audit with the Bursar as the Coordinator. **Resource Mobilisation Policy** is in place for purchase and enhancement of infrastructure and its maintenance. Each department forwards the list of requirements through Finance Committee to the Planning Committee. All the viable requests are forwarded

to the **Purchase Committee**. The Purchase Committee performs advisory and regulatory functions to ensure the proper utilisation of all financial resources. All audits are conducted at the end of each financial year. All government funds of the Institution are received and disbursed/ spent through Public Financial Management System (PFMS) of the Ministry of Finance.

### 1. Types of Funds Audited

- Management
- Government – UGC, Autonomy, CPE, DBT, DST, RUSA, PD, Scholarships
- Alumnae
- Social Welfare

### 2. Procedure for Auditing

- **Internal audit:**
  - Day to day verification of accounts is done by the Bursar and endorsed by the Principal
  - The following accounts maintain the financial resources of the institution:
    - PD Account (Personal Deposit Account) – a PD section works in the Office to manage this account in accordance with the rules laid down by the State Government
    - Government Grants/Fund from National Agencies – Separate heads are prescribed for the utilization and all measures are taken to ensure the same.
- **External audit** is carried out according to the stipulation of the Government and other governing bodies:
- **Chartered Accountant** audits all the grants and funds sanctioned by the Government/UGC
  - Includes all funds related to academic, co- curricular and extracurricular activities, and extension programmes
  - Audit report issued by the Auditor with Utilization Certificate and all necessary ratified accounts are submitted to the concerned sanctioned authorities
- **Directorate of Collegiate Education:**
  - Verifies all the financial documents related to the public funds utilized by the College
  - Final accounts settled after examining the clarifications and corrections
- **Accountant General, Kerala:**
  - Conducts periodic verification of all the accounts sanctioned by the Government
  - Their suggestions and directions are also incorporated in the further utilization of the funds

### 3. Rectification of Audit Objection

- In case of any objection raised during auditing, the Head Accountant directs the concerned section to take immediate remedial action to reimburse/rectify the account within the stipulated period as per the dictated procedure
- Revised audit report is obtained after settlement of the same

Systematic financial resource mobilisation and utilisation is carried out through the aforesaid procedures to ensure transparency and accountability.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 81.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
28.6	15.88	9.55	13.52	14.00

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

The institution has a well framed policy and procedure for fund mobilisation, implementation and utilization.

##### 1. Financial/Material Resources:

The following are the agencies and strategies through which the College mobilizes and secures funding:

- Grant-in-aid from State Government and Central Government:
- UGC plan development grants for buildings, instruments, books and journal purchases for UG and PG education, and research projects
- RUSA, DST, DBT, CPE, KSCSTE, Autonomy, Central Social Welfare Board, Centre for Women's Studies, SSP, WWS, ASAP, MP/MLA Fund, FCC, CHILDLINE
- Fund from Management- 'CMC Educational Society'
- Fees collected from students
- College Development Fund

- Parent Teacher Association
- Income generated from Consultancy
- Funds generated through College activities
- Rent generated from providing space to external bodies
- Contribution and sponsorship from individuals and philanthropists
- Endowments and scholarships by well-wishers
- Grants from Government for students belonging to reserved category
- Central/State Government funding for NSS and NCC
- University funding for College Union, College Magazine
- Sponsorship and assistance from Alumnae

## 2. Procedure for Implementation

- The Finance Committee prepares a comprehensive annual budget taking into consideration the audit rectification recommendations, needs and requirements of the College community as recommended by the College Council
- The budget includes fund allocation for infrastructure augmentation, maintenance of physical and academic facilities, extension activity and capacity building workshops
- The proposals to meet contingency needs of the College presented in the College Council for approval
- Committees are constituted to tap the financial resources from government, public and private sources. Each cell is managed by a nodal officer (faculty in-charge) appointed by the Principal at the commencement of each academic year

## 3. Utilisation

- Instructions on utilisation of funds, documents to be maintained etc. are given to all HoDs, Nodal Officers and Coordinators of each activity
- The Government funds are administered by the Head Accountant with assistance from the respective Nodal Officers
- Funds for seminars/workshops/expert talks/association activities/faculty development programmes are utilised accordingly
- Funds mobilised by the various units like Alumnae, PTA, etc are utilised for College activities
- All funds mobilised are systematically audited as per government stipulations

College ensures mobilisation and optimum utilisation of resources through well defined policies and set of procedures formulated for this purpose.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements**

**made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Response:**

The IQAC engages in constant efforts to upgrade the quality of teaching-learning in the Institution thereby setting a standard that can be emulated. Two practices institutionalized as a result of IQAC initiatives are:

**1. Curriculum Enrichment:**

Academic initiatives to enhance the quality of curricula through the introduction of new programmes and courses received an impetus during the post accreditation period.

- **Objectives** :Ensure academic flexibility and skill enhancement through the introduction of Choice-Based Enrichment Courses
- **Outline:** IQAC undertook initiatives to institutionalize curriculum enrichment at various levels in accordance with the recommendations of the NAAC peer team and stakeholder feedback
- **Implementation**
  - **Feedback Collection:** Feedback on the curriculum was collected in accordance with the IQAC directives
  - Pre-board Meetings: The IQAC advised Departments to conduct pre-board meetings
  - Syllabus Design and Approval
  - IQAC organised syllabus revision workshops and training programmes
  - A Curriculum Enrichment Committee (CEC) was constituted
  - Value addition and add-on certificate courses were proposed to supplement the gaps identified
  - The format for MoU and academic linkages was provided through the CEC
  - Syllabi recommended by the BoS were forwarded to the Academic Council for approval
  - The IQAC suggested to modify the time-table to incorporate one more hour for Value Addition Courses
- **Outcome**
  - New programmes initiated post accreditation: **2 UG, 7 PG, 3 PhD, 2 BVoc**
  - **77** new certificate courses including MoUs with Trinity College London, Goethe Zentrum, Kerala Institute of Local Administration
  - Syllabi of all programmes were revised

**2. Faculty Enrichment Programme:**

- **Objective:**The organisation and conduct of enrichment programmes for staff members to bring about significant transformation in the College activities
- **Outline :** Sustainable and visionary enrichment programmes were formulated during the strategic planning phase
- **Implementation**
  - The **Faculty Enrichment Committee** that functions under the direct guidance of the IQAC ensures meticulous planning of programmes, organisation, conduct and outcome assessment
  - FEPs in various areas including ICT tools, software and smartboard, data management, Income Tax filing and cyber security

- Faculty members were encouraged to attend FEPs
- **Outcome**
  - Exponential increase in the number of FEPs organised (104) and participated (244)
  - One-week national level FDP under the aegis of the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNTT) of the MHRD
  - Partnership with KSHEC and the like to offer FEPs

FLAIR interns, research award winners and faculty who have been invited as resource persons and keynote speakers, form a sound community of able leaders that bears testimony to the success of the Faculty Enrichment Programmes of Vimala.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

#### **Response:**

Two focal areas where IQAC facilitated reforms in the Institution are Outcome Based structuring of the teaching learning mechanism and the translation of academic research into innovations and discoveries for the welfare, progress and practical applications in daily life.

#### **1. Institutionalisation of OBE:**

A plan was charted out to orient all practices in the College related to the design, delivery and evaluation of the curriculum in the direction of outcome based education and concerted measures as follows were adopted during the accreditation period:

- Orientation, seminars, workshops on OBE
- Sessions held at department level to formulate PSOs and COs
- Preparation and finalisation of Programme Outcomes, Programme Specific Outcomes and Course Outcomes based on Bloom's Taxonomy
- OBE was implemented across all programmes and all courses at the level of syllabus revision, design and preparation of teaching plans, delivery and instruction, assessment framework and feedback mechanism
- **V-MAP** [Vimala- Method of Measuring Attainment of Programme Outcomes], an indigenous method developed by the College aids mapping of POs, PSOs and COs as well as outcome attainment of each student



- **QnSmarti** – Software for Question Bank integrated with artificial intelligence to generate Question Papers aligned to OBE adhering to Bloom's Taxonomy to promote higher level learning outcomes

## 2. Promotion of Research:

Vimala has recognised the need of the hour to promote research culture based on which IQAC charted out definite plans. Policies on Research and Consultancy were drafted by the IQAC and other initiatives include promoting registrations, encouraging teachers to secure PhD, upgrading PG Departments to Research Centres and initiating student researcher programmes.

- Following are the results of these efforts in the post accreditation period:
  - Upgradation of all Aided PG Departments as Research Centres
  - Remarkable increase in the number of teachers recognised as Research Guides (30)
  - Instituted Seed money for Research and Best Teacher-Researcher Award
  - Increased number of PhD holders (**67**) among faculty
  - Initiatives to encourage research collaborations, consultancy and faculty enrichment
- **Academic Confluences:**
  - **Explorigate:** Research webinar series wherein leading international and national figures shared their expertise. The focus was on the nuances of research in the sciences, social sciences and humanities. This set the stage to ignite newer pursuits of knowledge.
  - **SPARK:** Annual Interdepartmental PG Project Presentation Competition conducted separately for Science, Commerce and Humanities
  - **V-TRACK:** aimed at Tuning Research Aspirants towards Creating Knowledge. UG students carry out interdisciplinary research on a theme of contemporary relevance. The first edition commenced with Research Presentations by 18 UG teams from different disciplines on COVID -19. Discipline specific external sessions on "Research Article Writing and Publication" by five eminent resource persons also added to the process of guidance and mentoring.
  - **Vinspiration:** a venture that seeks to bring home the meritorious alumnae and arrange a platform for the exchange of ideas, thoughts and experiences. Graduands of Vimala who are currently enrolled in premier institutes across the world are invited to engage in brief sessions with the present student community, thereby enabling focussed, inspired and determined efforts from their part in achieving the laurels and heights scaled by their seniors. The sessions conducted have enabled the sharing of knowledge across the lines of opportunities for higher education and research apart from motivating the student fraternity to evolve into the best.

Several other activities to enhance teaching-learning atmosphere in the College are adopted and executed systematically by the IQAC.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.5.3 Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)**

**Response:** 3 of the above

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.**

**Response:**

#### **Gender Equity and Sensitization**

Gender sensitization activities at Vimala College are framed based on the 5th United Nations Sustainable Development Goal. The College has a well-defined policy on Gender Equity and Women Empowerment. Statutory Cells like Internal Compliance Committee, Anti Sexual Harassment Committee are functional in the campus. The activities of UGC Centre for Women's Studies and Women Development Cell facilitates the empowerment of young women. Gender sensitisation activities have been implemented as part of academics as follows:

#### **1. Curricular aspects**

- Courses in syllabi instilling gender awareness (32)
- Value addition programmes designed by the institution
  - Certificate Course on Gender Sensitization by UGC Centre for Women's Studies creating awareness on gender roles in contemporary society
  - Certificate Courses on Local Governance, Entrepreneurial Skill Development and Self Employment for Women
- Promotion of Research in Gender Studies
  - Peer-reviewed multidisciplinary journal titled *Reflections* ISSN 2348-4829
  - Student projects based on gender and women's issues

#### **2. Co-Curricular activities**

- **Programmes offered to sensitize and empower students:**
  - Workshops and lecture series
  - Legal awareness on women's rights, dowry, human trafficking, atrocities against women, anti-dowry affidavit
  - Self-defence training
  - Life skills training
  - Gender film festivals
  - Capacity building and entrepreneurial skill development
  - Day celebrations
- **Student Initiatives**
  - Flash mobs and street plays
  - Shikha: Student newsletter on gender issues
- **Facilities for Women on Campus**
  - **Safety and Security**
    - Grievance Redressal, Cyber Safety, Anti-Ragging, Anti-Narcotic Cells
    - Restricted entry of visitors to campus
    - Well protected compound wall and security cameras
    - Full-time Security Personnel including lady security guard for College and hostel

- Identity cards mandatory for all students and staff while on campus
- Exclusive parking slots for staff and students
- Accessible sick rooms, wheel chair, stretcher, first aid kit and 24x7 conveyance facility on campus to meet emergencies

■ **Counselling**

- The College has a counselling centre with a qualified full-time counsellor
- Vimala Family Counselling Centre (FCC) offers counselling services to students and public
- Certificate Course in Basic Counselling Skills offered by the Department of Social Work
- Psycho-social help available to students through mentors/tutors

■ **Common Space**

- Common rooms for staff and students
- Leisure Tower
- Amphitheatre

■ **Day care centre for young children** in the campus is utilized by the staff and local community

■ **Other facilities**

- Separate restrooms for men and women
- Sanitary napkin production unit, vending machine, disposal and incineration facility
- Annual free medical check-up
- Nutrition awareness programmes

**3. Institutional Outreach for Women Empowerment**

- Skill development programmes for local women
- Leadership training for mothers
- Training sessions on baking, paper/cloth bag making
- Workshop for elected women representatives of local bodies in association with KILA
- Government approved unique Centres like FCC, CHILDLINE Nodal, and Service Providing Centre for protection against domestic violence under Vimala Community Extension Centre (VCEC) provide large scale assistance to women and children.

File Description	Document
Annual gender sensitization action plan	<a href="#">View Document</a>
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>

**7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures**

- 1.Solar energy
- 2.Biogas plant

- 3. Wheeling to the Grid
- 4. Sensor-based energy conservation
- 5. Use of LED bulbs/ power efficient equipment

**Response:** A. 4 or All of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

The institution attributes particular significance to waste management procedure in view of its eminence as a centre of higher education functioning with commitment towards society and environment conscious practices as thrust areas.

#### 1. Institutional Policies for waste management

The College has adopted Policy on **Campus Sustainability (Vimala Swachh Campus Policy)** and **Institutional Green Protocol**.

#### 2. Infrastructure and method for degradable and non-degradable waste management

##### ◦ Solid waste

Colour coded bins recommended by the Kerala Suchitwa Mission are installed for collecting and segregating paper, plastic, degradable waste and e-waste.

**Degradable – organic garbage:** The food waste generated is managed through **Biogas Plant, Biopod/Pipe Compost, Biopit**. Garden waste in the campus is converted to organic manure through **vermicomposting** and **open pit composting units**. **Paper recycling unit** in the College Library recycles waste paper.

**Non-degradable waste:** Management of non-degradable solid waste (**Plastic, Metal, Glass**) is done effectively with the help of approved agencies (**Harithakarma Sena of**

**Thrissur Corporation).**

**e-waste:** The College has a functional MoU with M/s. PROGRESSIV-E RECYCLING & TRADING, an agency for e-waste management authorized by the Kerala State Pollution Control Board. Faulty electronic components, batteries, cartridges etc. are collected and handed over to the aforesaid agency.

- **Liquid waste**

There is a **water recycling and purification unit** at Vimala International Aquatic Academy. Waste water from sewage, laboratory, laundry, hostel, and canteen is recycled through percolation system and is used for irrigation and ground water recharging.

Reusable chemicals (benzoic acid/phenol) are recycled and acid waste from laboratories are neutralised prior to disposal.

Sanitary napkins, gloves and masks are collected and incinerated.

Culture petri dishes are safely decontaminated in the autoclave before disposing.

No activity in the campus generates **hazardous chemicals, radioactive waste and biomedical waste.**

### 3. Best out of Waste Initiatives

- **Organic manure V-Fert** by Department of Botany
- **‘Freedom’ paper pens** by Library Club
- **Ecofriendly costumes** designed by students of Textiles and Fashion Technology
- Plastic bottles, worn out tyres, pipes, wire meshes etc. are upcycled and used for campus garden beautification
- Other **upcycling initiatives** by clubs and forums/‘Best out of Waste’ competitions

In addition to these measures adopted for proper waste management, constant efforts towards minimizing waste generation are also undertaken to promote the concept of 6 ‘R’s of waste management: Rethink, Refuse, Reduce, Reuse, Recycle and Repair.

The College regularly conducts Green, Energy and Environment audits and executes corrective measures. Campus cleanliness is ensured through effective deployment of sufficient number of janitorial staff. The College also promotes experiential learning for environmental sustenance by instilling the ideal of **‘My Waste, My Responsibility’** through campus cleaning activities, garden maintenance by departments/units, Green Army, Swachh Bharat Internship, SOP for lab waste management, ban on single use plastic, promotion of green synthesis techniques and use of virtual labs, swap shops, eco shops, Clean Classroom Award etc.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

**Response:** A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

**Response:**

The College has made concerted efforts in ensuring an inclusive environment for all stakeholders. The



College is deeply rooted in the CMC Education policy, emulating the teachings of Saint Kuriakose Elias Chavara, pioneer of inclusive education in Kerala. The year-round activities at Vimala inspire young minds to celebrate diversities and foster universal brotherhood. The College has initiatives to sensitize students to respect fellow beings transcending cultural, geographic, ethnic, gender, religious, socioeconomic, linguistic and other diversities.

### 1. Government Directives

- Strictly follows Government directives and reservation policy that safeguard the rights and benefits of all sections
- Maintains statutory heterogeneity in student and staff profiles

### 2. Institutional Directives for ensuring inclusive environment in the campus

The institution has formulated **policies** on Code of Conduct, Services for the Divyangjan, Gender Equity and Women Empowerment, Grievance Redressal and Student Engagement in Community Extension Activities. Several **committees** are constituted as per guidelines to ascertain inclusive environment in the campus. These include Grievance Redressal Cell, Anti Sexual Harassment Cell, Internal Compliance Committee, Committee for Inclusivity, Minority Cell, SC/ST Cell, OBC Cell, Anti-Ragging Cell, Discipline/Code of Conduct Committee, Feedback Committee, Student and Staff Welfare Committee and International Student Cell.

### 3. Institutional efforts for providing an inclusive environment

#### Cultural and Regional

- Cultural Programmes and Celebrations: Fine Arts Festivals, Literary Fiestas, Poets Artist Day, Tourism Day Celebration
- Indigenous festivals - Kerala Piravi, Onam
- Vimalotsav, Spandan, Menari Dance Fest
- Ek Bharat Shreshtha Bharat (EBSB)
- Exposure visits to tribal areas, Rural camps
- Folklore appreciations

#### Linguistic

- College prayer songs delivered in English, Malayalam and Hindi languages provide opportunities to appreciate linguistic diversities
- Seminars, workshops and day celebrations like Mother Tongue Day, Hindi Day inculcate love for different languages

#### Communal

- Common prayer room - Aaradhyam
- Send off function includes inter-religious prayer by reading holy books of three different religions
- Inter-religious conclaves-address by religious leaders
- Observance of Communal Harmony Day, Rashtriya Ekta Diwas
- Celebration of religious festivals

**Socio-economic and other diversities**

- Provision for freeships, fee concession, scholarships, endowments
- 'Lend a Hand Initiative' - Support to address digital divide during COVID-19
- Free medical camps and health check-up
- Counselling and mentoring services
- Free noon meal programme
- Special provisions for students for practicing the rituals of their religion
- Golden Jubilee initiatives of college – Unarvu, Kanivu and Niravu

The College also offers ethics and value education classes, DISHA training for life skills and character building. Opportunities are also provided through various programmes to listen to and interact with eminent personalities and to imbibe the values of tolerance and harmony. Awareness regarding code of conduct form a major component of student induction programme. V-Live community living programmes, student organized food fests for charity, sensitization activities, social outreach initiatives like VCASS, V4U, old age home and orphanage visits, Vimalardram, Pakalveedu etc. instill an inclusive mindset in students and teach them to embrace the virtues of fellow beings irrespective of diversities.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**
**Response:**

National values as ingrained in the Constitution of India is reflected in the vision and mission of the College and is an integral part of all institutional policies and activities. Accountable and responsible citizenry is one of the Graduate Attributes of a Vimalite.

**1. Institutional Policies**

- Policy on Student Engagement in Community Extension Activities
- Code of Conduct
- Policy on Services for the Divyangjan
- Plagiarism Policy
- Policy on Campus Sustainability- Vimala Swachh Campus Policy
- Institutional Green Protocol
- Gender Equity and Women Empowerment Policy

**2. Display of National Identities**

- Ekta Smarak, Display of Preamble, rights and duties
- Recital of National Anthem, Hoisting of National Flag
- Handouts on Preamble of Indian Constitution, Constitutional Rights and Duties
- Indian Constitution made available for students for reading in the College library

### **3. Curricular Aspects**

- Modules in the various courses pertaining to constitutional values
- Institution designed value addition programmes enrich the curriculum and value education programme helps awareness generation
- Certificate Course on Human Rights in India by the Department of Political Science
- Certificate Course on Local Governance by the Department of Sociology
- Certificate Course on Gender Sensitization by UGC Centre for Women's Studies

### **4. Co-Curricular Activities**

- NCC, NSS, Anti-Narcotics Club, Red Ribbon Club, Pain & Palliative Club, Civic Club
- Vrithika Nature club, Bhoomitrasena club, Biodiversity club
- Vimala Energy Management Centre, VEMC
- People's Mediation Centre under the auspices of the Arbitration and Mediation club
- Students' Union Activities

### **5. Observance/ Celebration of Days and Events**

- Constitution Day
- National Voters' Day
- Kargil Vijay Diwas
- Independence Day
- Republic Day
- Rashtriya Ekta Diwas - National Unity Day - upholding ideals of National Integration
- Swadeshi National Handloom Day
- Gandhi Jayanthi

### **6. Participation in Government Initiatives and Institutional Recognitions**

- Azadi Ka Amrit Mahotsav
- Mass recital of National Anthem
- Reading of the Preamble of Indian Constitution, Constitution quiz
- 'Swachh Bharat Abhiyan', Swachhta Pakhwada
- Vimala college was selected as the best college for involvement in the election campaign for the mass enrollment drive of all staff and students in the voter's list.
- Vigilance awareness week - integrity pledge
- Village adoption- surveys and reconstruction activities under the UBA scheme of MoE
- Fitness programme COFE, 'Fit Vimala Fit India'

### **7. Student Achievers and Alumnae Engagement**

- Student participation in Model Parliament held at Kerala Legislative Assembly
- Student participation in Republic Day Parade
- Presence of Alumnae in local governance and administration

### **8. Response to COVID-19 and Volunteering for Disaster Management**

- COVID-19 relief activities
- COVID-19 Young Warriors
- Volunteering for Vaccination camps
- Break the chain campaigns
- Flood and Cyclone relief activities

Other initiatives include communal harmony and religious tolerance promotion activities; PAN card

campaigns; legal awareness on corruption, dowry, child rights violation, human trafficking, road safety and atrocities against women.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

National and international commemorative days, events and festivals are celebrated/observed under the aegis of different departments, clubs and forums to sensitize the students and community. The activities carried out include seminars/webinars/talks by eminent resource persons, awareness campaigns, cultural programmes, student-led presentations, release of magazines/newsletters, exhibitions, competitions, rallies, pledge taking, mass displays, flash mob and group discussions. These programmes were organised by the institution in collaboration with other organizations in terms of funding and resource sharing.

- 1. Environmental consciousness and sustainable living practices imparted through the observance of the following days:**

- World Environment Day
- Ozone Day
- Wetland Day
- World Ocean Day
- Wildlife Ecology Day
- World Paper Bag Day
- National Handloom Day
- National Energy Conservation Day

**2. Gender sensitization and gender equality promotion is achieved through the celebration of the following days:**

- International Women's Day
- Women's Equality Day
- International Day of Elimination of violence against women
- International Day of Women & Girls in Science

**3. Science popularisation, Inspiration from the lives and works of great scientists, and the spirit to translate the fruits of Science for the service of humanity is effected through the activities conducted as part of:**

- World Space Week
- Birth anniversary of Marie Curie
- Mole Day
- Computer Literacy Day
- Computer Security Day
- International Year of Periodic Table
- National Science Day
- Ramanujan Day
- National Statistics Day
- Indian space missions

**4. Patriotism and constitutional awareness are instilled through activities organized as part of:**

- Independence Day
- Republic Day
- Gandhi Jayanti
- Martyr's Day
- Kargil Vijay Diwas
- Constitution Day
- National Voter's Day
- Vigilance Week
- Rashtriya Ekta Diwas
- 75th Year of Indian Independence – Azadi Ka Amrit Mahotsav – flagship events
- 75th year of the Quit India Movement

**5. Appreciating linguistic and cultural diversities through the celebrations organized as part of:**

- Hindi Diwas
- Sanskrit Day
- Mother Tongue Day
- Reading week celebrations – **Vayanavaram**
- Kerala Piravi – the formation of the Kerala State – is celebrated with much grandeur showcasing the rich cultural heritage of Kerala
- World Tourism Day

**6. Healthy lifestyle and general well-being are cultivated through the celebrations conducted as**

**part of:**

- World Food Day
- World Diabetes Day
- World Rose Day
- World Heart Day
- Global Handwashing Day
- International Yoga Day
- World Mental Health Day
- World Suicide Prevention Day
- National Milk Day
- National Sports Day

**7. Motivating the youth to constructively contribute to Nation building and to be the voice for the voiceless through the activities related to:**

- World Population Day
- World First Aid Day
- World Human Rights Day
- World Humanitarian Day
- International Youth Day
- International Day against Drug abuse
- World Students' Day
- National Voluntary Blood donation Day
- Children's Day
- NSS Day
- National Youth Day
- Teachers' Day

Religious festivals are celebrated with much pomp and splendour. Students and staff engage in cultural events, traditional games and relive the customs and practices. Every year, community outreach programmes are also arranged in connection with Onam and Christmas festivities to share the happiness of the season with the less privileged people of the society around us.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

**7.2 Best Practices**

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

**Response:**

## Best Practice 1

### 1. Title of the Practice

#### **V-RESPOND – Campus to Community**

### 2. Objectives of the Practice

- To design a conducive campus ecosystem to mould Vimalites into responsible citizens
- To elevate Vimala as an indispensable unit of support and service to the community
- To inculcate sensitivity and responsiveness to social problems
- To design self-driven activities to address and mitigate problems faced by the disadvantaged sections of society
- To imbibe social responsibility and promote deployment of schemes involving all stake holders
- To be an active participant in restoring and reconstructing society during times of emergencies
- To make informed responses to gender issues
- To be an ambassador for the conservation of the environment, and be equipped for disaster management
- To respond to issues related to poverty and human rights

### 3. The Context

The community engagement best practices help to achieve the Mission statement of the College which targets the total transformation of young women for the betterment of society. Over the years, a structured mechanism has been evolved for sensitizing and equipping Vimalites with the potential to respond positively to social issues and emergencies. The practice is executed in two aspects:

V-RESPOND practices encompass the following key challenging areas:

- Response to emergencies
- Response to address the needs identified in the society
- Support during emergencies like flood
- Economic support to the families of local community and improvement of standard of living
- Psycho-social support through counselling services
- Educational support to disadvantaged children
- Public awareness creation on health, nutrition and life-threatening diseases
- Support to elderly and terminally ill
- Gender sensitization and women empowerment measures
- Promotion of environment protection and energy conservation
- Efforts to eliminate social evils like - corruption, drug abuse, dowry, human rights violation

### 4. The Practice

V-RESPOND practices are broadly categorized into:

The active participation of the college in all Government initiatives - UBA, NSS, NCC, Family Counselling Centre FCC, Swachhtha Pakhwada & Swatchh Bharat Abhiyan, CHILDLINE and Service Providing Centre is highly appreciated. The practices are executed through VCEC that

streamlines all the community extension and social outreach activities of the College.

The College has adopted a policy on student engagement in extension activities, and has over time, institutionalised practices that enrich and equip the stakeholders for responsible rendering of service to society. The college has also equipped students through exposure visits, awareness programmes, training in disaster management (**Mruthyanjaya**- basic life support, **Pararaksha**- first aid), self-defence and martial arts.

The remarkable contributions of the College are the following:

- **Active participation in Government initiatives**
- **College/Department initiated activities**
- **Support during Natural Disasters –**
  - **Okhi relief** to 100 houses in Eriad coastal areas -2017
  - **Flood relief 2018 - ‘Do For Kerala’** campaign to mobilize resources
  - College functioned as a relief camp during the flood
  - Volunteering at flood relief centres, including Thrissur Collectorate
  - **VCARE** - cleaning of flood affected areas of Thrissur corporation
  - Post flood chlorination of water bodies and water quality testing in selected wards of Thrissur Corporation by the Blue Army
  - Counselling services to flood affected residents of Annamanada Village to cope up with the psycho-social impact of flood
  - 50 mats distributed at the Villadom School flood relief camp, Thrissur
- **Response to COVID-19 –**
  - Ambassadors of Break the Chain campaign and active participation in frontline relief work - distribution of cloth masks, hand sanitiser C-Glow, V-Podcast series
  - Hosted mega vaccination camp for senior citizens organized by the District Medical Office, Thrissur
  - Organized vaccination drive for staff and students - 518 beneficiaries
  - 50 relief kits distributed to tribal colonies of Palapilly Estate
  - 556 students took part in COVID Surveillance Survey of 10,807 households of 16 wards in Madakkathara Grama Panchayath
  - Staged ‘COVID awareness drama’ in public places, hospitals and institutions under NCSTC project
  - Young warrior programme
- **Educational and Economic support –**
  - **VCASS Vimala Community Aid and Sponsorship Scheme** - Flagship programme for the sponsorship of 100 deserving school children
  - **‘Vyhkari’ , ‘Interventions’** -Study Materials and educational support given to schools, Children's Home and Anganwadis in the locality
  - **Golden Jubilee initiatives -**
    - **Kanivu** -Scholarship to 50 students whose parents are terminally ill
    - **Unnarvu** - Financial assistance to 50 students for better learning facilities
    - **Mizhivu** -Financial Assistance to 10 families belonging to the local ward to improve their basic amenities
    - **Niravu** -House for one homeless in the locality with the support of the South Indian Bank
  - **‘Mazhavillu’**-Project - Support extended to 70 special school children at Govt.H.S,



Villadam, Thrissur

- **'Snehaveedu'** Project – 'A Home for Her' - House constructed by fund raising programmes
- **'Vimalardram'** Alumnae initiative to support the needy
- **Lend a Hand** – IQAC initiated financial support for digital devices for online learning.
- **'Sasneham', 'Padheyam'** - distribution of food packets
- **Digital Literacy Programmes** -
  - **V4U**- educational video content to cater to the educational needs of the inmates of Government Children's Home
  - **TEQUIP** - technically equip school teachers with tools for digital teaching
  - **Dyuthi**– creation of digital library for school children
- **Psycho-social support and Legal aid**–
  - Expertise of the faculty and students in Counselling extended to community
  - Vimala Family Counselling Centre offering services to society
  - Service Providing Centre to provide legal assistance to victims of domestic violence
  - CHILDLINE Nodal Organization
  - Legal awareness by Arbitration and Mediation Club
- **Support to elderly and terminally ill** –
  - Day care services offered to elderly women at **'Pakalveedu'** at Padukad with the support of Alumnae Association 'Ritorno'
  - Activities by Red Ribbon club, Pain and Palliative care Club
  - Exposure visits to old age homes
  - Hair donation for cancer patients **'Keshadhanam Snehadhanam'** and Blood donation

## 5.Evidence of Success

The significant contributions made by the institution to the society during the context of flood, natural calamities and the prevailing pandemic bear testimony to the success of the V-RESPOND practices. The College has received 55 recognitions for the commendable community extension activities during 2016-2021 which validates the quality service rendered and the quantum of impact made by the College to the community. The Principal and faculty members of the College are honorary members in various Governmental and non-Governmental bodies of high social impact. The practices adopted by the College could mobilize the student community to host mega cultural fund raiser events Spandan, Vimalotsav, Golden Jubilee social service initiatives. These events were conceived and executed in a highly participatory manner by the vibrant Student Unions. The College has devised the right methods to improvise the practices adopted to instill service mindedness to students.

## 6.Problems Encountered and Resources Required

- **Problems Encountered**
  - The situatedness of the college in a flood prone semi-urban area was a challenge
  - Time constraints were identified in the implementation and conduct of programmes
  - Financial constraints
  - Breaking gender stereotypes and empowering women wards to assume leadership and emerge in the forefront of activities
  - Pandemic imposed restrictions on physical gatherings
- **Resources Required**

- Collaborations and funding from various Government and Non-Governmental organisations
- Activities implemented through functional MoUs with various organizations
- Seminars and workshops to sensitize students
- Financial resources, institutional infrastructure and other resources
- Dedicated human resource involving all stakeholders
- A pool of resourceful personnel for sensitizing volunteers
- Qualified and trained volunteers for specific activities

## 7. Notes

The foresighted and dedicated efforts of the college authorities have initiated, improved and institutionalized, V-RESPOND practices by appropriating strategies to interweave service responsiveness without compromising the classroom hours demanded by the curriculum. The implementation of institutional policy on student engagement in community extension, establishment of VCEC as an umbrella body to coordinate such activities in the College, offering of required training, and establishment of dedicated centres – (UGC Centre for Women's Studies, CHILDLINE Nodal, Vimala Service providing centre, Family Counselling Centre) have all constructively contributed to improve the community engagement practices of the College to a best practice which can be emulated by other institutions.

---

## Best Practice 2

### 1. Title of the Practice: Digital OBE Integrated Question Bank

The status of autonomy catapulted the College to a reformation and restructuring mode to meet the expectations of excellence. One of the major priorities was institutionalizing Outcome Based Education. This entailed a meticulous evaluation procedure with clearly defined objectives aligned to the fulfilment of the learning outcomes of the institution.

### 2. Need for the Practice

- An analysis of the prevailing system of evaluation revealed the following:
- There is very little integration of teaching and evaluation. Question papers are generally outsourced
- Too much emphasis is placed on memory recall of descriptive knowledge
- Predictive questions encourage selective study
- Questions out of the prescribed syllabi
- Imperative segments in the syllabi do not feature in the question paper
- No questions to test higher cognitive skills
- No conscious spanning of different levels like easy, difficult, moderate
- Availability of question paper setters with the required expertise cannot be assured
- Accomplishment of question paper setting within limited period creates undue stress

### 3. Context

A digital repository of questions from which question papers can be generated evolved as a good alternative to the traditional practice. Besides an attempt to integrate teaching and evaluation, the preparation of question banks makes use of accumulated experience of teachers which renders effective evaluation of learning. On being convinced of the advantages of implementing Question

Bank System, the College Management in consultation with the faculty, resolved to initiate the practice. Preparatory stages involved the following:

- Faculty trained and oriented for the preparation of Question Banks
- Drafting of Programme Outcomes, Course Outcomes, Graduate Attributes
- Defining the objectives of the practice
- Preparing blueprints based on the syllabi and question paper pattern as specified by the University
- Constituting a framework for the question bank: number of questions, format of questions based on Bloom's taxonomy
- Faculty assigned specific roles and responsibilities for the accomplishment of the procedure

#### 4. Objectives:

- To integrate outcome-based teaching, learning and evaluation
- To ensure the incorporation of the entire hierarchy of learning objectives as specified in Bloom's taxonomy
- To elevate the standard and quality of assessment
- To ensure objectivity, credibility, confidentiality and transparency
- To automate the EMS to optimise time, energy and resources

#### 5. Evolution of the Process

##### ◦ Initial Phase:

- **2016** –The faculty prepared four times the number of questions in the question paper for each course in MS Excel/Word. Questions were categorised as simple, medium and complex. Similar questions were identified using linking codes. Each QB was assigned an initiator, reviewer and approver from among the faculty to prepare, evaluate and approve the question bank. Constraints noted included decrease in choice of questions with each schedule and dependence on manual labour.

##### ◦ Implementation Phase:

- **2017** - Following each end semester examination based on the Question Bank, the questions were to be sorted to avoid repetition. The questions from the question bank which were already included in the examinations of the previous two years were colour coded, to exclude them from the succeeding examinations. To compensate the lack of questions, banks were modified to accommodate questions on a scale of 1:8.

##### ◦ Development Phase:

- **2018** - A software “**QnSmart**” developed by ipsr Solutions Ltd was adopted to fully automate the procedure. Questions were mapped as per **Bloom's Taxonomy**. Three levels in terms of importance (normal, important and very important) and complexity (easy, medium, challenging) were integrated. Questions were broadly categorised under “Theory” and “Application”. Roles assigned were that of Chief Examiner and Examiner. Each question contains a personalization flag, so that questions assigned to each Examiner, cannot be edited or deleted by others. Blueprint was prepared based on the unit divisions incorporating taxonomy, importance, complexity and type of each section of the question paper and the entire structure of the bank was revised.
- The constraint of the system was that questions that had appeared in the preceding year alone could be excluded. Also, only the Controller of Examinations could overwrite permissions.

##### ◦ Establishment Phase:

- **2020** – The software upgraded to another version, “QnSmarti” after integrating artificial intelligence. An additional review, that of a Vetter was available to monitor the quality of the question bank. The taxonomy levels incorporated into the question bank ensured healthy “heuristic” distribution. Editing option was open to the Chief Examiner too. Question paper generation after setting the bank became completely automated. Question bank validation report is also generated for further analysis.

## 6. The Practice :

The evolution from an initiative to a best practice was achieved through strenuous planning and meticulous implementation and the cooperation of the Vimala fraternity. Currently, the practice has a defined procedure:

- Provide guidelines for the preparation of the blueprint, format of questions, structure of the bank, etc
- Prepare time schedule for uploading questions
- Faculty assigned for each course according to expertise and preference
- Provide technical support to the faculty to expedite the process
- Pool of experts drawn from the faculty, and if necessary, experts from outside are contributors to an exhaustive question bank
- Review of the question banks
- Proof reading and approval

## 7. Evidence of Success

- Automation of question paper generation was highly beneficial
- Confidentiality/Security was ensured through the objective approach.
- Mapping with OBE raised the standard of the question papers
- Manpower and time saved as part of automation
- Technological intervention also made administrative aspects related to examinations hassle free and swift.
- Less human intervention without compromising on quality could be ensured through decreased reliance on external experts for setting question papers, especially electives, where there is lack of ready availability of specialised experts.
- Students received exposure to higher order questions like problem solving and case studies that prepare them for competitive examinations.

## 8. Problems encountered

- Customising the software to meet institution-specific requirements was a challenge
- Creating questions to address the various levels of taxonomy is a complex process
- Constant revision and supplementation of the question banks

## 9. Notes

The Institution, with concerted effort and common pursuit, could evolve a meticulous evaluation mechanism to address the issue of an alternative system. Thus, by evolving a benchmark in terms of quality and responsibility, the **College holds the privileged position of being the foremost among Autonomous Colleges under the University of Calicut** with regard to implementing a digital repository of question papers illustrating steadfast commitment towards advancement. The impact of the adoption of the software and its systematic functioning has proven to be an administrative venture that is sure to further enhance academic quality. Through this practice, **Vimala has acquired self-reliance, self-sufficiency, and resourcefulness in the sphere of evaluation.**

File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

#### Response:

#### Institutional Distinctiveness – Attributes of a Vimalite

For more than five decades now, the thrust and focus of Vimala on women empowerment has evolved into a culture that reflects in all spheres. All stakeholders of the College imbibe this culture that culminates in the moulding of a Vimalite as described and envisioned in the **graduate attributes** that the Institution upholds.

The initiation to college education is done through an Induction Programme envisioned as **Vimalaarambham** – the beginning at Vimala. The one-week long programme ‘**Welcome Week**’ is designed to aid the smooth transition of students from school to college as well as successfully equip them with the knowledge and pre-requisites required for graduate education. The Bridge Courses developed impart an all-encompassing overview to the programmes and courses.

The Curriculum design and reforms are executed keeping in focus the need to empower pupils to develop into civic, responsible and independent individuals. Apart from **comprehensive subject knowledge** offered through the specific programmes, **sensitivity to/knowledge of contemporary issues** like cyber security, gender, social media etiquettes, self-defence, crisis management and non-conventional choices in higher education are imparted through the value addition and certificate courses. These courses are delivered during an hour exclusively set apart for this purpose. The UGC Centre for Women’s Studies is distinctive to Vimala’s identity and along with the Women Development Cell, CGPT, NCC, NSS and the Library, function towards ensuring that Vimalites are trained to be the **best of 21st century citizens**.

The victorious implementation of such courses reflects in the various innovative programmes that the campus has witnessed during the assessment period; VTRACK, SPARK, Vinspiration, Explorigate, V-Lead and V-Respond bear testimony to Vimala’s industrious attempts at providing a distinctive learning environment for her students. While advancing on the academic and co-curricular front, students at Vimala are exposed to and invited to contribute to being the social change they wish to see around them through novel programmes like VCASS, VCEC, Social Welfare programmes undertaken during the Jubilee Year, Vimalaardram, Pakalveedu, V4U, Mazhavillu and Snehaveedu. This combined with events that allow interaction with eminent personalities who have changed the course of various fields offer them the required orientation and empowerment to launch themselves into endeavours of social and cultural relevance. Engaging in such initiatives bring the students into contact with social realities around them

thereby **creating leaders with humanitarian concerns.**

This eagerness to respond to social, environmental and community welfare is further strengthened by the strong **value-based and spiritual foundation** upon which the teaching-learning exercise rests. An hour exclusively for value education, along with activities and programmes that create awareness regarding **emotional and spiritual well-being**, sets apart the efforts of the Institution to maintain a peaceful atmosphere and ensure a calm disposition and temperament in each Vimalite. These efforts are supported by **infrastructural innovations and additions** including the Vimala International Aquatic Academy, a highly resourceful Central Library Block, solar power installations, **technologically** enabled teaching-learning spaces and a green environment that includes more than 300 different species of flora including a separate *Nakshatravanam* that houses the trees specific to the Malayalam Birth Stars.

Vimala has established a sound **system of policies and policy-making** that is strictly adhered to. These policies form a part of Vimala's culture and meticulously examine, evaluate and prescribe terms of practice. Awareness regarding the same empower Vimalites to channelise their energies towards executing responsibilities and exercising rights effectively. All efforts are thus aligned with a framework that will effectively streamline the activities, clarify the purpose, evaluate the progress and lay down the reigning principles thereby providing a structure for planning, execution and evaluation. Such practices infuse professionalism into the pupils and demonstrate to them the protocols to be followed, guiding and enlightening them.

Student fraternity is exposed to global standards through International/ national seminars, MoUs and interaction with inter-state/international students and resource persons. The teachers at Vimala while possessing meritorious and rich experience as educators also have contributed and served in various posts/capacities in fields as diverse as science and technology, healthcare and medicine, banking, entrepreneurship, postal services, law, counselling, media and journalism. These add to their mettle in moulding Vimalites to their full potential. The **strategic location of the Institution** offering access to organisations like the Kerala Sahitya Akademi, Lalita Kala Akademi, Sangeeta Nataka Akademi, District Library, Doordarshan Kendra, All India Radio, Police Academy, DIET, KILA, Vigyan Sagar S&T Park, Fire and Safety Academy and five other higher educational institutions within a radius of 5 kms proves immensely resourceful to Vimala. An alumnae community comprising 5 out of the 19 women Olympians in the state, international and national sports stars, renowned academicians, entrepreneurs and artistes of high stature, form the **touchstone of excellence** for future generations. All these factors while imparting the most contemporary of skills set, also ensure that Vimalites adhere to the **rich heritage and traditions** that our nation upholds. This deep-rootedness to values hones skills of **community empowerment, patriotism, brotherhood and unity**. This affinity to the **value system** is what inspires students to honour grandparents during the annual *Vaalsalyakoodu* programme, conduct memorials and honour war veterans, set aside a day of celebration to thank the non-teaching staff and organise an annual event for appreciating the janitorial and security staff.

The **Vimala anthem** – another distinctive feature – carries the spirit of the College's ideals and infuses in each of the Vimalites, the **core values of Vimala**. The **College Social, Farewell and Send-off** functions have been envisioned and designed after much deliberation to **sensitise the student fraternity** to the responsibility that they leave Vimala with – that of carrying the light of Vimala forward. The internships/projects/research undertaken further strengthen the **employability, professional capacity and competence**.

The academic mentoring, skill development training and life guidance that a Vimalite receives moulds her

into the best version of herself. This mark of excellence—**that of being a Vimalite**—sets each of the students apart from the rest of their peers, an honour and legacy that prevails throughout their lives. Thus, **what makes Vimala distinct is her student community.**

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

NAAC

## 5. CONCLUSION

### Additional Information :

- Vimala started in the year 1967 following bifurcation from St Mary's College, Thrissur, envisaging multi-layered progress and expansion aimed towards quality education. Though the College started with about 1000 students across 11 UG/PG programmes, now the College offers 34 UG/PG programmes and 6 Ph D Programmes with nearly 3000 students
- Vimala has been in the forefront of education in the State right from the initial years, has received the position of Quality Education Leadership by University in 1977 and was selected as Lead College by UGC in 1978
- Esteemed alumnae including 5 of the 19 women Olympians (Rosa Kutty, Jincy Philip, Manjima Kuriakose, Anju Bobby George and Bobby Aloysius) in the State, along with others like entrepreneurs, scientists, academicians, artists and so on
- Vimala International Aquatic Academy is a remarkable infrastructural reformation carried out in the current accreditation period
- The College is a Member Institution of the United Nations Academic Impact Programme which is an initiative that aligns institutions of higher education with the goals and principles of the United Nations
- Only College in the state with UGC Centre for Women's Studies
- Many luminaries have visited the College in the current accreditation period
- Secured Best Women's College position several times for sports and cultural events at the University level
- Established a start-up for napkin production employing eco-friendly materials.
- Venue for many Govt initiatives like Sankalp Job Fair, Vaccination Drives, SAAC Principals meet, Rendezvous-All Kerala Social Work Students' Meet etc
- Vimala has always been supported by competent and highly qualified teaching fraternity
- Talented student community excelling in academics, co-curricular as well as extracurricular spheres
- Student Exchange Programme: Two international students from St Xavier's College, Kathmandu, Nepal, completed internship at the College
- Seven of our students were members of the team that emerged champions of the First Asian Soft baseball Games at Nepal. International sports stars have represented India at the 15th Asian Women Youth Handball Championship held at Lebanon, Asia; World University Judo Championship held at Chinese Taipei
- NCC Cadets have represented Kerala and Lakshadweep Directorate at the Republic Day events in Delhi and secured the Director General's Commendation Card

### Concluding Remarks :

Vimala College, a Women's College, situated in the cultural capital of Kerala upholds a legacy of emboldening women as harbingers of change since 1967. The onus of making higher education accessible to the less privileged gender was the fundamental objective that led to the institution's establishment. Governed by the ideals of the founders, upholding the vision and mission, delivering quality teaching-learning, engaging in co-curricular and extension ventures in tandem with the UGC and NAAC framework, the College is a forerunner in the region for initiating various quality efforts.

The academic endeavours undertaken gained greater impetus with autonomy granting syllabus revision



rights, new programmes being introduced, enhancement of add on courses and the increase in the number of research centres. This reflects in the results, student progression, student placement and number of project work/research activities undertaken on and off the campus. The staff and students have brought various laurels to the institution in academics, arts and sports.

Vimala's efforts in inculcating commitment to community present in the response towards the floods, Okhi, pandemic and related rehabilitation and crisis management measures. The urban location facilitates diversity of students and possibilities to meet the varied demands of the stakeholders utilizing the opportunities afforded by the location of the College with proximity to places of literary, scientific, social and economic importance. The recognitions and accreditations bear testimony to Vimala's tireless efforts towards shaping an empowered generation that possesses academic prowess, diligence, 21st century skills set and emotional competence. Vimalites have been excelling in their respective domains and continue to be diligent contributors to nation building. The future aspiration is to achieve the status of Deemed to be University to secure further academic flexibility to incorporate multidisciplinary programmes and others in tune with the National Education Policy.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</b></p> <p><b>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>851</td><td>741</td><td>672</td><td>617</td><td>618</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>133</td><td>112</td><td>112</td><td>098</td><td>098</td></tr></table> <p>Remark : Observation accepted &amp; Input Edited as per document provided by HEI</p>	2020-21	2019-20	2018-19	2017-18	2016-17	851	741	672	617	618	2020-21	2019-20	2018-19	2017-18	2016-17	133	112	112	098	098
2020-21	2019-20	2018-19	2017-18	2016-17																	
851	741	672	617	618																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
133	112	112	098	098																	
1.2.1	<p><b>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p><b>1.2.1.1. How many new courses are introduced within the last five years</b></p> <p>Answer before DVV Verification : 1190</p> <p>Answer after DVV Verification: 923</p> <p><b>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years.</b></p> <p>Answer before DVV Verification : 1657</p> <p>Answer after DVV Verification: 3874</p> <p>Remark : Observation accepted &amp; Input edited accordingly</p>																				
1.3.3	<p><b>Average Percentage of students enrolled in the courses under 1.3.2 above.</b></p> <p><b>1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1520</td><td>1636</td><td>1563</td><td>1541</td><td>770</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>419</td><td>540</td><td>545</td><td>439</td><td>351</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	1520	1636	1563	1541	770	2020-21	2019-20	2018-19	2017-18	2016-17	419	540	545	439	351
2020-21	2019-20	2018-19	2017-18	2016-17																	
1520	1636	1563	1541	770																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
419	540	545	439	351																	

	Remark : Observation accepted & Input edited as per list provided by HEI																				
1.3.4	<p><b>Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</b></p> <p>1.3.4.1. <b>Number of students undertaking field projects / internships / student projects</b> Answer before DVV Verification : 1913 Answer after DVV Verification: 1821</p> <p>Remark : Observation accepted &amp; input edited considering repeated students counted only once</p>																				
1.4.2	<p><b>The feedback system of the Institution comprises of the following :</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and report made available on website Answer After DVV Verification: B. Feedback collected, analysed and action taken Remark : Observation accepted &amp; input edited accordingly</p>																				
2.3.3	<p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )</b></p> <p>2.3.3.1. <b>Number of mentors</b> Answer before DVV Verification : 143 Answer after DVV Verification: 141</p>																				
2.4.3	<p><b>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b></p> <p>2.4.3.1. <b>Total experience of full-time teachers</b> Answer before DVV Verification : 1120 Answer after DVV Verification: 1100</p>																				
3.1.2	<p><b>The institution provides seed money to its teachers for research (average per year, INR in Lakhs)</b></p> <p>3.1.2.1. <b>The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).</b> Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>7.10812</td><td>0.47</td><td>0.382</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>4.7</td><td>0.47</td><td>0.382</td><td>0</td><td>0</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	7.10812	0.47	0.382	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	4.7	0.47	0.382	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
7.10812	0.47	0.382	0	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
4.7	0.47	0.382	0	0																	

Remark : Observation accepted & input edited as per audited statement

3.1.3

**Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years**

**3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	3	2	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	6

Remark : Observation accepted & input edited excluding Travel Grants , Training programs

3.2.1

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25.65	83.80285	11.45778	19.34268	106.29553

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
20.5	81.883	9.062	17.15	101.415

Remark : Observation accepted & Input edited accordingly

3.2.4

**Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**

**3.2.4.1. Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	6	4	3	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	2	2	3

### 3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	14	14	14	14

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	14	14	14	14

Remark : Observation accepted & input edited as per metric 3.2.1

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
144	58	39	42	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19	7	8	9	3

### 3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
57	15	32	15	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
---------	---------	---------	---------	---------

42	9	18	10	5
----	---	----	----	---

Remark : Observation accepted & Input edited considering publications with ISSN numbers

**3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
108	23	6	9	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
53	15	4	8	11

Remark : Observation accepted & Input edited considering books & chapters with ISBN numbers

**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

**3.5.1.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15.34218	2.9824	4.0303	18.09805	26.6448

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.16	0	0.299	0.0715	0.025

Remark : Observation accepted & Input edited as per audited statement

**3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**

**3.5.2.1. Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

6.83403	4.03065	3.16942	11.2852	9.99915
---------	---------	---------	---------	---------

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	1.73	0	0	0

Remark : Observation accepted & Input edited excluding expenditure spent on Swimming pool, Chemical material, teacher for attending conference, facilities for training staff

**3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	19	11	3	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	9	8	2	5

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
58	72	44	57	54

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
46	57	36	42	39

Remark : Observation accepted & Input edited accordingly

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

**3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above**

**year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2841	2639	2500	2494	2484

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1932	1502	2115	1997	1785

Remark : Observation accepted &amp; Input edited as per metric 3.6.3

**3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work****3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
462	60	207	44	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
52	08	43	14	02

Remark : Observation accepted &amp; Input edited considering collaborations documents

**4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)****4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
251.88	251.48	193.40	211.04	143.58

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16.28	51.11	56.94	86.65	105.07

Remark : Observation accepted &amp; Input edited as per Audited statement



4.2.3	<p><b>Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</b></p> <p><b>4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>13.38309</td><td>8.51222</td><td>6.50863</td><td>20.2822</td><td>6.81906</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>2.49</td><td>1.94</td><td>1.27</td><td>1.14</td><td>1.09</td></tr></table> <p>Remark : Observation accepted &amp; Input edited as per audited statement</p>	2020-21	2019-20	2018-19	2017-18	2016-17	13.38309	8.51222	6.50863	20.2822	6.81906	2020-21	2019-20	2018-19	2017-18	2016-17	2.49	1.94	1.27	1.14	1.09
2020-21	2019-20	2018-19	2017-18	2016-17																	
13.38309	8.51222	6.50863	20.2822	6.81906																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2.49	1.94	1.27	1.14	1.09																	
4.2.4	<p><b>Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year</b></p> <p><b>4.2.4.1. Number of teachers and students using library per day over last one year</b></p> <p>Answer before DVV Verification : 470</p> <p>Answer after DVV Verification: 392</p> <p>Remark : Observation accepted &amp; Input edited accordingly</p>																				
4.3.3	<p><b>Bandwidth of internet connection in the Institution.</b></p> <p>Answer before DVV Verification : 750 MBPS</p> <p>Answer After DVV Verification: 5 MBPS - 20 MBPS</p> <p>Remark : Observation accepted &amp; Input edited as per documents provided</p>																				
4.4.1	<p><b>Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</b></p> <p><b>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>327.81</td><td>236.60</td><td>269.33</td><td>288.12</td><td>248.05</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>28.28</td><td>5.48</td><td>12.53</td><td>0</td><td>8.3</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	327.81	236.60	269.33	288.12	248.05	2020-21	2019-20	2018-19	2017-18	2016-17	28.28	5.48	12.53	0	8.3
2020-21	2019-20	2018-19	2017-18	2016-17																	
327.81	236.60	269.33	288.12	248.05																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
28.28	5.48	12.53	0	8.3																	

Remark : Observation accepted & Input edited as per audited statement

- 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years**
- 5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1142	1205	1313	1317	1259

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01142	1205	1313	1317	1259

Remark : Observation not accepted because of screenshots of on line transactions are provided by HEI

- 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years**
- 5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
775	703	723	764	719

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Observation accepted & Input edited because of expenditure is not reflected in audited statement

- 5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2134	1896	1786	1776	1648

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1325	955	1324	1241	847

Remark : Observation accepted & Input edited accordingly

5.2.1

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
161	65	31	37	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
96	37	21	26	7

Remark : Observation accepted & Input edited excluding Email offers & offers without signature

5.2.3

**Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	35	39	18	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	32	39	16	12

**5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	38	41	23	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	38	41	23	13

Remark : Edited as per Data Template excluding Repeated students

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

**5.3.1.1. Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
62	153	66	248	58

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
30	65	19	34	19

**5.3.3 Average number of sports and cultural events / competitions organised by the institution per year**

**5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
114	82	41	39	45

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
49	32	13	18	22

Remark : Observation accepted & Input edited accordingly

5.4.2	<p><b>Alumni financial contribution during the last five years (in INR).</b></p> <p>Answer before DVV Verification : A. ? 15 Lakhs Answer After DVV Verification: E. &lt;2 Lakhs Remark : Observation accepted &amp; Input edited because of Alumni contribution not reflected in audited statement</p>																				
6.3.3	<p><b>Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.</b></p> <p><b>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>44</td><td>28</td><td>20</td><td>9</td><td>3</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>7</td><td>11</td><td>7</td><td>2</td><td>1</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	44	28	20	9	3	2020-21	2019-20	2018-19	2017-18	2016-17	7	11	7	2	1
2020-21	2019-20	2018-19	2017-18	2016-17																	
44	28	20	9	3																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	11	7	2	1																	
6.3.4	<p><b>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).</b></p> <p><b>6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>91</td><td>63</td><td>30</td><td>35</td><td>25</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>90</td><td>63</td><td>30</td><td>35</td><td>25</td></tr></table> <p>Remark : Observation accepted &amp; Input edited accordingly</p>	2020-21	2019-20	2018-19	2017-18	2016-17	91	63	30	35	25	2020-21	2019-20	2018-19	2017-18	2016-17	90	63	30	35	25
2020-21	2019-20	2018-19	2017-18	2016-17																	
91	63	30	35	25																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
90	63	30	35	25																	
6.4.2	<p><b>Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)</b></p>																				

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
115.22934	25.96817	30.01997	85.8252	57.42562

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
28.6	15.88	9.55	13.52	14.00

Remark : Observation accepted &amp; Input edited as per Audited statement

6.5.3

**Quality assurance initiatives of the institution include:**

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. Any other quality audit recognized by state, national or international agencies (ISO Certification)

Answer before DVV Verification : All of the above

Answer After DVV Verification: 3 of the above

Remark : Observation accepted &amp; Input edited because of ISO certificate is beyond assessment period

7.1.5

**Green campus initiatives include:**

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. landscaping with trees and plants

Answer before DVV Verification : A. Any 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Observation accepted &amp; Input edited because of supporting documents not provided for Sr. Nos. 1 &amp; 4

7.1.7

**The Institution has disabled-friendly, barrier free environment**

1. Built environment with ramps/lifts for easy access to classrooms.

2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

Remark : Observation accepted & Input edited because of supporting documents not provided for Sr. Nos. 3 & 4

7.1.10 **The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Observation accepted & Input edited because of supporting documents not provided for Sr. No. 3

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p><b>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>2809</td><td>2601</td><td>2456</td><td>1742</td><td>873</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>2809</td><td>2601</td><td>2456</td><td>2466</td><td>2451</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	2809	2601	2456	1742	873	2020-21	2019-20	2018-19	2017-18	2016-17	2809	2601	2456	2466	2451
2020-21	2019-20	2018-19	2017-18	2016-17																	
2809	2601	2456	1742	873																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2809	2601	2456	2466	2451																	
2.2	<p><b>Number of full time teachers year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>143</td><td>135</td><td>133</td><td>128</td><td>126</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	143	135	133	128	126										
2020-21	2019-20	2018-19	2017-18	2016-17																	
143	135	133	128	126																	

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
141	133	131	126	124

NAAC