SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

NATIONAL INSTITUTE OF SPEECH AND HEARING

NATIONAL INSTITUTE OF SPEECH AND HEARING NISH ROAD, SREEKARIYAM P.O., 695017
http://www.nish.ac.in/

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

BANGALORE

May 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The **National Institute of Speech and Hearing (NISH)** is a unique campus with a flourishing environment conducive to an integrated coexistence. It is set up with the primary objectives of taking up activities necessary for the **education and rehabilitation of the deaf and hard of hearing population** of the state. It has made significant progress in implementing various programs and services for the benefit of **people with communication disorders.** The institution itself is representative of a typical inclusive environment with tolerance and harmony towards **physical/mental differences, cultural, regional linguistic, communal socio-economic and other diversities.**

National Institute of Speech & Hearing (NISH) was **established as a society under Travancore-Cochin Literary, Scientific and Charitable Societies Registration Act 1955, vide G.O. (Ms) No. 7/97/SWD** dated **11th March 1997** by the **Social Justice Department, Government of Kerala.** on the initiative of the state of Kerala. It has been functioning at its **campus at Akkulam since October 2007**. Facilities available at NISH include laboratories well equipped for **detection and evaluation of hearing loss, intervention and rehabilitation. Necessary diagnostic and therapy facilities** have also been set up. As regards academic programs, NISH has established technology-equipped classrooms, full-fledged computer labs and art studios. Since its inception, NISH has been on the path of growth and expansion. It was **recognized as a centre of excellence by the Rehabilitation Council of India in 2002.** NISH was the first institute in the state to start **Bachelor of Audiology and Speech-Language Pathology (BASLP)**, and **Master of Audiology and Speech-Language Pathology (MASLP)** programs to prepare audiologists and speech therapists. Also, NISH was the **first college in the country to start exclusive degree courses for the deaf and hard of hearing** viz. **Bachelor of Computer Science (HI)**, **Bachelor of Fine Arts (HI)**, and **Bachelor of Commerce (HI)**. NISH has obtained **NAAC A-Grade accreditation in May 2016**. In 2021, NISH has started a **Bachelor's degree program in Occupational Therapy (BOT)**. Currently, NISH acts as a **nodal agency of Central and State Governments** and provides various services related to disabilities.
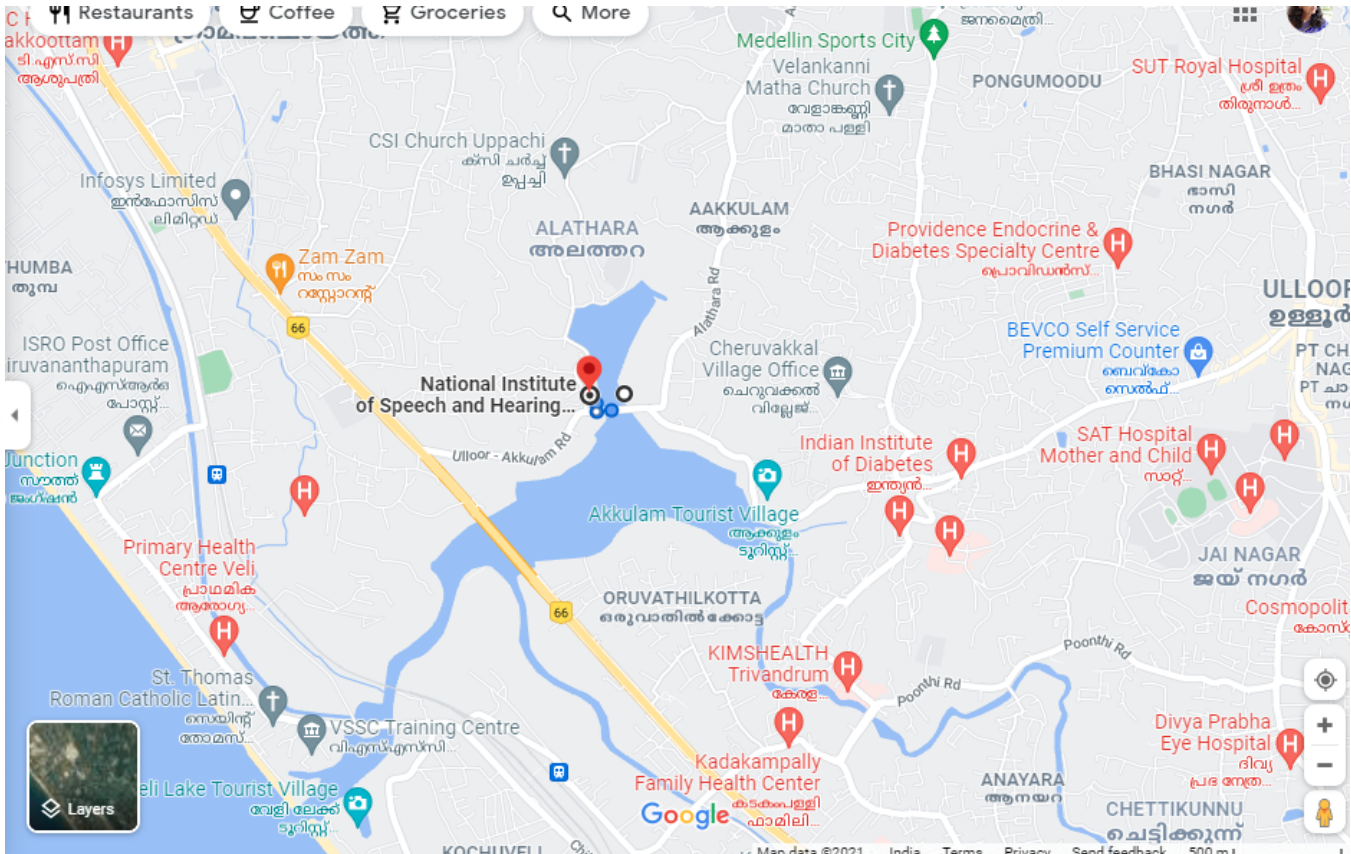
Vision

To be "**An institution of excellence in education, research, and service; with an inclusive environment for people of all abilities to achieve their full potential**."

The range of services will be:

- Higher Education
- Preparation of professionals
- Research
- Policy formulation for services and rehabilitation

Mission

- Provide the best inclusive and integrated educational environment for PwD and people of all abilities, offering them access to higher education, to enable them to have successful and fulfilling lives.

- Create and prepare a pool of world-class professionals in select liberal arts, science and technology, and disability studies and services: researchers, practitioners, educators, and rehabilitators.

- Carry out cutting-edge research in disabilities: in prevention, screening and detection, early intervention,

assistive technologies, education, rehabilitation, and integration into society.

- Provide prevention, screening, and detection; plan and execute extension and outreach programs, and key intervention models in disability services on and off-campus.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Proactive government policies** for improving the quality of life of Persons with Disability.

2. **The participative Governance system** involves students and staff through various committees.

3. Recognition as a **pioneering Institute in Higher education for Persons who are deaf and hard of hearing.**

4. **Complete Government Support** for quality Education of HI, for NISH, to be **recognized as a Centre of Excellence** (process ongoing).

5. **Flexibility to identify needs** and meet the expectations of stakeholders.

6. **Support by top management:** Adequate and timely support from higher authorities for the expansion of departments.

7. **Professional and qualified faculty** -Teaching & clinical, qualified, experienced, and dedicated.

8. **Collaborative research-** Institute engages in collaborative activities related to AI, technologies for sign language etc with IIT Chennai, CUSAT, CeDC.

9. **State of the art of clinical facilities** in Audiology, Speech-Language Pathology, and Physiotherapy labs for diagnostic and intervention services for children and adults with communication disorders.

10. **Online services for assessment and rehabilitation through tele-practice** and **technology-enabled academic teaching** of UG and PG students through Moodle LMS and google classroom.

11. **Active involvement in research** by faculty which includes attending national and international conferences, publications in national and international peer-reviewed journals, book chapter publications, and undertaking external funded projects.

12. **International collaboration** to promote strong intercultural, clinical, and academic learning and enhance International exposure and training for faculty.

13. **Faculty Development Program** - Regular updations of knowledge by providing National and International level training with financial assistance for staff for professional development.

14. Motivating work culture

15. Infrastructure with sufficient **IT-enabled amenities** for effective teaching-learning.

16. Teamwork - An exuberant, vibrantly driven approachable team of faculty has been working together for the well-being of others.

17. **Multidisciplinary approach**- The faculty is able to work in harmony with professionals from different departments.

18. **Adaptability** - Services especially during the COVID-19 pandemic could be made available for all with ease via online platforms. Support from Sign Language Interpreters was available when handling persons with hearing impairment. Modifications in interventions were also on par with the changing circumstances.

19. **Professional ethics adherence** - Services are being provided by giving utmost importance to professional ethics involving privacy, confidentiality etc.

20. Alumni - a proven track record of preparing students for future ventures

21. Office automation through the implementation of **ERP solution and E- office**.

22. **Efficient accounting system**- adopting best practices, a strong internal control mechanism in the Accounting function, Experienced Manpower to handle Finance & Accounts, **Fully computerized accounting system**, Financial statements (Balance Sheet, Income & Expenditure Statement) and reporting within the time frame.

Institutional Weakness

1. **Infrastructure and Space constraints** for establishing new units for the purpose of training students.

2. **Hindrance in new building construction**- Sanction from the government for the land conversion is getting delayed. This in turn delayed new building construction.

3. **Minimal income generation** thereby heavy dependency on government funds.

4. **Research publications** - Publication data is available but tight schedule results in low prioritization.

5. **Lack of a full-time Executive Director** on the campus to work dedicatedly for NISH.

6. L**ack of established staff pattern**, recruitment process, and promotion criteria.

7. **Staff recruitment** -only on a contract basis.

8. **Transport facility** - NISH is located away from the city and has no adequate Public transport system.

Institutional Opportunity

1. Substantial **support from Govt of Kerala.**

2. Ample opportunity to **develop the institution into one of National importance.**

3. **Premier institute in the field of disability-related studies and services**, hence a strong contributor in policy making for PwDs.

4. **Diverse campus** thereby providing the **opportunity for the disabled and non-disabled populations to collaboratively work and suppor**t each other.

5. **Policy** and **planning** in accordance with provisions under **RPWD Act, 2016.**

6. **Indian Sign Language training for the public** from various domains- for teachers, health professionals, first responders etc.

7. **Innovation and flexibility** in the t**eaching-learning process** and **developing strategies.**

8. **Scope for collaborative projects, faculty development programs**, and **certification programs** in specialized areas.

9. Objectives, scope, materials, solutions, and services are ever-expanding to meet future challenges.

10. **Continued professional training** (CPT) for faculty

11. **Automated solutions** for the campus management (clinics and academics)

12. **New Building Master plan laid down for the infrastructure development** for the upcoming requirements.

13. Students are given the **opportunity and encouragement in career development.**

14. Student participation in **National and International sports competitions.**

15. Future-ready for **IT infrastructure**.

16. **Community** as an important **stakeholder.**

17. Upgradation of all departments as **centers of excellence in training, research, and clinical services.**

Institutional Challenge

Follow up of bureaucratic process:

1. Land ownership.

2. Sufficient funding for infrastructure.

3. Maintenance of infrastructure and constructed building.

4. Automation.

5. Functions of campus

6. Facility for hostel inside the campus.

7. Green Audit, Environmental Audit, Energy Audit, green certification etc.

HR:

1. regularisation of staff

2. Developing the institution to a higher level for a centre/state university

Keep up with changes in NEP POLICY

1. Preparedness for crisis situations like covid-19

2. Setting up a research and publication cell

3. Focus on the holistic well-being of service receivers and providers

4. IT infrastructure to update matching fast development and technology

5. Networking with various care providing centers

6. Absence of National/ State Council for Occupational Therapy

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

During the period of 2016-20, the institution followed a **systematic and well-planned system of curricular planning and delivery** of all the UG and PG programs except BFA (HI) underwent revision. The BFA (HI) program revision is in progress and under the consideration of Kerala University. A new **Bachelor of Occupational Therapy**, BOT, commenced in 2020. The **undergraduate programs** were affiliated to Kerala

university under the **Credit based semester system** and **BFA (HI)** under the **Elective system**. The admission process is being done systematically by the admission committee. The students' performance is being continuously evaluated through internal assessments, assignments, and end-semester examinations. An **Examination Management and Control committee** monitors the overall final assessment process. Fieldwork, Projects, and internships are integral parts of all the academic programs. The curriculum activities are planned and administered systemically by semester plans, monthly plans, and daily reports. The overall progress of the student is documented using the skill matrix. To ensure the development of students in domain-specific technical and research areas, 13 **value-added courses** are offered outside the curricula. The students are also encouraged to participate in various State, national and international level conferences and seminars. As the vision and mission of NISH are closely related to Professional Ethics, Gender, Human Values, Environment, and Sustainability. The general policy of the institution is to integrate and reflect these qualities in all the activities and programs. The **Committee Against Sexual Harassment** reviews the Sexual Harassment Policy every year and incorporate features that will be benefited the employees for justice. **Green Protocol Compliance Committee** had been formulated to implement the green protocol initiative of **Haritha Kerala Mission** under the **Government of Kerala**. The institution conducts a number of outreach programs and camps with the active participation of the students and the faculty members, which helps to develop a sense of social responsibility and commitment and for improving personal and professional skills for them.

Teaching-learning and Evaluation

The teaching, learning, and evaluation system in the college aims to cultivate a young group of students with abundant knowledge, creativity, innovativeness, and professionalism. NISH aims to provide the best inclusive and integrated educational environment for PwD, especially individuals with hearing impairment, offering them access to higher education, to enable them to have successful and fulfilling lives. These visions are achieved through inculcating ICT-enabled teaching strategies, improving the teacher profile, maintaining appropriate mentor-mentee relationships, and implementing strategies for facilitating the skills of slow learners as well as advanced learners.

Admission to BASLP, BOT, MSc. Audiology, and MSc.Speech-Language Pathology programs are through the **Kerala State Centralized allotment Process.** For Degree (HI), NISH is a pioneer in the country offering special higher education courses affiliated with the University of Kerala for students who are deaf and hard of hearing. The **high demand ratio of various programs** indicates the uniqueness of these programs as well as the institute.

? The average enrollment percentage during the assessment year is above 50% following the reservation policy of the state Government of Kerala.

? **Students are grouped into slow and advanced learners** based on the internal assessment and remedial classes are given to slow learners. Advanced learners are guided and motivated to participate in various national and international seminars and publish their research activities.

? The average teaching experience of the college is around 10 years and the **student-teacher ratio is 5.**

? IQAC ensures mentoring of all students in various programs through frequently organized mentor-mentee meetings. **Mentor mentee ratio is 1: 4 in the Degree (HI) programs** and the **ratio for ASLP and BOT is 1: 10**. The **service of in-house psychologists is also available** for the mentees.

? Institute strictly follows a continuous internal assessment mechanism as recommended by the University of Kerala and Kerala University of Health and Allied Sciences. The internal assessments are based on the written exams, assignments, class participation, presentation skills etc. Internal assessment-related grievances are addressed through a 3 tier grievance redressal mechanism, i.e. at the teacher level, department level, and institute level.

- As part of experiential learning, the **Dept of ASLP has collaborated with Salus University - Osborne College of Audiology** and **Purdue University** from the year 2017. Every year a team of faculty with their students from these universities visit our institute and observe clinical activities along with our students.
- All the classrooms on the campus used for academic transactions are ICT-enabled. ICT is also used for co-curricular and extracurricular activities conducted on the campus. The teachers are trained to use the ICT resources. **Online courses have been developed for the public on Indian Sign Language** and on '**Forms of Business Organisation' exclusively for the deaf and hard of hearing**. This course is hosted on the Swayam portal.
- **Pass percentage during the assessment period is 79%.**

Research, Innovations and Extension

The National Institute of Speech & Hearing has given equal importance to research, innovation, and extension activities along with teaching and learning. There is a **well-defined research policy and well-structured facilities** embedded with the research infrastructure. **66.66% of the academic departments have funded projects** in the ongoing assessment year. **43 research papers were published in various national and international academic journals.** NISH has received **Rs. 627.02 lakh as research grants** from Governmental and non-governmental funding agencies.NISH has academic collaborations and student exchange programmes with two foreign Universities in the USA.

The Research Review Committee has conducted a series of programmes consisting of **33 sessions on research methodology.** Several MOOCs on research-related topics are subscribed. Students are trained in scholarly writing using an academic writing platform, plagiarism checker, grammar tools, etc. One of the NISH faculties was awarded the prestigious **Fulbright Fellowship** and four others were awarded, National fellowships.

An **Innovation Entrepreneurship Development Cell** was established at NISH mentoring students to develop innovative skills and entrepreneurial qualities.NISH created the **first Indian Sign language Malayalam alphabet** and **translated the National Anthem, Gandhi's Bhajans, etc. into Indian Sign Languages**.

NISH was the **first institute in India to launch a higher education program for deaf students**. Also, first, in India, NISH launched a **comprehensive training programme for Inclusive educators in higher education**. The NISH **Library becomes inclusive by implementing various Assistive Technology devices and services** for the visually impaired. NISH has been undertaking sign language interpretation services for courts, police stations, government agencies, etc. where the clients are deaf. Over sixty online Interactive Disability Awareness Seminars were held, addressing PwDs' concerns and questions about disability management.

NISH has successfully conducted a **24X7 helpline service for the deaf during the COVID** times. It has also

extended its **Sign Language Interpretation service to various news channels** and provided valuable extension services to the public in general and PWDs in particular. NISH has conducted sensitization programmes about disabilities for healthcare professionals and has **tie-ups with hospitals for neonatal auditory screening.** NISH has conducted **hearing aid distribution camps, stuttering awareness camps**, etc. in different parts of the state.

Infrastructure and Learning Resources

Adequate infrastructure facilities are key for the effective and efficient conduct of educational programs. The growth of infrastructure thus has to keep pace with the academic developments in the institution. A provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities which will ensure their availability on a continual basis. NISH is a peerless institution that significantly varies in its functions, services, and objectives; so the library's functions, capacities, responsibilities, and accountabilities are also varying.

The Library is automated with an ILMS: A user interface called OPAC is enabled to search Library resources.

Disability Friendly Library: Equipped with an array of Assistive Technology devices, and solutions enabling PwDs.

Accessibility Friendly Library: Provided with lifts, tactile-embedded walkways, wheelchair-accessible racks, accessible utilities etc.

Digital Repository: An open-source digital repository '**DSpace**' has archived all academic outputs.

Academic Writing Platform: Academic community is trained in **APA Style Central**.

Plagiarism Checking Service: Extended the service of the software '**Turnitin**'.

Institutional Membership: NISH is a member of the **UGC- INFLIBNET consortium** and has licensed to access thousands of e-books and e-journals

Research Entrepreneur Courses: Hosts structured online courses designed by the **CITI Program**, USA for research entrepreneurs.

The institution adopts policies and strategies for adequate technology deployment and maintenance. The staff and students have access to technology and information retrieval on current and relevant issues and the institution deploys and employs ICTs for a range of activities.

Having adequate infrastructure is not enough for effective institutional functioning, but regular maintenance and periodic replenishment of infrastructure are essential. It is necessary that the institution has sufficient resources allocated for regular upkeep of the infrastructure and there are effective mechanisms for the upkeep of the infrastructure facilities; and promote the optimum use of the same. The staff and students have access to technology and information retrieval on current and relevant issues.

Student Support and Progression

NISH is a unique campus with a flourishing environment conducive for an integrated coexistence. NISH runs courses affiliated to two Universities. The college has a strong student support system. There are the 2 approved students' councils for KU and KUHS. Various student clubs give the students a dynamic experience of college life outside academics. The Students Council and the members of students clubs are involved in cleaning drives, awareness programs, and events that enhance the students' skills in organization, administration, and execution.

NISH celebrates **World Disability Day**, **World Deaf Day**, and **International Day of Sign Languages** along with other days of national importance to give a sense of pride to our deaf community. To help the DHH overcome their challenges, various training programs focused on improving their communication skills as well as soft skills are made available. **Alumni and successful persons who have overcome their disabilities are invited to the campus and interact with the students,** motivating them and giving them more vision. During the monthly assembly, prominent personalities are invited and they share their valuable experiences on diverse topics. To promote the coexistence of the two groups of the student community on the campus, the **institution encourages the spread of Indian Sign Language to increase communication between the two groups** and thereby assimilate the student population into one cohesive whole. Students, especially the DHH, are given all the support they require in participating in sports and arts competitions as these provide a way to integrate them with society. NISH has a Training and Industry Placement cell to provide career counseling and job placements. NISH has created tie-ups with various corporates. Many of our alumni are placed in good positions. Training for establishing start-ups are being provided with IEDC assistance.

NISH provides help in availing loans from banks to students from economically weak backgrounds as well as providing deserving students with scholarships. The most significant of all the initiatives taken by the institution to support the students is that the faculty members take care to cultivate excellent relationships with their students. **Grievance cells** are constituted for addressing their grievances.

Governance, Leadership and Management

NISH, an autonomous institution, under the Social Justice Department, Government of Kerala, is a comprehensive multi-purpose institute focusing on the identification, intervention, rehabilitation, and education of individuals with disabilities. As per the MoA (Bye-Law), the **activities of the Institute are monitored by the Governing Council appointed by the Govt, Chaired by the Minister of Social Justice, GoK.** The Project Board is responsible for the management and administration of the affairs of the institute. **The Executive Director (ED) is the Head of the Institution** and is responsible for the day-to-day operations of the institute. The participative management of the institute is being done through the **CORE Operations Group**, the **immediate advisory and strategic support group** to oversee the daily operations. The **COG consists of all department heads** and is involved in the planning, development, oversight, and validation of the various institutional policies. Decision-making is decentralized at the level of **Departmental Heads**, **Heads of Programs, Academic and Clinical Coordinator, Finance Officer, Administrative Officer**, and **HR Officer**. The institution has a good procedure and policy for recruitment. The Institute follows service rules approved by the Governing Council prepared in accordance with Kerala Service Rule. Staff pattern and service rules are to be prepared for the new updated sanctioned posts and it is under process.

The Annual performance appraisal at NISH is done as per the procedure set in the appraisal manual prepared by the **Performance Evaluation and Promotion Recommendation (PEPR) committee.** The

objective of the appraisal system is to motivate employees to continuously improve their professional knowledge and skills, and correct deficiencies, if any in order to perform better and be able to advance in their careers and achieve their full professional potential. **Virtual Desktop Infrastructure (VDI)** is being provided enabling easy access, and flexible implementation of e-governance in areas of Administration, HR, finance, admission, examination, and student activities, enhancing good governance through transparency, participation, and accountability from the stakeholders. NISH provides a good and safe environment that ensures professional development and job satisfaction of the teaching and non-teaching staff members. NISH provides an **Inclusive campus** with a **complete Barrier-free environment.**

Institutional Values and Best Practices

NISH upholds inclusiveness with hearing and hearing-impaired students sharing the same campus in its own unique, fabulous way instilling and cherishing cultural and social values through the following initiatives:

1. **Gender-sensitive facilities** and **gender equity** are maintained.

2. **Disability-friendly campus.**

3. **Solar energy units, biogas plant, LED fittings**, etc., with 5-star rated power-efficient equipment.

4. **Well-organized waste management system.**

5. **Rainwater harvesting facility** with large water tanks, and an open well. The **water bodies and canal alongside** campus are maintained and preserved.

6. **Green campus initiatives** were taken and **Green Audit** was performed.

7. **Divyangjan-friendly facilities** and resources.

8. **Assistive Technology (AT) lending library for PwDs** and try-out devices and **an online AT course offered** (first of its kind).

9. **Online classes** and **tele-therapies** provided.

10. All programs are organized in the most inclusive ways possible.

11. **National-international days, events, festivals**, etc., are celebrated to inculcate **social and humane values** and to sensitize them on **constitutional obligations.**

12. **Code of conduct** maintained for faculty and staff and **Student's Handbook** for students.

13. Monthly assemblies with awareness programs.

Best Practice #1: NISH ICT-ENABLED STUDENT-CENTRED PRACTICES (NIESCP):

1. ICT-enabled classrooms (all) and with wifi-enabled campus,

2. Virtual Desktop Infrastructure (VDI)

3. Assistive Technology (AT) enabled services and accessibility solutions,

4. DHI Dashboard

5. Learning Management Systems.

Best Practice #2: NISH STUDENT-COMMUNITY SUPPORT SYSTEM (NSCSS):

1. 24x7 Helpline Service

2. Daily ISL News on YouTube

3. Study abroad program with Purdue University and Salus University

4. Tele-assessment and Telerehabilitation Services

5. Online Counselling Services

6. ISL Repository

7. Audio-Visual Studio

8. Monsoon Alert Videos in ISL

9. NISH Online Interactive Disability Awareness Seminar (NIDAS)

10. NISH Innovative model Inspirational Speeches (NIMIS)

11. Innovation by Youth with Disabilities (I-YwD)

12. Innovation and Entrepreneurship Development Cell (IEDC)

13. ADIP Scheme

14. Camps for Speech and Language Evaluation and Audiology Screening

15. NISH Pacesetter Programme

Institutional Distinctiveness: The only institution to provide higher education to both hearing-impaired and hearing students on the same campus with *inclusiveness* as its core value.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NATIONAL INSTITUTE OF SPEECH AND HEARING
Address	National Institute of Speech and Hearing NISH Road, Sreekariyam P.O.,
City	Thiruvananthapuram
State	Kerala
Pin	695017
Website	http://www.nish.ac.in/

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director(in-charge)	M. Anjana Ias	0471-2944666	7558007444	0471-2944699	nishinfo@nish.ac.in
IQAC / CIQA coordinator	Shirly G.	0471-2944678	9447257374	-	shirlyg@nish.ac.in

Status of the Institution	
Institution Status	Government and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	08-10-1997

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Kerala	Kerala University of Health Sciences	[View Document]()
Kerala	University of Kerala	[View Document]()

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	15-07-2011	[View Document]()
12B of UGC	24-05-2013	[View Document]()

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
RCI	[View Document]()	31-08-2020	48	

Details of autonomy

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

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	National Institute of Speech and Hearing NISH Road, Sreekariyam P.O.,	Urban	9.75	124225.3

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BOT,Occupational Therapy	54	Higher secondary	English	20	20
UG	BASLP,Audiology And Speech Language Pathology	48	Higher secondary	English	27	25
UG	BSc,Degree H I	48	Higher secondary	English	30	30
UG	BCom,Degree H I	48	Higher secondary	English	30	15
UG	BFA,Degree H I	48	Higher secondary	English	40	7
PG	MSc,Audiology And Speech Language Pathology	24	Higher secondary	English	13	12
PG	MSc,Audiology And Speech Language Pathology	24	Higher secondary	English	13	12

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				3				5				9
Recruited	0	1	0	1	0	0	0	0	0	8	0	8
Yet to Recruit				2				5				1
Sanctioned by the Management/Society or Other Authorized Bodies				0				1				5
Recruited	0	0	0	0	1	0	0	1	3	2	0	5
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				89
Recruited	15	37	0	52
Yet to Recruit				37
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				21
Recruited	11	10	0	21
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	51	0	59
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	12	8	0	20

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	36	6	0	0	42
	Female	52	1	2	0	55
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	22	2	0	0	24
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	1	0	1	5
	Female	5	3	2	4
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	24	10	8	14
	Female	50	26	17	25
	Others	0	0	0	0
General	Male	16	8	7	16
	Female	30	19	13	23
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
Total		126	66	49	89

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	There is no limit to learning and the multidisciplinary educational approach mentioned in NEP 2020 is a big thought by not limiting education to a particular discipline. NISH had pioneered discussions towards this approach way back in 2017. But, we need a generalized system across the state to implement it. The last scheme revisions for Degree-HI programs were done in 2019 before the NEP was announced. The new scheme made a shift to a credit-based semester system. However, there is no scope for the choice of courses in this scheme. In the next scheme revision, we hope to implement NEP policies and include a Multidisciplinary/interdisciplinary approach to widen our students' perspectives. Our distinct

group of DHH students requires such support measures to have an enthusiastic learning environment. Rehabilitation programs run at NISH include Indian Sign Language (ISL) as an interdisciplinary course. The scheme of these programs is regulated by Rehabilitation Council of India norms. The functions of the ASLP department mostly follow a multidisciplinary approach. In academics, apart from core subjects, students get the opportunity to learn various allied subjects which are taught by faculties from other allied and medical disciplines such as psychology, ENT, neurology, statistics, and research. In clinics, an interdisciplinary team approach is used, wherein students and staff of the department interact and work along with other allied professionals such as psychologists, physiotherapists, occupational therapists, and ENT for the assessment and intervention of persons with communication disorders. Students are also encouraged to interact and collaborate with students of other departments for cultural and extracurricular activities and events. Since NISH is an inclusive campus, students of the ASLP department get the opportunity to interact and work along with students with disabilities. The 'Innovation by Youth with Disabilities' (I-YwD) is a year-long free course with a curriculum rendered in a Universal Design format for training youth with disabilities on innovation and entrepreneurship covering thematic areas such as research, problem-solving, and design thinking, prototyping, and entrepreneurship. BOT students get an opportunity to learn the latest techniques of pottery and gardening as a part of their curriculum course - ' Introduction to occupational therapy and Therapeutic activities under modules of designing and home activities to practice analyzing occupations'. Students are being given hands-on exposure to the practical subjects through Activity analysis, in which students identify their skills to fabricate some mini-projects and learn the concepts of Designing, and home recreational skills to integrate prevocational and vocational values through experiential learning. Students interact with occupational therapy outpatient department clinics and work along with physiotherapists, speech therapists, psychologists, special educators, etc., and OT faculties joining with other multidisciplinary interventions in camp services. NISH has always

	strived to provide diversity for all curricula and pedagogy with technological innovations in teaching and learning, encouraging logical decision-making and innovation, critical thinking, and creativity.
2. Academic bank of credits (ABC):	'Academic Bank of Credits' (ABC) is a new initiative in higher education. NISH is yet to start planning on this idea, as our programmes are yet to be revised and conceptualized for a choice based credit system. Since our programmes also include DHH students, it demands special approaches and methods before moving on to a globalized educational environment. The audiology and speech pathology UG programmes till the 2017-20 batch followed the CBCSS scheme while they were affiliated to Kerala University. Students had the choice of attending elective courses for which credit points were given. With the affiliation to KUHS in 2018, the curriculum does not follow the CBCSS scheme and thus the curriculum does not offer credit-based points for the courses. However, students are encouraged to attend online courses (Coursera MOOC), and research methods training via the 'CITI' online courses and the same are considered for their IA marks. During the pandemic, the BOT students had taken their courses in online mode through Google Meet. The students were also prepared for online exams in 2021. The BOT faculties framed a pattern of mock online exam guidelines to train students to take actual internal assessments. Faculties are trained in "Auto proctor" application for online examinations.
3. Skill development:	NISH, in collaboration with the Additional Skill Acquisition Program (ASAP), conducted three skill development programs exclusively for deaf and hard of hearing students, the first of its kind in the country. The skill courses namely Jewellery Designer CAD, Animator, and Assistant Fashion Designer, were delivered by the ASAP team with the support of the DHI department teachers to make the courses accessible. Training, internship, and placement support were also provided to the students. The institute, in collaboration with the Kerala Academy for Skills Excellence, has taken initiatives to plan and offer a skill development program for adults living with neurodevelopmental disorders (NDD) by training service providers approved by the National Skill Development Corporation which includes internship and placement. Innovation and

	Entrepreneurship Development Cell (IEDC) was established at NISH associating with a Governmental agency, Kerala Startup Mission, to mentor students to develop innovative skills and entrepreneurship qualities in starting their own business while studying itself. BASLP students collaborated with the Kerala Development and Innovation Strategic Council (K-DISC) under the Young Innovation Programme (YIP) to develop an online speech-language start-up called Speechline. ASLP students have been given training on English communicative skills, self defense skills and CPR. During induction programs students are provided training on research writing skills and soft skills. BOT students undergo structured clinical training in the domain areas which are physical medicine rehabilitation , neuro rehab, ortho rehab & mental health to acquire the knowledge base cum practical orientation as a part of their curriculum.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	(Teaching in Indian Language, and culture, using online course) For the deaf and hard-of-hearing students, curricular transactions are done in Indian sign language. The existing syllabus does not have courses focusing on Indian culture. The campus is a diverse one with students from different parts of the country and abroad. Different festivals like Holi, Onam, Diwali, and Christmas are celebrated on the campus. The degree HI courses are specially designed for deaf students. An online course on Indian Sign Language is developed and shared with all using Moodle platform. NISH is in the process of collaborating with the IKS center at the Trinity College of Engineering to promote research development in the area of speech and hearing.
5. Focus on Outcome based education (OBE):	The revised (2019) syllabus of Degree (HI) follows the Credit Based Semester System (CBSS). As per university regulations, the next scheme and syllabus will be outcome-based. To make the staff aware of the objectives of Outcome-Based Education (OBE), the Degree (HI) department is conducting a two-day workshop on OBE for the academic staff in May 2022. The outcomes of the present scheme of BFA (HI), BCom (HI) and BSc CS (HI) are given below. The BFA (HI) course has three specializations-Sculpture, Painting and Applied Art. The scheme and syllabus have been so designed that there is substantial practical content and less theory. The

	programme is innovative and is expected to create professionals in the fields of Sculpture, Painting and Applied Art. On the successful completion of the BCom(HI) programme, students are expected to gain a thorough basic knowledge of the fundamentals of Commerce and Accounting. The curriculum offers two specializations - Finance and Tax- and practical disclosures which would prepare the student to face the contemporary challenges in business activities. BSc Computer Science(HI) programme aims to prepare the hearing impaired students to become competent professionals and equip them to meet the industrial need with a focus on programming, web development and multimedia. It also aims to develop the skills needed for a career in application development and equip the students to meet the requirements of the software industry. The ASLP department conducted an exercise on the outcome-based evaluation process for the various courses in the UG and PG programs and as part of the same, a survey was conducted to get feedback on the curriculum from various stakeholders, including professionals, alumni and students. The findings of the survey indicated that the University prescribed curriculum partially meets the OBE requirements. The curriculum of the UG and PG programmes has a specific clinical practicum prescribed for each course from the 2nd semester onwards for which the outcomes are evaluated through internal examination and course-specific viva-voce. As an attempt towards OBE, course mapping for the UG and PG programmes was also done. The outcome-based education indicated by the KUHS BOT curriculum meets the requirements in theoretical and practical applications such as code of ethics, practical exposure in various domains of concern, core values and attitudes to become a successful Occupational Therapist.
6. Distance education/online education:	Currently, no distance education programs are being offered in Degree (HI) department. During the pandemic, for the first time, the Degree Admission Competency Exam(DACE) for entry to UG programs in Degree (HI) was conducted online in 2020 and 2021 for deaf students after successfully completing their 12th standard. Classes and internal assessments were also conducted in online mode. NISH developed a course titled "Forms of Business Organisation" for

SWAYAM platform in collaboration with the Education Multi-Media Research Centre in Kozhikode. The course provides a basic overview of different forms of business organisations. Students attending this course will have an idea of various forms of business structures and will equip them with minimum knowledge to start a business on their own. The content of the course is provided in Indian Sign Language and is first of its kind offered on a government-initiated E-learning platform. Online course on Indian Sign Language (ISL) NISH offers a free 6-week online course on Indian Sign Language (ISL). The course is comprised of 10-15 minute videos each week that is delivered through Moodle platform. The course acquaints participants with basic structure of ISL and enables them to understand and communicate in sign language with some efficiency. This course is taught by deaf teachers. Anyone interested in learning ISL can join this basic course and complete it at their pace. http://117.193.161.43/moodle/course/index.php?categoryid=20 The knowledge Enhancement and Learning Programme (KELP) is a faculty development program intended to enhance the knowledge level of staff. It motivates online learning from international universities without any barriers. No distance education is being offered by the ASLP department. However, PG students in audiology have attended online classes along with AuD students of Purdue University, USA on the subject of Pediatric Audiology in the years 2020 and 2021. Online lectures were imparted by the faculty of Purdue University. Students from Purdue University and Salus University have visited NISH in 2018 and 2019 and students of the ASLP department at NISH got the opportunity to interact with and exchange knowledge (both academic and cultural) with them. Google classrooms have been actively used since 2012 to impart online classes with notes, videos, and links being uploaded for students to refer to as part of their assignments. During the Covid pandemic lockdown, the department was able to impart all the lectures for the UG and PG students via online mode, including the conduct of internal examinations and viva voce. Students and staff were actively involved in telerehabilitation for persons with communication disorders without affecting the services even during the pandemic. Telerehabilitation services are being continued to cater to the needs of

clientele from various parts of the country and even outside. Students are encouraged to undergo online courses via Coursera, Citi online and MOOC platforms. The PG dissertations and research publications are uploaded to the Dspace repository for access. The clinical conference and seminars are being conducted in a hybrid model to allow participation of students in case of their absence in the Institution.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
314	293	213	297	229

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	6	4	5	5

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
184	104	116	167	79

File Description	Document
Institutional data in prescribed format	View Document

2.2

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
116	106	98	67	7

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
57	35	50	59	37

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
63	54	54	44	40

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
66	66	66	66	66

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 16

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
396.39	575.80	514.37	1086.32	2968.83

4.3

Number of Computers

Response: 105

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Curriculum Planning

- All programs follow an **academic calendar** which is prepared at the beginning of each semester on the basis of the university academic calendar and departmental academic plan. For RCI-recognized courses, RCI guidelines are also considered. The faculty prepares semester, monthly and daily plans for each course. **For DHI programs, ISL video lessons are prepared as required.** HoD prepares a staff calendar which assigns faculty for each curricular and co-curricular activities. **Clinical schedules are prepared for ASLP and BOT** courses at the beginning of each semester and, at the beginning of each year respectively. **For DECSE, class observation schedule and teaching practice schedule** is prepared by the program coordinator. HoD in consultation with the Program in Charge prepares the timetable.

- For admissions to different courses, an **admission committee** is formed by the Executive Director. The prospectus is designed by the admission committee and disseminates information through the website. The DHI admissions are through entrance examination and that of ASLP and BOT courses is done through a single-window system by the **LBS Centre for Science and Technology** as a part of the admissions to Paramedical courses in Kerala. The syllabus, prospectus, and regulation of all programs are available on the website. **The admission to DISLI and DECSE courses is done through the RCI website** purely on merit basis through Online Centralized Admission Process by RCI.

Curriculum Delivery

- The DHI curriculum is specially designed for deaf students that includes more practical courses. **Dashboards** are maintained for students and staff separately. The **student dashboard is updated with attendance, seminar schedules, learning resources, previous year questions, academic calendar, and timetable**. **Google classroom is used to deliver assignments, quizzes, class tests, notes, and learning resources.** The courses are run according to the monthly/ daily plans. The program in charge/class coordinator helps the faculty to reach the monthly goals. Internal assessments, seminars, and assessments are carried out as per the scheme of examination. During the pandemic, the internal examinations were carried out in online mode, with the online monitoring of course instructors. The results are published in Google classroom and informed students and parents through email /WhatsApp. The final year students of all courses have to do a final project/dissertation work/ internship.

- For ASLP/BOT courses the class coordinator prepares the clinical posting schedules for each term.

HOD assigns faculty for monitoring the objectives of each clinical area and assessing students' performance and the course instructor serves as the clinical supervisor. Students are divided into groups equal to the number of clinical areas mandated for each term of the BOT/ASLP curriculum as in the syllabus. The students discuss their experience with the clinical supervisor each week. At the end of the clinical postings, the students take exams and make a group case presentation which contributes to practical internal assessment marks. For ASLP courses, the student's clinical skill acquisition is evaluated objectively using the "**clinical skill matrix**" and the clinical supervisors provide extra support to those who score poorly in it.

File Description	Document
Link for Additional information	[View Document](#)

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The academic calendar is prepared for all programs at the beginning of each academic year based on the academic calendar of the university and the departmental academic plan. For RCI-recognized courses, RCI guidelines are also considered. The internal assessments, semester examinations, co-curricular and curricular activities, holidays, results publication dates are well planned and scheduled in the academic calendar. This gives the students an overall idea about how the academic year is planned and helps them to plan their activities accordingly. The holidays are given according to the affiliated university calendar. Separate dashboards are maintained for students and teachers and the academic calendar is shared in both these dashboards. The revised BSc (CS)(HI) and BCom(HI) courses are giving weightage to attendance for internal assessment.

The academic calendar is prepared so that teachers should know all the activities regarding the continuous internal evaluation process and it is also shared with students. The student's academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, and semester examinations. The deviation from the academic calendar which has occurred unexpected pandemic is informed to students and faculty through email.

For the implementation of the final assessment process, an **Examination Management and Control (EMC) committee** is formed at the college level which monitors the overall final assessment process. This team consists of the **Chief Superintendent along with an Assistant-Superintendent** supported by three faculties **The EMC follows Kerala University norms for the conduct of DHI examinations and Kerala University of Health Science (KUHS) for B.ASLP, M.Sc (Audiology), M.Sc (Speech-Language Pathology) and BOT courses.** All exams are video recorded and stored. Invigilation schedules are prepared by the concerned department heads. After each day's exam, the stock details are sent to the University in their given template.

The record of internal assessment is maintained at the department level. Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching schedule of the assigned subject. The type and schedule of internal evaluation is planned by the program coordinator in consultation

with the head of the department. The Head of the department compiles the academic plan submitted and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level. The library and the departments maintain the semester-end question papers

File Description	Document
Link for Additional information	[View Document](#)

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)
Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 57.14

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

Response: 4

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 16

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
6	4	4	1	1

File Description	Document
List of Add on /Certificate programs	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Link for Additional information	[View Document](#)

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

Response: 91.18

1.2.3.1 **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
188	200	108	38	36

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)

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:

As the **vision and mission of NISH** are closely related to the **Professional Ethics, Gender, Human Values,** and **Environment** and **Sustainability,** they are highly valued. The general policy of the college is to integrate and reflect these qualities in all the activities and programs. The curriculum of each program incorporated courses to address these issues. The **master's and bachelor's programs in audiology and Speech-Language pathology** include courses on **Research Methods and Statistics (A101, S101, B.2.4.5)** and **Speech-Language Pathology and Audiology in Practice (A401, S401, B.3.5.5)** through which the students learn the **aspect of professional ethics and ethics for conducting research** and also the **gender and human values. Bachelor of Commerce** and **BASLP** programs incorporated the courses **ENS 1332 Environmental studies** and **B.3.6.3 Environmental audiology** respectively, which address the importance of the environment and its sustainability. The course **Sociology (Course code 103)** is included in the **Bachelor of Occupational Therapy** program.

The institution integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values, and Professional Ethics into the curriculum through the participation of staff and students in activities or programs conducted by various committees like the **Institutional Ethical Committee, Committee against sexual harassment (CASH-NISH), Student's nature club** and **Bhoomitra sena club**. The institution conducts a number of outreach programs and camps with the active participation of the students and the faculty, which helps to develop a sense of social responsibility and commitment and for improving personal and professional skills among them. The students and the faculty have been part of a number of **screening camps** organized by the institution for identifying various communication disorders including **hearing loss, and speech and language disability**, as well as **disability certificate camps** conducted by various Governmental organizations and NGOs, **hearing aid distribution camps funded by ADIP scheme (Government of India)**, **school screening camps,** and **neonatal screening camps** in hospitals. Participation in these enables the students to become more aware of their responsibility to society at large as well as to develop their professional skills, organization abilities, interpersonal skills, and interdisciplinary knowledge.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 52.31

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
137	165	121	131	139

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

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

Response: 74.46

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

Response: 137

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: E. None of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

> **1.Feedback collected, analysed and action taken and feedback available on website**
> **2.Feedback collected, analysed and action has been taken**
> **3.Feedback collected and analysed**
> **4.Feedback collected**
> **5. Feedback not collected**

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 53.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
121	67	50	94	37

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

2020-21	2019-20	2018-19	2017-18	2016-17
161	139	115	129	128

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

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: 54.02

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

2020-21	2019-20	2018-19	2017-18	2016-17
64	24	29	42	7

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]
Any additional information	[View Document]

2.2 Catering to Student Diversity

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

Response:

A systematic and innovative approach to assess the learning levels of students admitted to the various academic programs as per the guidelines of affiliated universities is followed. Newly admitted students attend a week-long induction program to understand various courses, rules and regulations of the institute and university, available facilities, scholarships, awards, committees, remedial strategies etc.

NISH offers a one-year higher education foundation program to HI students to strengthen students' fundamentals and equip them for higher education and train them in English, Mathematics, Logical Reasoning, and Indian Sign Language.

Assessment of learning levels

Learning levels of admitted students and identification of advanced and slow learners are done through

- Continuous Internal Assessment (CIA)

- Performance in Assignments

- Involvement and participation in clinics/ Lab

- Feedback from mentors/ Observation by teachers

For all courses, periodic internal assessments are conducted to assess the learning levels of students. CIA assessment varies for each course and it includes written tests, quizzes, group presentations, seminars, activity-based working models, practicals, clinics, logbooks, role plays, participation in workshops, conferences, scientific paper/ poster presentations, intercollegiate national and international academic competitions, etc. are considered for assessment.

Strategies for Advanced Learners

- NISH offer scholarship to anyone academically brilliant but financially needy student from each course every year

- NISH offers best student awards, best clinician award, and best researcher award to students in Degree (HI), DECSE, DISLI, ASLP, and BOT. They are given cash awards, medals, merit certificates, and other recognitions.

- A training cum internship program, not included in the curriculum, is offered to advanced learners in Degree (HI) by multinational companies like Microsoft, Societe Generale, Thomson Reuters, etc.

- Publication of research works carried out by students as part of their clinical conference or dissertation is encouraged

- Advanced learners are oriented by faculties to pursue their higher education from foreign universities.

- Advanced learners get the opportunity to represent the college in national and state-level intercollegiate competitions and many of them bag prizes.

- Financial funding for Student-led seminars in collaboration with other colleges

- Encouraging students to take up:

  - Massive Open Online Courses (MOOC)

  - College-facilitated SWAYAM courses

  - Advanced learners get into peer teaching.

Strategies for Slow learners

- Slow learners are offered different pedagogical solutions to bridge the gap.

- Remedial programs for slow learners that are closely monitored by class coordinators to ensure quality and productivity

- Peer tutoring, Group assignments, and projects are given to slow learners.

- One year Higher Education Foundation Program for Degree (HI) students

- Special mentoring or counseling by the Psychology Department is also provided to slow learners who may have emotional or psychological issues.

- Language training sessions are also organized for slow learners with difficulties in understanding and following English instruction.

- Faculty prepare and distribute self-learning materials that suit the requirements of slow learners. For slow learners in DHI, faculties develop ISL videos of lessons to enable self-paced repeated learning.

- Focused interactions are held with parents to actively involve them in the learning process of their wards.

- Financially disadvantaged students are given financial aid to purchase study materials and books.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 2.92

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

NISH uses ICT-enabled tools for all curricular, co-curricular, and extracurricular activities. They are greatly used in the teaching-learning process in all academic programs.

- All the **classrooms are ICT-enabled** with smart projectors/smartboards/interactive and desktop computers with net connectivity.

- All the buildings in the campus are **wifi enabled**.

- The teachers are trained to use smart boards and technologies and ICT resources like **moodle, google classrooms, MOOC**, and all the apps on G-suite like **jam board, google slides, google forms,** and **boards.**

- All teaching faculty from ASLP, BOT, and DHI use ICT in class.

- Implementation of e-learning in addition to traditional teaching-learning has been beneficial to students as well as teachers. **Moodle is used by teachers to introduce courses to hearing as well as for deaf and hard-of-hearing students**. Video conferencing is also used in teaching-learning activities.

- Library functions are automated with an i**ntegrated library management software**. Besides its traditional formats of delivery, the library has the following provisions and services:

Digital Library: Twenty-six international e-journal titles covering relevant topics of academic and research interest are included in its collection. NISH has been subscribing to 6000+ e-journals and 200000+ ebooks through NLIST initiative under the **UGC-INFLIBNET consortium.**

- **Academic writing platform:** The library has acquired and is managing a cloud-based online

writing platform called '**APA StyleCentral'** for facilitating academic writing needs while complying with the Academic writing standard- APA Style.

- **Digital repository:** An open-source digital library cum repository 'DSpace' has been instituted comprising the institution's academic outputs like projects, theses, dissertations, etc. This makes easy retrieval of resources for digital reference (Rs.20,000)

- **Plagiarism checking software:** The library has implemented an industry-standard plagiarism checking software 'Turnitin' in order to eliminate the potential threat of misappropriation in academic writing. (Rs.5,11,793)

Centre for Assistive Technology and Innovation

CATI aims to meet the assistive technology (AT) needs of persons with disability (PwD), especially the accommodation and accessibility needs of students and clients of NISH. A holistic assessment of the needs of persons with disability and provide solutions, lending, training, customization, financing, re-utilization of products, and service/maintenance of AT solutions for independent living by persons with disability (PwD) is done.

- **RTTS (Real-Time Transcription Service)** is provided for the deaf or hard of hearing faculties and students of NISH.

- The IT infrastructure at NISH is being developed and updated so as to provide technology tools not only for education but also for administration and management

- Software Applications:

  - The Microsoft Campus agreement is in place.

  - The Google G Suite is being utilized.

- Administration and Accounting (AASoft) is implemented

- Online applications for admission to Degree (HI) programs

- Software to monitor the outcome of the Cochlear Implant project of the Government of Kerala is developed and is in use by AVT therapists across the state.

- NISH websites with Content Management System has been developed in the Malayalam language also.

- A website for NISH Interactive Online Seminar (NIDAS) has been developed

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

NISH uses ICT-enabled tools for all our curricular, co-curricular, and extracurricular activities. They are greatly used in the teaching-learning process in all academic programs.

- All the classrooms are ICT-enabled with smart projectors/smartboards/interactive and desktop computers with net connectivity.

- All the buildings in the campus are wifi enabled.

- The teachers are trained to use smart boards and technologies and ICT resources like moodle, google classrooms, MOOC, and all the apps on G-suite like jam board, google slides, google forms, and boards.

- All teaching faculty from ASLP, BOT, and DHI use ICT in class.

- Implementation of e-learning in addition to the traditional teaching-learning has been beneficial to the students as well as the teachers. Moodle is used by teachers to introduce courses to hearing as well as for the deaf and hard of hearing students. Video conferencing is also used in teaching-learning activities.

- Library functions are automated with an integrated library management software. Besides its traditional formats of delivery, the library has the following provisions and services:

Digital Library: Twenty-six international e-journal titles covering relevant topics of academic and research interest are included in its collection. NISH has been subscribing to 6000+ e-journals and 200000+ ebooks through NLIST initiative under the UGC-INFLIBNET consortium.

Academic writing platform: The library has acquired and is managing a cloud-based online writing platform called 'APA StyleCentral' for facilitating academic writing needs while complying with the Academic writing standard- APA Style.

Digital repository: An open-source digital library cum repository 'DSpace' has been instituted comprising the institution's academic outputs like projects, theses, dissertations, etc. This makes easy retrieval of resources for digital reference. (Rs.20,000).

Plagiarism checking software: The library has implemented an industry-standard plagiarism checking software 'Turnitin' in order to eliminate the potential threat of misappropriation in academic writing. (Rs.5,11,793)

Centre for Assistive Technology and Innovation:

CATI aims to meet the assistive technology (AT) needs of persons with disability (PwD), especially the accommodation and accessibility needs of students and clients of NISH. A holistic assessment of the needs

of persons with disability and provide solutions, lending, training, customization, financing, re-utilization of products, and service/maintenance of AT solutions for independent living by persons with disability (PwD) is done.

RTTS (Real-Time Transcription Service) is provided for the deaf or hard of hearing faculties and students of NISH.

The IT infrastructure at NISH is being developed and updated so as to provide technology tools not only for education but also for administration and management·

- Software Applications:

  - The Microsoft Campus agreement is in place.

  - The Google G Suite is being utilized.

- Administration and Accounting (AASoft) is in the final stage of its development.

- Admission to Degree HI programs is done online.

- Software to monitor the outcome of the Cochlear Implant project of the Government of Kerala is developed and is in use by AVT therapists across the state.

- NISH websites with Content Management System has been developed in the Malayalam language also.

- A website for NISH Interactive Online Seminar (NIDAS) has been developed

File Description	Document
Upload any additional information	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 20.44

2.3.3.1 Number of mentors

Response: 9

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 77.27

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

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 10.48

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

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

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

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: 106.11

2.4.3.1 **Total experience of full-time teachers**

Response: 6685

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

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

NISH conducts programs of different disciplines and these programs are affiliated to the Kerala University of Health and Allied Sciences and Kerala University. Institute follows regulations formulated at the university level for conducting the internal assessments. Institute gives critical importance to ensure the transparency of CIE.

Transparency:

- During the induction program, students will be oriented about the rules and regulations of the respective courses and also about the importance of internal assessment marks and its calculation procedures.

- Schedules of internal assessment are prepared by the academic coordinators as per the university timeline and students are informed about the same through email or WhatsApp.

- The course instructor is responsible for determining the syllabus for the internal exams, scheduling the date, time, and venue for the internal exams, preparing the question paper according to the approved pattern, conducting the examinations as scheduled, invigilating the exams, and ensuring the smooth conduct of the exam, reports any issues relating to indiscipline/and misconduct/grievances to the class coordinator/academic coordinator/HO, grading of answers, tabulation of results and handing over to class coordinator or academic coordinator or HOD.

- Internal assessments are invigilated by course instructors along with CCTV recording to find out malpractices.

- Students can monitor their attendance and internal assessment marks in the shared google sheet.

- Answer scripts should be evaluated within 7-10 days and after double evaluation and verification

by the students, marks are entered into the internal assessment mark list. The class coordinator maintains this sheet after getting signatures from the students.

- Transparency of the internal assessment is ensured by getting the signature of all students on the IA marks sheet before submitting it to the university portal.

- If any grievances are reported, re-exams will be conducted after verification. The internal assessment marks sheets are duly signed by HOD/ principal.

Frequency:

Institute strictly follows the respective university rules in terms of the frequency of internal exams. Students with poor marks and those who could not attend exams due to genuine reasons are permitted to take re-exams within one week of the actual examination. For BASLP, MSc Audiology, MSc SLP, and BOT courses the frequency and pattern of examination is as per KUHS regulations. For DHI 2/3 of internal assessments are conducted and the best two marks are considered for IA.

Variety: Each department at NISH selects various methods of internal examinations which include quizzes, assignments, class participation, multiple-choice questions etc.

File Description	Document
Any additional information	[View Document](#)

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The institution has a **grievance redressal system** functioning at three levels, i.e., at the **department level**, **institute level** and **university level**. A student has to approach the upper level only if the grievance is not addressed at the lower level.

Level 1: At the department level

The Committee is chaired by the Head of the department, academic coordinator, Class Coordinator, and the course in charge. Before distributing the valued answer scripts, course instructors discuss the answer key and how the marks are distributed for main points in each question. Usually, teachers distribute the answer scripts for the main points and within a stipulated time after the exam and students can scrutinize their answer scripts. If there are any grievances students can intimate the respective teacher and the teacher evaluates the script to find out any discrepancies. If the grievances are not addressed at the faculty level, students may report to the HOD and academic coordinator about the same. If there are any grievances related to the attendance as well students can follow the same procedure. Grievances of larger kind such as being caught cheating during exams, malpractices, and indiscipline behavior, are directed to the student's grievance cell of NISH.

Level 2: At the institute level

- For the programs under KUHS, students can report their academic-related grievances to the **Internal Academic Monitoring cell** constituted as per KUHS norms to monitor the academic progress of students. The principal, Vice-principal, Head of the departments, and academic coordinator constitute this committee.
- Students can also report their grievances to the **IQAC** through their student representatives.
- NISH has constituted **NISH Students' Grievances Redressal Cell (NISH-SGRC)** to address the concerns and grievances of students. It is a 6-member committee including faculties and students. Students can fill out the student's grievance registry (google form) or submit the grievances online or hand over a written complaint. NISH-SGRC will address the issue and try to resolve it within 7 working days of the date of receipt of the grievance.

Level 3: At the University level

If the internal assessment related grievances are not resolved at the institute level, students can brought the grievances to the attention of Pro-vice chancellor of respective university.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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:

The course outcomes and program outcomes are described in the syllabus of the program. The program outcomes state what a student would be able to know and do by the time of graduation. The course outcomes indicate the student to acquire the knowledge, skill and behaviour after the successful completion of the course and are related to the content of each module of the respective course. Additionally, these are explained at the beginning of the course by the course instructor. The course outcomes in turn must relate to the program outcomes.

The course instructors along with the academic coordinator and head of the department determine and validate the attainment of the CO and PO.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Past link for Additional information	[View Document](#)

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

Response:

        Academic programs at NISH fall under two broad categories viz. **Professional Preparation Courses** and **Higher Education for Persons with Disability.** There are undergraduate and postgraduate degree level courses as well as diploma level courses. **The RCI recognised graduate level and post graduate level programs** for manpower development in the field of speech and hearing **have been affiliated to the Kerala University of Health Sciences since 2018-19**. Bachelor of Occupational Therapy (BOT) was started in NISH in the year 2020. The two diploma programs recognized by RCI- **DECSE and DISLI are of one year and two years duration** respectively.

        Undergraduate programs in **Bachelor of Computer Science (B. Sc. Computer Science (HI)), Bachelor of Fine Arts (BFA(HI)),** and **Bachelor of Commerce (B.Com (HI))** are offered at NISH exclusively for students with hearing impairment. These programs **are affiliated to the University of Kerala. BSc. Computer Science (HI) & BCom (HI)** are of four year duration with the first year as the Preparatory year and focuses on English, Mathematics, and Indian Sign Langauge. The **duration of BFA (HI)** is 5 years with specialization in **Applied Arts, Sculpture** and **Painting.** The scheme and syllabus of BSc & BCom programs were revised in 2019 and follows the **Credit Based Semester System (CBSS).** The BFA program does not follow the CBSS. The objectives of each course are detailed out in the syllabus.

The professional courses - **BASLP, BOT, MSc Audiology, and MSc Speech-Language Patholgy** f**ollow the the Outcome Based Education curriculum**. The program and course outcomes are listed in the syllabus and a mapping of the PO and CO has been done.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 88.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
57	35	54	59	40

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

2020-21	2019-20	2018-19	2017-18	2016-17
63	37	66	73	42

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.06

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 565.91

3.1.1.1 **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
56.36	316.56	57.9	51.7	83.39

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 3.17

3.1.2.1 **Number of teachers recognized as research guides**

Response: 2

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 91.67

3.1.3.1 **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
4	1	2	2	2

3.1.3.2 **Number of departments offering academic programes**

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

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

NISH has created an ecosystem for innovation by integrating novel concepts and scientific research into every domain, which is critical to fostering sustainable development. A few are listed below.

The Cochlear Implantation Program is a project of the Kerala government that was later expanded nationwide as a model in August 2012. Since then, over 1050 children have benefited from the program. SCIP provides cochlear implantation and auditory-verbal therapy for Hearing Impaired children.

Assistive Technology Centre: In 2015 NISH established Nation's first comprehensive **ATC.** The focus of the center has been to match the right AT solution with the right client with disabilities. In 2021, CATI was awarded the '**Best Government AT initiative' by Assistech Foundation.** CATI conducted a 6-month part-time '**Certificate course in Assistive Technology Solutions**' from July to Dec 2019. The program was jointly conducted by the NISH and NIPMR with support from the KDISC. The Director Dr. Satheesh, attended the **ATIA conference in Orlando, Florida,** in 2018 and visited several AT facilities in the US. Dr. Akila, Senior Engineer, has completed a **RESNA online AT course.** CATI co-organized an **AT Makeathon in collaboration with Kerala Start-up Mission.**

Inclusive & Accessibility friendly Campus: NISH is taking pride in having the most accessible campus, buildings, walkways, and utilities, probably the first of its kind in India. The National Centre for Accessible Environments, New Delhi, conducted an accessibility audit with an Interdisciplinary team

consisting of Engineers, Social Workers, Documenting personnel, PHIs, and one interpreter. NISH approached SIPDA, and GoI for funding, which approved for Rs.1.49 crore and implemented the project.

Unified Sign Language: A **USL script (fingerspelling)** has been developed in **Malayalam Alphabet**. This was the first fruitful attempt ever made in a regional Indian language.

Assistive Technology Solutions in the Library: NIHS Library has installed a variety of assistive technology devices, services, and solutions for the blind. **Talking computers, scanning and reading solutions, Braille Readers**, and **Video Magnifiers** are some of the solutions implemented.

Gandhiji's Bhajans in Sign Language: It was for the first time in the ISL that 63 deaf students performed the 'Mudranatanm' version of Gandhiji's favorite Bhajans on his 150th birth anniversary.

NISH Innovations Model - Training for the Inclusive Educators: **NIM_TIE** is the first comprehensive course for teachers in higher education for PWDs.

News Broadcast in Indian Sign Language for the Deaf: During the lockdown period, NISH started a **daily news program in ISL** on important news regarding the pandemic. This continued for three months without a break, with the team working from home.

Knowledge Enhancement and Learning Programme: It is a faculty development intended to enhance and motivate the staff to utilize the available online resources effectively. This includes sharing interesting **TED Talks,** information about **MOOC courses**, **YouTube videos**, etc.

*The Centre for Communications and Media Development***:** is a new enterprise to create specially designed study materials for students./persons with disability.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 0

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

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

File Description	Document
Report of the event	
List of workshops/seminars during last 5 years	

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 4

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 2

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

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

Response: 0.47

3.3.2.1 **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
15	3	3	2	1

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

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

Response: 0.33

3.3.3.1 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
10	6	0	0	1

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

NISH Online Interactive Disability Awareness Seminars (NIDAS): NISH Online Interactive Disability Awareness Seminars (NIDAS) is breakthrough Malayalam-language webinar series that addresses the concerns and questions of people with disabilities, their parents, and caregivers about disability management and its implications. There have been 62 programs conducted on various topics so far. A web portal and mobile applications were also developed.

ISHA Disability Week Awareness Programs: NISH held a series of awareness programs in conjunction with the Indian Speech and Hearing Association during Disability Week. The programs were co-hosted by NISH's Departments of ASLP and NDS.

Deaf-week celebrations: The Hon'ble Governor of Kerala, Sri Justice (Retd.) P. Sathasivam, inaugurated the Deaf Week celebrations on International Sign Language Day at NISH. There were various awareness programs conducted in different parts of the state.

International Stuttering Awareness Day: The Fluency Unit of the Dept. of ASLP conducted various activities commemorating the occasion, which was on October 22, 2020. A free online awareness camp was organized for people who stutter. Assessments were done for the individuals, and therapy was provided to them accordingly.

Hearing Aid Distribution and Awareness Camp: Under the ADIP Scheme, the Union Ministry of Social Justice and Empowerment provided financial assistance to NISH, allowing it to provide 1025 hearing aids to qualified beneficiaries. They were distributed during awareness camps held around the state.

Disability Awareness for Healthcare Professionals: Around 25 doctors and nurses from Kerala Health Services participated in the program. It included talks on disability sensitization. The basics of Indian Sign Language were taught to train medical professionals on how to communicate with deaf people using ISL.

Neonatal hearing screening at neighboring hospitals is a major outreach program of NISH. Audiologists are deputed twice a week to conduct neonatal hearing screenings. Otoacoustic emissions were the major tool for the screening program. The test results were counseled during vaccination days. Infants needing rescreening were referred for screening twice. Infants who are suspicious of hearing loss due to the High-Risk Register were referred for a direct appointment at NISH for a detailed audiological evaluation.

Additional Skill Acquisition Program: ASAP is a project of the Kerala Government's Higher Education Department that focuses on training students to improve their employability. Three sessions of ASAP Training of the Trainers were conducted at NISH to train the trainers.

NISH Innovations Model – Inspiring Stories: is a unique program conducted periodically. Its objective is to enable the people who have overcome disabilities and have become role models for others in society to inspire fellow PwDs and their parents and caregivers. The speeches, like NIMIS, help enable them to get inspired.

The Higher Education Foundation Program is offered for deaf students seeking admission to higher education programs.

*Asking the right questions***:** In connection with World Autism Awareness Day, the NDS Department, NISH conducted a panel discussion on Autism to guide parents on the School Program.

Mental Wellbeing Support: Department of Psychology provided support for mental well-being through the online-counseling services during the pandemic.

1.

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

Response: 2

3.4.2.1 **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
2	0	0	0	0

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

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

Response: 0

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

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

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 0

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

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

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 3

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	3	0

File Description	Document
e-copies of related Document	[View Document](#)
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	[View Document](#)

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 13

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

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

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	[View Document](#)
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	[View Document](#)

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:

The National Institute of Speech and Hearing (NISH), is situated on **9.75 acres** of land beside the serene lakeside at Akkulam in Thiruvananthapuram. It is a unique integrated campus that accommodates **staff and students with and without communication disabilities** interacting together. The campus hosts the entire clinical as well as academic activities with a well-equipped library and cafeteria services. The institution consists of the **three main buildings** (**Thejus, Dhyan, and Amruth**, having **70,000 sq ft, 48375.17 sq ft,** and **5850.19 sq ft** respectively), **3 seminar halls** (**Marigold**, **Orchid,** and **Daffodils** at Thejus, having a seating capacity of 500, 120 and 80 persons at a time respectively). **The boardroom** accommodates 25 persons at a time and has two guest rooms.

The academic section consists of **23 classrooms, 3 seminar halls, 1 examination hall** (seating 200 students), and two rooms for conducting the examination activities (having ICT facilities). All the **23 classrooms** have **LCD & WiFi/LAN facilities**, 20 classrooms have **smartboards** for effective teaching-learning and 19 classrooms have **LMS facilities**. The examination hall and the two examination monitoring rooms are equipped with cameras for surveillance.

There are **two libraries**, one in Thejus (**NISH library**) and the other in Dhyan (**Raja Ram Mohan Roy Library Foundation - RRRLF**); having seating for 75 and 15 individuals at a time respectively. The RRRLF library is 35 sq. meters and has reading books for children attending intervention services.

The clinical section at NISH (Dhyan Building) has **13 Labs** (**Audiology labs - 6 , Speech science labs - 2, Anatomy lab - 1, computer labs - 3, Fine Arts lab - 1**), **60 Assessment and Intervention rooms** (**Audiology rooms - 7, audiology counseling rooms - 3, speech assessment rooms - 9, intervention rooms - 28, early intervention program - 13 rooms) and feeding room - 1**), a **Sensory Park and fully air-conditioned Pediatric Gymnasium.**

Centre for Communication and Media Development (CCMD) has a **Fine Arts studio** and a **recording room for audio and video production**, it looks into Communication & Public relations; Graphics & LayOut (Academics, Clinical activities - intervention materials, accessible storybooks, awareness videos) & News in Indian Sign Language (ISL).

NISH IT facilities have 8 servers, a **100 Mbps internet lease line** available to enable high-speed network connectivity and the **LAN facility covers the entire campus** with 32 managed switches. **280 desktop systems** and **4 laptops** with 100 Mbps speed, **26 LCD projectors,** and a TV. Proprietary software used includes **Microsoft Campus agreement**, **SPSS**, **Adobe Master Collection 5.5, 3D Max, MATLAB**, **Adobe Creative Cloud-1 No, 4Years, and Oracle**. A Multimedia Computer Lab System facilitates cross-linking in a computer lab. There is a multimedia lab with **30 High-end PCs** and another two labs with **60 thin client PCs** for teaching multimedia software as well as programming. The core function of such a system is the visualization of training content. **VDI (Virtual Desktop Infrastructure)**

provides facilities where a hypervisor segments servers into virtual machines that in turn host virtual desktops, which users (students and faculty) access remotely from their devices

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

Cultural Activities

An auditorium named **Marigold with an area of 4651 sq ft and a seating capacity 500** is equipped with the necessary facilities for conducting different cultural activities. College Union is created mainly to conduct various cultural activities, address students' problems, and provide awareness programs in and outside NISH. Different activities like **Arts day, College day, Sports day, and festival celebrations** are organized by the College Union. **First and second prize winners of Arts Day participate in Kerala University Youth Festival.**

Club activities are led by the students and are focused on having active and healthy campus life. It provides opportunities for students to learn to be enhanced based on their experiences from these activities and interaction with their peers; different clubs at NISH are:

1. Cultural Club

2. Gravity Club

3. Okinawa Goju Ryu Club

4. Bhoomitra Sena Club

Cultural Club: The club is responsible for the participation of students in different cultural programs inside and outside the institute. The students are given opportunities to participate in University Youth Festivals and other competitions too with the guidance of the Club. It also includes other clubs like the Film Club conducting film shows and Quiz programs for the students.

Gravity Club: The main objective of the club is to promote the activities that will lead to integration. The vision for the Gravity Club is to represent and support an inclusive and vibrant student community in which members have the opportunity to create awareness about disability in society and maintain an integrated atmosphere on the campus.

Okinawa Goju Ryu Club: Under this club, the deaf students who have a greater need for being trained in self-defense are given training, using the methods of Karate Goju Ryu style. It improves students' concentration and rejuvenates the mind and body. The sessions are conducted by trained Karate black belt faculty members in Degree HI, who won the state Karate champion in 2013.

Bhoomitra Sena club: It aims to strengthen students' commitment at the college level towards environmental protection, and is contemplated under the state plan scheme for the colleges of the state. It promotes activities for environmental protection and awareness extending to the grass-roots level. Through this program, it is intended to establish Bhoomitra Clubs (BMC) in all districts throughout the colleges of the state.

Sports, Games (indoor and outdoor) and Gymnasium: The Department of Physical Education aims to improve the physical and mental abilities of students by involving them in activities promoting physical fitness, through badminton, basketball, volleyball, table tennis, chess, and gym. The department promotes games played outside NISH campus in other playgrounds. NISH organizes sports competitions every year. The students also participate in the intercollegiate sports competitions organized by Kerala University. Students participating in the University Sports are provided with a sports uniform as well as the equipment necessary for the participation.

File Description	Document
Upload any additional information	[View Document](#)

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: 93.75

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 15

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)

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

Response: 43.18

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
66.47	154.29	117.66	638.37	2692.57

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Libraries have undergone a paradigm shift in the new century with the use of digital resources to become the backbone of information sources. Libraries act as the main facilitator of learning and source of knowledge dissemination. NISH is a peerless unique institution that significantly varies in its functions, services and objectives. Hence the Library's functions, capacities, responsibilities, and accountabilities are also extensively varying.

Library Automation: NISH Library's operations and management are computerized with an Integrated Library Management software called '**Book magic.'** Acquisition of Library resources, document issue, return, reservation etc. have been automated. A user interface called *OPAC* has been implemented to search Library resources using parameters like author, title, subject etc.

• Name of ILMS software: 'Book magic.'

• Nature of automation (fully or partially): Fully

• Version: 5

• Year of Automation: 2014 and still continuing

Disability Friendly Library: Persons with Disabilities need special types of services. The Library envisages and executes measures to enable the Library to be more PwD friendly. The Library has acquired various types of Assistive Technology devices for Persons with Disabilities.

• Talking Screen for blind/ persons with poor vision.

• Talking books embedded with a high-speed scanner.

• Screen magnifier

- Braille display & reader

Accessibility Friendly Library: Lifts are provided for easy movement of PwDs. All walkways are embedded with tactile marks for ease of movement for the blind/Persons with poor vision. Intra-rack places are spaced such a way to facilitate free movement of wheelchairs. All switchboards are adjusted to an accessible height.

Digital repository: An open-source digital repository '**DSpace**' has been instituted in the Library, which comprises the institution's academic outputs like projects, theses, dissertations, etc. This facility makes easy retrieval of resources for digital reference. Theses, Dissertations, published journal articles, Clinical Conference Reports, Students 'project reports, syllabus, questions papers, etc. for several years are available on this platform.

Plagiarism checking software: The Library has implemented an industry-standard plagiarism checking software called '**Turnitin**' to eliminate the potential threat of misappropriation in academic writing. Regular sessions on understanding and avoiding the vices of plagiarism are arranged for the stakeholders. By this, the institution could achieve international standards in managing plagiarism in its academic outputs.

NLIST: NISH is a member of the **UGC- INFLIBNET** consortium, licensed to access **6000+ e-journals** and **200000+ e-books** through its **NLIST** initiative. Users are given with user id and password so that they can access the resources irrespective of geographical limitations and time.

CITI Program: NISH Library subscribes to a bunch of structured online courses under the *CITIProgram,* designed for research entrepreneurs. Reputed educational & research institutions worldwide recommend their students and scholars undergo and complete a certain number of courses.

Exclusive Section for the Hearing Impaired: To nurture general reading habits among Persons with Hearing Impairments, the Library opened a unique collection of books, rich in graphics & illustrations. Science, history, GK, working principles, etc.

Section for Sign Language: To cope up with DISLI Course requirements, the Library started an exclusive collection of **Sign Language books**.

File Description	Document
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

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	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

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: 27.51

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
18.92	37.99	16.76	34.16	29.73

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)

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: 4.05

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

Response: 10

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institution frequently updates IT facilities including Wi-Fi with dates and nature of updation

NISH IT facilities have 8 servers. The IT department has provided **280 desktop systems** and **4 laptops across various departments. LAN facility covers the entire campus** with 32 managed switches. Proprietary software used includes **Microsoft Campus agreement, SPSS, Adobe Master Collection 5.5, 3D Max, MATLAB, Adobe Creative Cloud-1 No, 4Years, and Oracle.**

A **Multimedia Computer Lab System** (sometimes also called an educational network) facilitates cross-linking in a computer lab. NISH has a multimedia lab with **30 High-end PCs**, and another two labs with **60 thin client PCs** teaching multimedia software as well as programming. The core function of such a system is the visualization of training content!

VDI (Virtual Desktop Infrastructure)

In VDI, a hypervisor segments servers into virtual machines that in turn host virtual desktops, which users (students and faculty) access remotely from their devices. **Users can access these virtual desktops from any device or location over the internet**, and all processing is done on the host server only. Users connect to their desktop instances through a connection broker, which is a software-based gateway that acts as an intermediary between the user and the server.

This **technology enables students to learn licensed software installed in NISH computer labs from anywhere in the world.** This is available to students 24 hours a day, seven days a week. Remote access, cost savings, security, and centralised management are just a few of the benefits. There are a few drawbacks, such as the need for dedicated IT employees to set up Physical VDI servers, as well as the initial high-cost investment in servers, storage, software, and configuration.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 1.75

File Description	Document
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 12.32

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

2020-21	2019-20	2018-19	2017-18	2016-17
75.41	97.39	80.02	95.73	38.94

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

NISH has a set of established procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. The Institute ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the Grants received by the Institute as per the requirements of departments and students from time to time.

Maintenance of library: The NISH library is progressing, as per the plans for development, into an information hub. Currently, the library holds a varied collection of books, national and international

journals, online journals, standards, newspapers, periodicals, magazines, and electronic media such as CDs and DVDs.

The Library Advisory Committee reviews the operations, advises modifications and plans for introducing new services and technologies as appropriate. The Librarian has been given the responsibility to initiate the purchase process of library learning resources and make purchase recommendations periodically to the Administration department and the purchases are based on the NISH purchase policies. Along with these facilities, every Department is maintaining Departmental Libraries to help the faculty and students for their reference work.

Maintenance of laboratories are as follows:- The institute has a computer lab for academic wing and speech and audiology labs for the intervention purposes.

Computer Lab: The institute has 2 computer labs, having 73 computers which are managed by lab assistants. There are 73 computers in the computer lab. Nearly 40 students in a batch are utilising the lab at a time. All the computers are under an Annual Maintenance Contract with the vendor and repairs will be undertaken by them in a timely manner. The maintenance of computers is taken care of by the IT department of the Institute. The department maintains a repair and maintenance log to register complaints.

Audiology and Speech Labs: The Institute has various clinical and research labs in Audiology and Speech Sciences. The labs are equipped with diagnostic and screening instruments for the objective assessments and other electronic and IT devices. The Hardware Engineer in the Institute is responsible for the maintenance of clinical equipment in the Institute. These devices are under annual Maintenance Contract and repairs and maintenance will be taken care by the AMC vendor company.

Maintenance of Sport complex (Indoor & outdoor): The Institute has a standard football ground and volleyball and basketball courts together where outdoor sports activities are held. The Institute also has an indoor set up for table tennis etc. The Physical Education Department has a separate Gym facility meant for the use of faculty members, students. The Physical Education Instructor of the institute looks after the sports, games facilities and the activities. The new proposals and repairs maintenance if any are taken care of by the Physical education Instructor who is also responsible for keeping the record of sport Facilities, activities /events held, awards for the students etc.

Maintenance of Computers: The IT department in the Institute is responsible for the maintenance of computers. All departments in the Institute have PCs, essential software and peripherals. All these computers are under annual maintenance contract with the authorised vendor and for any repair and maintenance will be undertaken professionally by them in a time-bound manner. The IT department maintains stock of all the IT equipment in the Institute.

Maintenance of Classrooms: Classrooms are allocated to departments of Degree HI, BOT and ASLP along with necessary IT tools, furniture and other classroom materials.. The class rooms are cleaned on a daily basis by the housekeeping staff and monitored by the Housekeeping supervisor. Any issues related to the cleanliness can be reported to the housekeeping supervisor by the students or faculty at any point of time and corrective actions will be taken. Availability of a maintenance team of plumbers, electricians and carpenters are hired for the respective maintenance jobs. Furniture is under an annual maintenance contract with the vendor and they will undertake repair and maintenance of the classrooms in a timely manner. Building committee which looks after the proper maintenance of the building. Service of a consultant engineer / overseer is available for technical advice. At the departmental levels HODs submit

their requirements to the Executive Director regarding the classroom requirements.

File Description	Document
Upload any additional information	View Document

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: 30.83

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
15	49	36	52	29

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

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

Response: 12.03

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
9	10	4	24	22

File Description	Document
Upload any additional information	
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	
Any additional information	
Link to Institutional website	

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 62.13

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
184	67	50	94	37

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

5.1.5 The Institution has a transparent mechanism for timely 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	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 62.88

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
58	34	41	7	8

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 114.04

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 65

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

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

Response: 163.33

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
5	5	2	5	3

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	3	5	2

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

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: 41

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	10	8	12	11

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Students play proactive roles in the various committees formulated for institutional and student welfare activities. Their views and ideas are effectively incorporated in various committees, thus making them play key roles in the growth of the institution. They are included in the committees and clubs that have been formed adhering to the guidelines stipulated by the legal authorities as well as Universities. During the induction program, they are motivated to join at least two clubs.

1) Internal Quality Assurance Cell (IQAC):Monitors the academic and administrative performance of the institute and quality enhancement, IQAC includes **1 alumnus and 2 student representatives (Representative- DHI & Representative - ASLP/BOT)**.

2) Anti-Ragging Committee: A committee and anti-ragging squad has been constituted at NISH to curb the menace of ragging, including **2 first year student representatives and Chairman & Vice chairman of College Union.**

3) College Union : The unions address the problems of students and provide various awareness programs in and outside campus. There are 2 NISH students union (University of Kerala) with 7 student representatives and NISH Students Union (Kerala University of Health Sciences) with **14 student representatives.**

4) Students Grievances Redressal Cell (SGRC) - This cell addresses the grievances related to the college, class, and campus and provide solutions for the same. NISH - SGRC is formed under the Kerala University and Grievance Redressal Committee for Students (GRCS- KUHS) is formed under the KUHS, **with 3 student representatives**.

5) Core Operations Group : The COG is the Executive Director's immediate advisory and strategic support group to oversee the daily operations on campus - academic and non-academic. **The Student Council Chairperson and/or Student Council representative, is invited for the first fifteen minutes of the meeting to present student concerns, if any.**

6) IEDC Monitoring committee: This committee monitors the activities of IEDC. **There are two student representatives from Degree-HI.**

7) Library Advisory Committee: LAC with the Executive Director as the Chairperson and Librarian as Secretary was constituted on the 4th October 2013. Members include staff from all departments and **two students nominated by the Executive Director.** It reviews the operations and plans for introducing new services and technologies

8) Canteen Committee: It oversees the operation of the Cafeteria on campus; student representatives are included in the committee.

9) Green Protocol Compliance Committee (GPCC): ensures adherence to the protocol. **Student Council Chairman & Vice Chairman** are actively involved.

10) Neerkuttam - Anti narcotic and addiction control cell under KUHS **has student representative from each class and student representative from anti-ddiction club**

The following clubs are constituted by NISH for the overall development of the students

1) **Bhoomithrasena Club:** To sensitize students towards environmental protection, with student representatives.

2) **Cultural Club:** To support the students to participate in institutional, University and national level competitions.

3) **Gravity Club:** To promote real integration among the hearing and hard of hearing students in the campus.

4) **Karma:** The main aim of KARMA with student represnetatives is to create Social Awareness among the student population.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 2.6

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	1	2	5

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

NO. The alumni association at NISH is not registered as of now. It is an informal association of former students of NISH from the post-secondary programs. Two staff coordinators oversee the functioning of the Alumni Association. Annual meetings were organized on the second Saturday of August till 2019. The annual meeting is for half a day with opportunities for the alumni to interact with their old friends, teachers, and present students. There is an annual and lifetime membership offered to the Alumni. All students who graduate are given free membership for the first year after graduation. The Coordinator and Treasurer of the Alumni Association are staff members nominated by the Executive Director. Two secretaries are selected from the alumni members who attend the annual meeting. The Alumni Association aims to strengthen professional networking and foster mutually beneficial interaction between the Alumni and the present students and between the Alumni and the staff. It provides information about the current

activities at NISH.

Every year, a committee is elected to oversee the activities for the upcoming year. A separate bank account operated jointly by the Staff Member and Executive Director is maintained to keep the funds. Alumni also play key roles in our institution's growth. They are members of the IQAC and attend every meeting held by IQAC and state their suggestions and opinions.

Alumni contributions

- Departments in NISH have Alumni members as members of IQAC. They give feedback on updating the **syllabus, introducing new courses, and revamping the teaching-learning process.**
- Alumni members support NISH by acting as **resource persons in conferences, seminars,** and **training for the present batch** of students.
- **Regular interactive sessions with alumni are arranged** to motivate the students. Social groups and media pages have been created to improve interactions with and between alumni.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	[View Document](#)
Link for any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

NISH, an autonomous institution registered as a society, under the **Social Justice Department, Government of Kerala,** is a comprehensive multi-purpose institute focusing on the **identification, intervention, rehabilitation, and education of individuals with various types of disabilities**. NISH hosts a unique inclusive campus with students and staff with diverse abilities. Since its inception in 1997, NISH is committed to enriching the lives of the individuals it serves by providing quality professional services and technology by promoting community awareness and accessibility, conducting research aimed at enhancing their lives, and providing support to them, their families, and the professional community.

The vision and mission of the institution are clearly inset with the goals of the institution. Though the goals of these programs are manifold, the underlying objective is to **impart quality education and valuable service in the field of disability.** The institution provides an **inclusive and integrated educational environment** by providing **higher education for the hearing impaired population** through the Degree Hearing Impaired (DHI) program. A pool of world-class professionals is being created every year through the graduate and post-graduate programs in Audiology and Speech-Language Pathology (ASLP) and Occupational Therapy (OT). Research activities are being done in various areas of disabilities. NISH provided a wide range of clinical services like Evaluation, Early intervention, various therapeutic services for audiology, communication disorders, neurodevelopmental disorders like Autism, Cerebral palsy, learning disabilities, and skill development programs.

Governance of the institution

As per the **Memorandum of Association (Bye-Law)**, the activities of the Institute are monitored and reviewed by the **Governing Council appointed by the Government, Chaired by the Minister of Social Justice and Family Welfare, Government of Kerala**. The Governing Council meets once a year.

The **Project Board (PB)** is the selected body chaired by the Secretary, Social Justice Department, Government of Kerala and is responsible for the management and administration of the affairs of the institute, in accordance with the Memorandum of Association. The PB meets once every three months. **The Executive Director (ED) is the Head of the Institution** and is responsible for the day-to-day operations of the institute which includes developing and implementing strategic plans in association with the concerned authorities/departments.

The institute has a **CORE Operations Group (COG)**, an **immediate advisory and strategic support group** to oversee the daily operations on-campus - academic and non-academic. **The COG consists of all department heads.** The COG meets regularly every month. Additional meetings are convened by the Executive Director as and when required. The Student Council Chairperson (or in his/her absence another Student Council representative), is invited for the first fifteen minutes of the meeting to present grievances, if any, of the student community.

The Academic Council oversees and monitors effective strategies for curriculum development, teaching-learning methods, and training the staff on recent technological and conceptual advancements in curriculum management. Improving the academic and administrative performance of the Institute towards quality enhancement is done through IQAC, which includes members from the academic departments of the institute.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The participative management of the institute is being done through the **CORE Operations Group (COG)** and highlights the participation of staff and students and empowerment in every aspect of the Institute's management. The COG is the Executive Director's immediate advisory and strategic support group to oversee the daily functions as and when required. Minutes of the meetings are prepared and are kept as a record of the decisions. **The Student Council Chairperson** (or in his/her absence another Student Council representative), is invited for the first fifteen minutes of the meeting to present grievances, if any, of the student-related on-campus - academic and non-academic. It was formed to discuss matters related to the campus in general and to arrive at decisions. The COG consists of all department heads. **The COG meets regularly every month.** Additional meetings are convened by the community. Student activities on the campus including **Club activities, Extension activities, Cultural** and **Sports activities** etc are discussed by the students and are approved in these COG meetings.

COG is also involved in the planning, development, oversight, and validation of the various institutional policies and is being recommended to the Project Board and Governing Council, if necessary for the implementation of the same. The institutional plans and policies decided by various **academic and administrative committees** are taken up in the COG for approval. The various decisions and approvals taken in the COG meetings are conveyed to the departments by department heads. Under the department heads, various subunits on decentralizing the activities of the institution. **Class coordinators for all courses** under the **academic coordinator** and **HoD**, **Clinical coordinators** for all clinical units, etc are examples for the same.

The regular staff meeting provides maximum opportunities for academic and clinical staff to express their views and ideas or be involved in decision making, allows free flow of information through open communication channels, and grants authority, freedom, and autonomy for staff to make decisions related to their work. The employees are also free to put forward their suggestions for changes or modifications as and when required to the Executive Director or to the head of the departments and these suggestions will also be discussed in the COG meeting, providing amicable decisions to the stakeholders.

The decisions are further taken up with the Project Board meeting if required. These decisions provide a framework to design and implement its policies and plans and control and monitor the execution of the policies.

The formation of various other committees that are examples of participative management involved in academic and administrative matters like the **Academic Council, IQAC, Anti Ragging Committee, Review Authority of Research Committees, Purchase and Technical Committees, Ethics and Excellence committee,** etc are being done by the COG. The decisions in the meetings are being taken up to the COG meeting to decide further on it.

Hence a clear and precise involvement of various levels of stakeholders is involved in the decision, planning, and implementation processes of the institute showing the smooth decentralization and participatory management.

File Description	Document
Upload any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Communication Enhancement Zone

One of the main focus areas of NISH is the assessment, evaluation, and intervention of communication disorders. Communication disorders create limitations to the functioning of an individual and restrict their participation in the society. This, thereby calls for the availability of state-of-the-art facilities for their intervention; to enable people with communication disorders to become more active contributors to society. **Communication Enhancement Zone is constructed to build a suitable ecosystem for the development of persons with disability** by indigenizing diverse facilities with the goal of accomplishing a paradigm shift in the field of disability.

At NISH, more than 9**5% of the clientele availing of intervention services are children.** They are provided individual or group intervention measures based on the assessments done for the level of functioning. **The average duration of an intervention session is 45 minutes**. Interesting as well as appropriate activities using life-sized images need to be designed and aid in successful intervention. Theme-based concepts like traffic, city life, forest, park, etc are experienced by the child in the real world, the ambiance can be recreated in the therapy sessions. To overcome the limitations of the usage of therapy materials and restricted opportunities of experience for the child the communication zone was designed.

The development of the **Communication Enhancement Zone** was done through a combined activity of the **ASLP and the BFA (HI) Department.** Mr. Bobin, Mr. Aravind, Mr. Balu, and Mr. Anoop - alumni of BFA HI, NISH worked on re-creating the rooms by painting images based on the themes created; under the expert guidance of the two staff (Mr. Rakesh and Mr. Shiju) of BFA HI. Outsourced the

acoustic treatment using the specific acoustic tiles and puttying was done for reducing the room's ambient noise levels and for making it ready to paint. This involved a complete re-creation of the therapeutic rooms from May 2018 including painting the storage of cupboards also; based on the themes allotted. The themes are as listed below:

Room Number	Theme	Components
105	Forest	Trees, plants, wild animals, birds, water bodies, water animals and reptiles, caves
106	Hillside	Hill, road, small hut, birds, waterbody
107	Village	Three places of worship, cowshed, coop, house with domestic animals, common birds and their nests, flowering plants
108	House (interior)	Furniture, vessels, clothes, general items(fan, clock)
109	City	Houses, metro train, roads with traffic signals, flats, vehicles, bus stop
110	Traffic	Vehicles, market, traffic spots, shops
111a	Park	Children, outdoor play materials, different types of play
111b	Zoo	Caged Wild animals, reptiles, and birds
112a	Beach	Sea, vendors, beach furniture, families, children
112b	Deep-sea	Sea animals, wrecked ship, deep-sea vegetation

The rooms were inaugurated and open to the public by the then **Minister of Health and Social Justice Shri K Shylaja teacher** and are at present are efficiently used by faculty and students for Speech and Language therapy sessions at NISH. Children love to attend intervention in these rooms as they can relate well with real-life situations.

File Description	Document
Upload any additional information	[View Document](#)

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 Governance of the institution is being done by the **Governing Council (GC)** chaired by the **Minister, Social Justice, Government of Kerala,** and the **Project Board (PB)** chaired by the **Secretary, Social Justice Department, Govt of Kerala.** The Governing Council monitor and review periodically the activities of the institution to meet the aims and objectives of the institution. Creation of new positions for approval of the Government, approval of annual budget estimates, and annual reports are being done by the Governing Council.

The Project Board is responsible for the management and administration of the affairs of the institute, in accordance with the memorandum of Association, the Rules and Regulations made thereunder for the furtherance of the objectives subject to the general conduct and directions of the Governing Council. The PB formulates the Board policy to carry out the purpose of the institute, operating the funds of the institute, strengthening the infrastructure of the institute, including creating suitable posts and recruiting and appointing staff. **The Executive Director appointed by the Governing Council is in charge of the administration and management of the institute** and exercises the powers in respect of the affairs of the institute as delegated by the Project Board from time to time.

The Core Operations Group with heads of the departments involved in the institutional plans and policies decided in various academic and administrative committees are taken up in the COG for approval. The various decisions and approvals taken in the COG meetings are conveyed to the departments by department heads.

Academic matters are entrusted to the Academic Council with members from the departments involved in academic matters. Members of staff and students are a part of the decision-making process through various committees. HODs, Coordinators, and teachers are involved in the process along with students and parents whenever necessary. **Decision-making is decentralized at different levels** in the Institute i.e. at the level of **Departmental Heads, Head of Programs**, **Academic and Clinical Coordinators**, **Finance Officer**, **Administrative Officer**, and **HR Officer.** Frequent meetings are held at all these levels to ensure a seamless and hierarchical process.

Appointment and service rules

The institution has a well procedure and police for the recruitment. **Vacancies against the Government sanctioned positions** are filled following a **recruitment procedure approved by the Project Board** of NISH. The Head of the department notifies the requirements to the Human Resource Manager, who thereby with the approval of the Executive Director. The received applications will be short-listed by the HR department, The short-listed candidates will be called for an interview by a panel that includes the Head or representatives from the specific department, Member designate of the PB, and also the Executive Director and External expert/subject experts. Shortlisted candidates will be selected based on the vacancies.

The Institute follows **service rules approved by the Governing Council prepared in accordance with Kerala Service Rule**. Staff pattern and service rules are to be prepared for the new updated sanctioned posts and its under process.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

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	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

Affirmative: The institution provides effective measures for new avenues for career development for both teaching and non-teaching staff.

NISH provides a good and safe environment that ensures professional development and job satisfaction of the teaching and non-teaching staff members. NISH provides an Inclusive campus with a complete Barrier-free environment accommodating the disabled population. Indian Sign Language interpretation (ISL) and transcription are provided for all meetings conducted by NISH. For this, the following practices and policies are adopted for the welfare of staff:

Academic and career development assistance with financial support

- Teaching faculties from all departments are provided training at reputed International Universities/institutions like Galleudet, Purdue, University of Central Lancashire (UCLAN) to observe and learn the various pedagogical methods used by them in the teaching and clinical activities and to establish international professional relationships like study abroad programs, training, etc. The acquired training will be used for the developments in the department and for the enrichment of knowledge among the faculties.

- NISH encourages its faculty to pursue higher education opportunities by granting leaves. 125 paid leaves for Ph.D. aspirants.

- Motivates to present papers in different seminars/conferences/workshops and publish papers in peer-reviewed journals of national and international repute.

- Provides national and international journals to improve technological and new advancements in the field.

- Motivates to take membership of professional and academic bodies and associations with financial support, minor and major research projects of UGC and Govt and Non-Govt. funding agencies.

- Financial assistance for MOOC courses.

- Knowledge enhanced Learning program (KELP) for staff.

- By providing IT-enabled infrastructure, and library resources with free Wifi facilities accessible with remote access.

- To enhance research activities by providing assistance like statistical consultations, RAR committee reviews etc

- Full-fledged research lab

Medical

- In view of the COVID 19 pandemic COVID Cell for providing assistance.

- Special COVID vaccination drive with assistance from PHC for staff

- By sanctioning, 6 months paid Maternity - Paternity leave, Miscarriage leave, etc as per Maternity Benefit Amendment Act.

- Special Casual leaves as per RPWD act.

- Other Special leaves as approved by the Government like Chemotherapy/radiation leave, organ transplant,s etc

- Free Medical check-ups and dental check-ups

- Provision of medical consultation and medical reimbursement.

- Separate sick room facility for both boys and girls.

- Various training in CPR, Fire and rescue, etc.

Special Welfare measures

- Pay revision and DA as per Government norms.

- Special allowance as per Government norms.

- Conveyance for staff.

- Special allowance for parents of children with disability, staff with disability

- Subsidized canteen facility, tea coupon.

- NISH employees Cooperative Society

- Provident fund, ESI, and Gratuity benefits as per Government norms.

- Creche facility for staff

- Feeding hours for mothers, and WFH options as directed by the Government from time to time.

- Sanitary napkin vending machine and Incinerator

Staff Motivational measures

- Excellence and ethics drive, motivational talks

- Ergonomic staff cabins

- Gym and recreation activities

- Pacesetter award for exemplary performance.

- Cash Award for best pacesetter - staff of the year

- Annual Staff Tour with partial financial support

- Assured career progression policy

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 23.86

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
0	0	20	34	2

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

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

Response: 14.4

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
5	11	29	10	17

File Description	Document
Upload any additional information	[View Document](#)
Reports of Academic Staff College or similar centers	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

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: 10.58

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
17	3	11	0	0

File Description	Document
Upload any additional information	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The Annual performance appraisal at NISH is done as per the procedure set in the appraisal manual prepared by the **Performance Evaluation and Promotion Recommendation (PEPR) committee.** The objective of the appraisal system is to motivate employees to continuously improve their professional knowledge and skills, and correct deficiencies, if any in order to perform better and be able to advance in their career and achieve their full professional potential. The annual performance appraisal system is done for the period from **1st June to 31st May every year. A 10-point scale** is used for the attributes related to the various competencies. The performance appraisal process has three components, **Self-appraisal, Peer Appraisal,** and **Hierarchical Appraisal.**

Self Appraisal: A specific, accurate, objective, and quantifiable self-reporting of major duties, deficits in performance, outstanding achievements, and hindrances faced during the period.

Hierarchical Appraisal: Ratings by the reporting officer, followed by review thereon by the reviewing authority, on a range of attributes related to work performance (40% weightage), core skills (30% weightage), and functional competencies (30% weightage). The reporting officer is guided and overseen by the superior officer during the process to increase the objectivity and uniformity of the process.

Peer Appraisal: An assessment by the colleagues that reflects on the member's work performance (40% weightage), core skills (30% weightage), and functional competencies (30% weightage).

The process is done online through the **AASOFT Software.** A comprehensive performance appraisal dossier is maintained for each staff in the HR department. Grievance redressal is being done as per the manual. The appraisee has the option to raise the comments in writings to the Executive Director.

Promotions are merit-based for all the positions and shall be on the basis of the annual

performance appraisal report of those staff members who meet the eligibility criteria for the promotion position from the feeder category. A list of staff members in the zone of consideration is created from the rank list prepared. To ensure the quality of promoted officers stay high and that there is an aspiration to perform and score high, a set cut-off for composite score is included in the zone of consideration. the cutoff level is arrived at each year on the basis of the rating pattern of all staff members, so as to include the better 70% (Approximately) of the entire staff. The rank list will be based on the composite weighted score computed from the hierarchical and peer appraisal (80:20 weights). The staff members who satisfactorily completed one year of continuous service in a particular position will be considered for transition to the scale of pay in the same position, subject to their meeting the eligibility criteria for the position and obtaining the least cut-off composite score.

Client feedback - Client feedback is taken regularly from clients using a google form. Books for entering the clients' feedback or complaints are placed on each floor and also a complaint box has been kept on the ground floor for dropping complaints.

File Description	Document
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

NISH creates and maintains sound financial and accounting systems for safeguarding the interests of the stakeholders by enaculating an efficient mechanism to administer the financial system. Both **internal and External Financial Audits are being carried out annually** for ensuring the internal control mechanism in relation to all financial transactions and ensuring accurate financial documents are prepared.

An **internal pre-check system** is in place. **Annual Audit is done by Chartered Accountants (CA)** appointed by the **Governing Council of NISH. Audits by the Accountant General (AG Audit)** to scrutinize the effectiveness of utilization of grants received from the Government of Kerala and other receipts. The queries/objections raised by CA and AG are replied /explained promptly and rectification is done wherever necessary.

Internal Pre-check System

Ensures that all payments i.e, for purchases, works, establishment payments, and statutory payments are properly authorized by the competent authority against the specific budget provision and as per the standard practices of expenditure. Accounts are maintained in **Tally Software** and subject to detailed checking by the **Head of Finance Department**. The system in place is effective for better financial control.

Audit by Chartered Accountant (CA)

The firm of Chartered Accountants appointed by the Governing Council conducts the detailed audit of all transactions which includes verification of vouchers and Bank Accounts, Statutory payments, receipts by way of Grant-in-aid from the Government of Kerala, Government of India, and other NGOs, fees collected for academic and clinical services and other miscellaneous receipts.

Accounts of the project funded by the Government or non Government agencies are audited by the CAs and certify the Utilization Certificates by the end of every financial year. Annual Financial Statements, Balance sheet, Statement of Income & Expenditure, and its schedules are audited annually and Audit Report thereon is issued before 30th September every year, which is placed before the Governing Council and also forwarded to the Government and the Accountant General.

Audit by AG

Accountant General (Audit), Kerala conducts the **Audit annually under Sec.14 of C & AG's DPC Act.** The grants received by NISH are audited to ensure economy, efficiency, and effectiveness of expenditure out of the grants received from Government. Besides the AG audit, scrutinize other revenues such as Academic fees and other receipts and expenditures. Inspection Reports of AG are promptly replied and action taken for rectification of discrepancies if any. Most of the Inspection Report paras have been settled during the last three years by constant follow-up and corrective measures. Action taken reports are forwarded to the Government of Kerala.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 1452.32

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
211.61	299.84	435.04	218.12	287.71

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)

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

Response:

The institution budgets its financial requirements through annual budgets and ensures the effective and efficient utilization of funds received. Before the commencement of the financial year, each department circulates the financial requirements of the department to the finance officer in the specific format. The finance officer, with the approval of the executive director, places it on the project board. The major funds for running the institute come from the annual budget allocation by the government to the institute.

The earned income of the institute is received through various initiatives like

1. Fees collected from the students of BASLP, MASLP, MSc AUD, MSc SLP, BOT, BSc CS (HI), BCom (HI), BFA (HI)

2. Nominal Testing fees collected from various clinical evaluations conducted

3. Funds received through sponsorships,

4. Consultancy services undertaken by the faculty,

5. UGC Grants

6. Project funding from SJD, KSSM, KSCSTE, and, other agencies

7. Central Government funding for various projects and initiatives

8. CSR Funding

9. Donations/scholarship funds and charity fund

 Utilizations

Utilizations reports are prepared and given for the specific funds received from various agencies on an yearly basis.

File Description	Document
Upload any additional information	[View Document](#)

6.5 Internal Quality Assurance System

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

Response:

NISH is the **first completely barrier-free campus in the state of Kerala.** Accessibility is one of the major thrust areas of the RPWD Act 2016. One incident that happened to one of the staff who is deaf and hard of hearing, Mr. Sandeep, ISL teacher, was sick and slept off in the relief room. As he did not wake up even after repeated banging of doors, messages, and phone calls, he was left alone in NISH. The next day while asking for a solution, he suggested a cheap option. A vibrator under the cot and a switch outside the room. Thus releasing the need of making the campus accessible to all, this was included as one of the agendas of the 12th IQAC meeting held on May 17, 2018. It was decided to entrust **Samarthyam**, **National Centre for Accessible Environments,** a National Level organization for undertaking the process. Thus NISH initiated the process of conducting **accessibility audits.** The two days extensive program included an **Accessibility audit of the campus**, c**reating awareness on Universal Accessibility**, and **Interactive sessions** among the Accessible consultants, NISH staff, and students were conducted.

The audit looked into the following aspects:

- Universal Accessibility Features

- Safety & Security measures

- Gender Perspective

- Age-friendly accessible environment

Objectives of the Audit

1. To evaluate the existing infrastructure, connectivity, mobility issues, mode of communication, Pedestrian Accessibilities and Safety & security measures in and around the campus

2. To evaluate the usage of existing amenities

3. To make recommendations for improving the existing situation

The audit was conducted from 14th to 16th November 2018. Based on the audit report, the estimate was prepared, and a work order was issued to M/s HLL for the construction of barrier-free campus at NISH.

Currently, the project to make NISH Accessible is going on with the SIPDA fund allotted by the Central Government, and the process is completed 80-90%.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

The institute reviews its teaching-learning process, structures, and methodologies of operation and learning outcomes at periodic intervals through the IQAC Set up as per the norms.

The institute collects **regular feedback from students on teaching methodology, content, teaching methodology, subject knowledge, preparation, encouraging attitude, clarifications, opportunities of learning, faculty competencies in handling classes, facilities on the campus etc**. This process is administered through google forms. The Feedback is collected from students once in a semester (end of the semester) and is discussed with the faculty and head of the department and suggests improvements. Specific time is allotted for respective batches to conduct the appraisal. **Feedback is also collected from other stakeholders- parents and clients.**

Reforms facilitated

The Executive Director along with the head of the Department discusses the student feedback with each faculty in person and suggests clarifications or progress plans if required to improve transparency and based on monitoring requests by parents, a self-monitoring sheet for attendance and internal marks is created which all students are having access. Faculty development programs, workshops, and seminars were offered for the faculty for an effective teaching-learning process. The faculty members were also encouraged to take up MOOC/ courses through the KELP.

External Academic Audit

The IQAC conducts a review of the teaching-learning environment and facilities of the institution. The institution conducted an internal and external academic audit. The IQAC Coordinator along with an internal Experts during the external academic audit visited all the departments and examined the classrooms and all academic facilities to assess the teaching-learning process, Departments sought innovative ideas from students, teachers, employers, alumni, and the administrative bodies of the institution to evaluate the effectiveness of the teaching-learning environment and available facilities and identify areas that need to be improved.

Reforms facilitated

- Innovative Teaching Pedagogy
- A skillmatrix is introduced into the curriculum for both ASLP and DHI students in order to improve the quality of the students.
- clinical teaching and experiential teaching
- Effective use of ICT in teaching has been introduced by IQAC, Training for google classroom was initiated in 2015 and all faculty uses google classroom effectively. Moodle training was initiated and all faculty in the department of ASLP attended the short training program conducted by KUHS

on the effective use of Moodle. Training in Moodle and google classroom is also given to all students during the initial induction program itself indenting for effective use in the classrooms.

- Faculty members were encouraged to take up MOOC and other online courses and webinars on various platforms.
- Teachers are now adept in developing Course modules and examinations using the Learning Management System MOODLE.
- Also, an art integrated studio has been developed for effective transfer of ideas to individuals with disabilities studying in the institute as well as for the general public in the current pandemic period.
- Daily broadcasting of news in Indian Sign Language by the institute promotes general knowledge, daily news and to know day to day news.

File Description	Document
Paste link for additional information	View Document

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 intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document

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 is ensured and evident in all the curricular and co-curricular activities held in NISH.

1. Curricular Aspects:

Admission: There is **no gender-wise discrimination exercised in admitting students** to various programs; only the merit is looked into. In fact, the **female population is above average on campus** with regard to staff as well as students owing to the industry being service-oriented. The present **male-female ratio amongst students is 1:2.68** and that amongst **staff is 1.55:2.83** With **72.85% female representation in the student population** and **80.36% female representation in staff**, the institution ensures opportunities for women in education as well as employment.

Organs for Gender Protection: The safety and security of the women on campus is ensured with the functioning of committees like the **Committee to Address Sexual Harassment (CASH-NISH), Redressal Forum for ensuring Non-discrimination, and Accessibility, Women's Cell, Students' Council, Anti-ragging Cell,** etc. Moreover, a counseling wing functions along with the **Department of Psychology providing counseling facilities** to students, clients, etc., especially females.

2. Co-curricular Aspects:

Various programmes like talks, interactive sessions, panel discussions, etc., on various occasions and topics like **gender sensitization, safety and care of women at the workplace, International Day for the elimination of violence against women, Women's Day celebration, self-defence classes** for girls and women staff on campus, etc., are held.

Specific facilities provided for women in terms of:

- **Safety and security:** Committees like **Committee to Address Sexual Harassment (CASH-NISH) Redressal Forum for ensuring Non-discrimination and Accessibility, Women's Cell, Students' Council, Anti-ragging Cell**, etc., function for ensuring the safety and security of women on campus. Also, various activities are conducted on campus in collaboration with the Kerala Police Training Department (Pink Police Battalion). Moreover, **24x7 CCTV surveillance** and **security personnel service** on campus are available.
- **Counselling:** A counselling wing functions along with the Department of Psychology and the majority of the counselling facility is availed by female clients.
- **Common Rooms:** Feeding room facilities and sickrooms for both males and females have been provided.
- **Day Care Center for young children:** Crèche / Daycare facility is in place for children of staff below the age of 5 years.

3. Other Support Systems:

- Transport facility provided to staff and students.

- Minimum wage ensured to all contract/daily wages employees and it has been also insisted for the outsourced staff like those in housekeeping, security, gardening, etc.

- Refreshments kiosks & canteen functioning on NISH campus for staff as well as the general public, especially for women and children.

- Sanitary napkin vending machines & incinerators installed.

- Feeding permission of 2 hours per day has been provided for new mothers for a period of 1.5 years.

- For feeding mothers working in NISH, breastmilk collection and storage facilities are provided with refrigerators, microwave ovens, and other necessary equipment.

- Paid leaves for miscarriage are in force hysterectomy along with maternity leave.

- Guestroom facilities with accessible toilets provided on campus; successfully utilized by female as well as PwDs guests.

File Description	Document
Link for 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	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

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: B. 3 of the above

File Description	Document
Any other relevant information	[View Document](#)
Any other relevant information	[View Document](#)

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:

As part of the green initiative on the campus, NISH always tries to reduce the waste through **reuse, reduce** and **recycle** which ensures the **cleanliness** and **eco-balance** in the campus. As part of the **plastic-free campus initiative**, NISH ensures the **green protocol** in the various programs of the campus. The activities and guidelines to be followed are prepared by the **Green Protocol Compliance Committee at NISH**.

The initiative for **paperless office through office automation** and **consistent efforts to reduce plastic carry bags** helps to reduce various forms of solid waste on the campus. The major solid waste materials generated in the college include dried leaves or plant clippings. There's also a certain amount of food waste from the canteen, paper, and plastic. The food and plastic wastes from the campus are collected by placing separate waste bins at various locations on the campus. But mostly, the waste consists of biodegradable materials such as kitchen waste, collected from all around the campus, especially the canteens. This food waste is used for composting in a **biogas plant unit on the campus**. NISH is equipped with a biogas plant and the collected food waste is deposited in the biogas plants. The **gas produced from the biogas plants is used for cooking purposes in the canteen kitchen**. Other waste materials such as **plastic, paper, cloth, fibre, wood**, etc **are removed from the campus by a waste management agency accredited by the Government of Kerala**. Conducted several **clean drive initiatives** on the campus participating staff and students to clean out the building and premises.

Waste management is made effective by at collection point itself as degradable and non-degradable ones in compliance with the **Environmental (Protection) Act 1986**, to ensure the safety of human health and the environment. The major categories of wastes generated on the campus are **e-wastes and solid wastes,** which are disposed of through on-site and off-site **disposal with approval from concerned Regulatory Agencies.** The solid wastes generated within the campus are segregated and removed through an agency accredited by the Government of Kerala. The liquid waste of the campus is managed in the campus using septic tanks (corporation drainage).

Biomedical waste: The **disposable Personal Protective Equipment (PPE)** such as disposable gloves, masks, gowns, and sanitary napkins are collected in a container with a lid and are taken to the **incinerators kept in the Dhyan and Thejas buildings.** One **manual incinerator is located in the Dhyan**

ground floor restroom area and **two incinerators, one manual and one electrical are located on the 2nd and 7th floors of the Thejas building.** Other biodegradable waste materials like **food wastes are disposed of in the biogas plant near the Amruth building**.

The E-waste management system is done in collaboration with **clean Kerala company, an accredited agency of the Government of Kerala.**

File Description	Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for Geotagged photographs of the facilities	[View Document](#)

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: B. 3 of the above

File Description	Document
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

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	[View Document](#)
Link for any other relevant information	[View Document](#)

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: D.1 of the above

File Description	Document
Link for any other relevant information	[View Document](#)

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: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Link for any other relevant information	[View Document](#)

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:

Enthusiastic efforts are taken to appreciate various cultures on campus. Various cultural activities are organized in connection with the celebration of special days on campus. **Cultural programs** are held during festivals like **Onam, Christmas, Holi,** and special days like **Ayyankali Day, World Autism Awareness Day, World Disability Day,** etc. Maximum **inclusion is ensured in all these activities with integrated programs** and the **campus itself consists of students and staff from all over India and abroad with various disabilities.**

The study abroad program with Purdue University and Salus University organized by the ASLP and NDS departments serves as an enormous opportunity for our students to enhance their intercultural competencies and share professional experience in their respective fields. NISH Canteen took the initiative to provide North Indian food to students from the north as an honest gesture to include them.

The needs of various PwDs are taken care of with a d**isability-friendly campus** with **facilities for blind, wheelchair users,** and **deaf** along with a **pedestrian-controlled traffic signal** installed in front of the main entrance. Moreover, facilities are provided to accommodate PwDs in **NISH Library equipped with an array of AT devices, services and solutions.**

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

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:

Students Union, NISH has been observing **Constitution Day** since 2018 by giving a presentation on the same to students and staff and reading the **Preamble of the Constitution of India.** All the other national days of importance like **Independence Day, Republic Day, Human Rights Day,** etc., are celebrated to instill values to be responsible citizens of India.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	[View Document](#)

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: D. 1 of the above

File Description	Document
Code of ethics policy document	View Document

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

Response:

The Students Union, NISH, **commemorates and celebrates all national and international days/events of importance** to instill the essence of the same amongst the students and staff. By undertaking the responsibility of such celebrations, they develop their leadership qualities as well as management skills. These celebrations also provide them with opportunities to interact, socialize and enjoy as a whole leaving cherishable memories.

International Days:

Each year, NISH takes serious and enthusiastic efforts to commemorate special days like **International Women's Day, International Day for Elimination of Violence against Women, AIDS day, World Environment Day, International Week of the Deaf (IWD) and International Day of Sign Languages, World Autism Awareness Month, International Disability Week, International Yoga Day,** etc to raise awareness on the same amongst the students and staff so as to inspire them to feel committed towards the purpose of it.

National Days:

Each year, **Republic Day, Independence Day, Gandhi Jayanti, Constitution Day,** etc., are observed by conducting **flag hoisting** ceremonies and programs like **National Anthem in Indian Sign Language competition, skits**, etc., on campus with breakfast provided to the attendees of the ceremony. Moreover, **Gandhi Jayanthi is celebrated with clean drives, bhajans in ISL**, etc.

Festivals:

Festivals like Onam, Christmas, Ramzan, Holi, New Year, etc., are all celebrated in NISH with the **participation of all teachers, students, and non-teaching staff** along with guests of honor appropriate to each event. The programs are mostly integrated with the **inclusion of deaf students as well as hearing students. Onam, the state festival of Kerala, is celebrated secularly in a grand manner.** The Students' Union takes extra effort to arrange an **official Onasadya (Kerala's traditional grand feast)** with more than one payasam for all to promote the feeling of oneness in ourselves. Moreover, various traditional Onam-related games and cultural activities are held adding colour to the event. Owing to the pandemic situation, the last Onam was celebrated virtually with various cultural programs online.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)
Link for Geotagged photographs of some of the events	[View Document](#)

7.2 Best Practices

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

Response:

1. *BEST PRACTICE I:*

TITLE: NISH ICT-ENABLED STUDENT-CENTRED PRACTICES (NIESCP)

OBJECTIVES:

1. To ensure maximum effective curriculum transaction with **ICT-enabled classrooms** and with the wifi-enabled campus.

2. To help students/faculty utilize computer labs remotely at any time (24x7) with the help of **Virtual Desktop Infrastructure (VDI).**

3. To enable inclusive information dissemination without barriers through the i**mplementation of Assistive Technology (AT) enabled services and accessibility solutions** in the Central Library, endowing PwDs to access the library resources.

4. To make available an **intranet for departments** using the Google site tools with all the information presented in a user-friendly page as a Dashboard for DHI.

5. To make curriculum transactions more effective and enthusiastic by **employing Learning Management Systems.**

THE CONTEXT:

1. **Student achievement and social life are promoted** by transforming the campus a digitalized one and making information and facilities accessible and available digitally.

THE PRACTICE

1. Classroom teachings make use of presentations on interactive whiteboards to ensure the maximum

outcome. **All the classrooms are ICT-enabled and the campus wifi-enabled** helps faculty to make use of various apps and online resources smoothly in classroom transactions.

2. **VDI enables the users (faculty and students) to connect to their virtual desktop remotely** to access all their files and applications and work smoothly.

3. **The Assistive Technology (AT) enabled services and accessibility solutions** in the Central Library is known to be a novel idea and innovation owing to its uniqueness in the context of 'inclusive' higher education in India.

4. **The DHI Dashboard** makes available all course and teaching-related materials for the three DHI Departments as well as DISLI under a single URL.

5. **The LMSs employed are Google Classroom and MOODLE** with all teaching staff receiving training on the use of the same. MOODLE has been used by the ASLP Department while DHI uses Google Classroom and Meet.

EVIDENCE OF SUCCESS

1. All the classrooms being **ICT-enabled** and the campus being wifi-enabled, the curriculum transaction can be done smoothly and effectively. Teacher-student interaction both inside and outside the classroom is increased.

2. With **VDI,** the students can use and practice various programming languages, different databases, MS Office tools, simple graphics, etc from the shelter of their homes.

3. All the devices made use of in the **Assistive Technology (AT) enabled services and accessibility solutions** in the Central Library are tested and proven successful.

4. As the **DHI Dashboard** proved to be very user-friendly and easily accessible, a Student Dashboard similar to this was also developed wherein the students can easily access any resources related to their academic process.

5. The use of **LMSs** made the conduct of classes, sharing of resources, online correction of class works, preparation and conduct of online examinations, etc., much easier and manageable.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

No.	Name of The Practice	Problems Encountered	Resources Required
1	ICT-Enabled Classrooms	• Insufficient knowhow of staff using it. • Malfunctioning the interactive whiteboard pen	• Interactive Whiteboard with Projector, • Quality Internet service

		turns the whole session messy. • Network issues	• Expert Faculty • Expert IT professional
2	VDI	• High initial-cost • Poor signal strength of students' internet connection • Quick exhaustion of internet data	Dedicated IT staff for setting up Physical VDI servers
3	Assistive Technology (AT) enabled services and accessibility solutions in the Library	• Not produced in India • Importing from producing countries is tedious. • Time taking owing to official importation procedures.	• Software • Technical support • Compatible device
4	DHI Dashboard	Overburdening if handed singly.	Dedicated faculty with expertise.
5	LMS	• Can leave some students out who are less interactive. • The students who are visible on-screen vary from time to time. • Students faking their attendance.	Expert faculty to use the platform effectively.

2. *BEST PRACTICE II:*

TITLE: NISH STUDENT-COMMUNITY SUPPORT SYSTEM (NSCSS)

OBJECTIVES

1. To provide 24x7 help and service to **deaf and hard-of-hearing people** with the help of **24x7 Helpline Service.**

2. To help the news from all around the world reach DHH through the **Daily ISL News on YouTube.**

3. To increase intercultural competencies and to increase students' interaction and discussion of clinical practices followed in other parts of the world through the **Study Abroad Programs with Purdue University and Salus University.**

4. To provide **tele-assessment and telerehabilitation services for clients** registered with NISH through the endeavors of ASLP and NDS

5. To provide **psychological support for the staff and students** during the pandemic through the online-counseling services of the Psychology Department.

6. To develop **ISL-enabled learning resources and develop an ISL dictionary** for technical terms for the teaching-learning of deaf students by means of an ISL Repository.

7. To support the organizational goals in higher education and rehabilitation services of NISH and Govt. of Kerala by creating various audio-video materials by endeavors of the **Audio-Visual Studio.**

8. To help the DHH be prepared and take necessary steps at the time of the flood, or other disasters during the monsoon season with the help of **Monsoon Alert Videos in ISL** in collaboration with Disaster Management Authority, Kerala.

9. To reach out and spread awareness on the implications of disability across the globe to a large number of parents and caregivers through the activities of the **NISH Online Interactive Disability Awareness Seminar (NIDAS).**

10. To motivate PwDs, their parents, caregivers, and other stakeholders accept their efforts with their inspiring stories through **NISH Innovative model Inspirational Speeches (NIMIS).**

11. To empower Youth with Disabilities to be innovators and entrepreneurs and to create a blended model of education accessible to all (Universal Design) through the initiatives of **Innovation by Youth with Disabilities (I-YwD).**

12. To transform the students to be job creators rather than job seekers with the help of **NISH-IEDC (Innovation and Entrepreneurship Development Cell)** functioning effectively.

13. To assist the needy PwD with standard aids and appliances to promote their physical, social, and psychological rehabilitation with the help of the **ADIP Scheme.**

14. To extend the services of the institute to the society and to enhance the commitment and personal and professional skills of students and faculty by conducting **Camps for Speech and Language Evaluation and Audiology Screening in the rural areas.**

15. To encourage students and staff of NISH to go beyond their usual call of duty with the help of **NISH Pacesetter Programme.**

THE CONTEXT

The emerging volatile situations and the need for an ideal inclusive setup in the society encouraged NISH to take initiatives for the betterment of PwDs in the society which would become a model for society in the long run. The student-centered and community-centered initiatives empower PwDs and help them along with their stakeholders to move in the right direction and thereby bring about a social change and change in the outlook towards disability. The underlying principles are informed engagement in social change, equity, rightful empowerment, and respect for diversity.

THE PRACTICE

NISH disseminates programs and practices that enable the students as well as the community to understand more about various disabilities, their needs, their strengths and talents, and the various aspects with regard to educational as well as rehabilitation purposes.

1. **24x7 Helpline Service:** 24x7 Helpline services are offered to deaf students and clients facing psychological or problems related to the pandemic. They are helped via video calls whenever and however necessary.

2. **Daily ISL News on YouTube:** Daily ISL news is uploaded on YouTube and the link is provided to all the beneficiaries through WhatsApp and NISH website.

3. **Study abroad program with Purdue University and Salus University:** The collaboration with Salus University - Osborne College of Audiology and Purdue University is from the year 2017. A team of faculty with their students visit us every year to observe our clinical activities with our students.

4. **Tele-assessment and Telerehabilitation Services:** Telepractice is a one-of-a-kind service delivery model that necessitates specialized technical infrastructure and extensive training to achieve the best results with a video giving instructions to enable the public to take tele-practice sessions using Google Meet.

5. **Online Counselling Services:** Online sessions were conducted separately for staff and students through Google Meet. Online and offline sessions were conducted for them depending on the working situation.

6. **ISL Repository:** ISL videos made by the teachers for curriculum transaction as videos/YouTube

links/PPTs are saved and shared on a Google Drive. The NISH faculty identify technical terms in ISL along with the students and the most suitable sign is added to the ISL dictionary.

7. **Audio-Visual Studio:** The Audio-Visual Studio materializes the tasks of producing audio/video contents commissioned by NISH and Govt. of Kerala for the education and rehabilitation of persons with disabilities.

8. **Monsoon Alert Videos in ISL** in collaboration with Disaster Mgmt Authority, Kerala: These are made in ISL and are made available through the NISH YouTube Channel, KSDMA website, Facebook pages of NISH and KSDMA, and WhatsApp.

9. **NISH Online Interactive Disability Awareness Seminar (NIDAS):** The webinars planned and implemented at NISH are shared with the public via internet real-time with log-in facilities for authenticated users, made available at District Child Protection Offices across the state to watch and interact.

10. **NISH Innovative model Inspirational Speeches (NIMIS):** A talk by people who have overcome disabilities and have become role models for others in society and by pioneers and innovators who have gone beyond their call of duty to serve those with disabilities helping the students/personnel in the disability field to know the achievements of persons similar to their clients.

11. **Innovation by Youth with Disabilities (I-YwD):** A year-long free course with curriculum rendered in a Universal Design format for training youth with disabilities on innovation and entrepreneurship covering thematic areas such as research, problem-solving, design thinking, prototyping, and entrepreneurship.

12. **Innovation and Entrepreneurship Development Cell (IEDC):** The first inclusive IEDC in India catering to both hearing and non-hearing groups, commenced with the University of Kerala and KSUM fund. With two diverse groups attending the training together, interpreters facility is provided.

13. **ADIP Scheme:** The funds allotted are utilized to purchase hearing aids for those who satisfy the eligibility conditions. Suitable candidates identified are provided with hearing aids programmed accordingly and counseled suitably.

14. **Camps for Speech and Language Evaluation and Audiology Screening:** Requests obtained from NGOs/ institutions/ cultural clubs are considered for choosing the place and population for conducting the camps. Advertisements are also placed for conducting camps inviting agencies/ institutions to apply for the camp.

15. **NISH Pace Setter Programme:** Instituted first in September 2011, it is done as a nomination where the staff members are recognized for service and initiative, going beyond their usual call of duty. This nomination is done on a monthly basis.

EVIDENCE OF SUCCESS

1. **24x7 Helpline Service:** Innumerable calls have been received so that the helpline service providers

themselves were overwhelmed by it.

2. **Daily ISL News on YouTube:** After the circulation of the news, when quiz programs were conducted at NISH, the deaf students who were the viewers of the news in ISL scored more marks than their hearing peers.

3. **Study-Abroad Programme with Purdue University and Salus University:** The students' Intercultural Learning (ICL) was planned on various topics related to pediatric audiology and other cultural topics and was studied (after Institute Ethical Committee approval) using a pre-and post-questionnaire (the Intercultural Development Inventory: IDI®), the ICL topics, and reflection papers.

4. **Tele-assessment and Telerehabilitation Services:** Feedback from the clients on telerehabilitation shows a positive outcome.

5. **Online Counselling Services:** The sessions during the pandemic were able to provide a platform for individuals to speak and discuss their concerns, fear, anxiety, and uncertainties related to it.

6. **ISL Repository:** The ISL learning resources and dictionary shared with students through the student dashboard helps them access these resources anytime from anywhere.

7. **Audio-Visual Studio:** The awareness videos produced on Covid 19 precautions and alertness and monsoon alerts in ISL by NISH in collaboration with KSDMA grabbed the attention state-wide and the response was very impressive.

8. **Monsoon Alert Videos in ISL:** Alerts in ISL are made and circulated through YouTube, WhatsApp, Facebook, and other social media as and when required and informed by KSDMA.

9. **NIDAS:** Presentations are followed by interactive doubt clearance sessions. Review meetings and discussions are followed by planning and implementation of need-based activities, the outcomes being Handbooks, Dwarfism camp, SMILE Together, Sensitisation Posters, etc.

10. NIMIS: The average participation is 400 per NIMIS including staff, students, and the public. The total number of sessions held is 8, with participants 3200 and more and with YouTube views of 1251.

11. I-YwD: The program addresses the learning needs of youth with disabilities like blindness, deafness, locomotor disability, and autism with many successfully embarking on the path of innovation and entrepreneurship.

12. **IEDC:** Students participate in entrepreneurship activities and within the span of two years, three groups of students/alumni came up with ideas and two are under trial, becoming a model to others.

13. **ADIP Scheme & Camps for Speech and Language Evaluation and Audiology Screening:** Students pursuing UG and PG in ASLP are benefitted from the client exposure with the opportunity to know the community, practice, and sharpen clinical as well as counseling skills.

14. **NISH Pacesetter Program:** A Pace-Setter Wall is maintained in the Thejus building with the

citation and photograph of the awardees for a year to showcase an array of framed citations there.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

No.	Name of the Practice	Problems Encountered	Resources Required
1	IEDC	• Lack of adequate information and resources	• Experts in the field
2	I-YwD	• Prolonged and tedious curriculum development process requiring multiple levels of scrutiny • Lack of appropriate sign terminologies	• Expert Consultants in curriculum development and disability themes • Experts in Innovation, Management, Disability • Expert facilities to make accessible videos.
3	NIDAS	• Unavailability of dedicated computer system and other hardware equipment in the selected DCPUs of Kerala. with a large screen [2017].	• Fund
4	NIMIS	• Not much (change).	• Interpreter Service • Real-Time Transcription Service, etc.
5	Study-Abroad Program with Purdue University and Salus University	• A lot of planning and preparation is needed for students (offline). • Additional	Additional groundwork is needed to get it materialized

		challenges related to time differences and the use of technology were experienced (online).	
5	ISL Repository	• An ongoing process, and not completed. • Technical perfection is not attained because of the use of inappropriate equipment.	• Studio with perfect editing facilities to maintain the quality of videos. • More technical terms for the ISL dictionary to be identified on a regular basis.
6	Tele-assessment & Telerehabilitation Services	• The new generation professionals require familiarisation with the platforms used. • Challenging to give adequate clinical training towards assessment and intervention.	Expert faculty and appropriate software
7	Online Counselling Services	• Implementing the sessions online. • Internet issues • Limited personalized interaction.	Good internet connection

		• Poor technical skills participants.	
		• Increased screen time	
8	Audio-Visual Studio	Pandemic restrictions affected the daily video productions.	Work from home facilities.
9	ADIP Scheme & Camps	• Manpower shortage • Proper Infrastructure • Difficulty in procuring disability certificates prior to the camp.	Adequate infrastructure with noise-free rooms.
10	ISL News	Unavailability of deaf signers and ISL interpreters.	Availability of dedicated staff and time required.

File Description	Document	
Link for Best practices in the Institutional web site	[View Document](#)	

7.3 Institutional Distinctiveness

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

Response:

        NISH, one of the pioneering institutions in Kerala as well as in India, provides higher education to **both DHH students** and **hearing students** in the same campus, **prioritizing inclusiveness as its core value** - the central pursuit being the betterment of the **Divyangjan and their integration into society**, empowering them to reach their full potential to be successful. Ever since its inception in 1997, **NISH is dedicated to the education and rehabilitation of the DHH** with expanding its **research in the field of**

communication disorders as well. NISH as an HEI, started off with **diploma programmes for DHH** and **UG programmes in ASLP for hearing students**. Later, NISH was successful enough to develop UG programmes with better prospects for DHH students like **B.Sc. Computer Science (HI), B.Com. (HI), and BFA (HI)** which are approved by and affiliated to the **University of Kerala** where the medium of instruction is **Indian Sign Language (ISL) and English** in view of inclusion.

Undergraduate and postgraduate programmes in ASLP offered (now **affiliated to Kerala University of Health Sciences**) are aimed at raising trained professionals in the **care of hearing and speech impaired individuals.** In due course, NISH started to extend its services in the care of more types of disabilities like **autism, cerebral palsy, and other conditions which involve communication disabilities**, and of late, commenced an **undergraduate programme in Occupational Therapy (OT) under KUHS** as a positive initiative in this regard. All these categories of academic programmes have been carefully styled towards fulfilling their respective objectives. Even so, two RCI approved programs, viz., **Diploma in Early Childhood Special Education (DECSE) (HI)** and **Diploma in Indian Sign Language and Interpretation (DISLI)** are also offered – the former to raise and equip teachers to successfully manage and impart education to HI children in their early childhood and the latter to raise professional sign language interpreters in the benefit of DHH individuals. Nonetheless, students enrolled in these programmes hail from all over India and even from abroad; all under the same roof of NISH. The campus is thus a diverse one with inclusiveness as its prime objective; providing a rich and diverse academic environment, much varied in gender, race, ethnicity, culture, language, religion, socioeconomic status, and whatnot.

Inclusiveness is ensured on campus on a multifaceted level. **Different days of international, national, or local importance, various celebrations, etc., are held solely with the involvement of students from all the programs offered**, ensuring inclusion and immersion, assimilating the student population into one cohesive whole. Nonetheless, the institution extends its absolute support to organize integrated programmes that involve both groups together. However, to ensure maximum inclusiveness in any programme organized, various measures are also taken.

Facilities to maximize inclusion during various programmes organized:

1. Sign language interpretation

2. Reverse interpretation, as needed

3. Real-Time Transcription Service

4. Subtitling of videos, if used

5. Auditoriums/halls equipped with TV screens in support of the Deaf.

6. Ramps, tactile floor tiles, signage, etc.

Other facilities/activities ensuring maximum inclusion are:

1. Assistive Technology lending library for PwDs to borrow and try out devices to improve their functional capabilities.

2. An online Certificate Course in Assistive Technology Solutions offered, first of its kind, fully accessible to PwDs with a screen-reader-friendly course platform and subtitled videos.

3. Universal designs adopted for the buildings to facilitate a disabled-friendly campus along with maximum DeafSpace.

4. A battery-powered automatic wheelchair facility provided on campus to be utilized by anyone, as needed.

5. ISL classes provided to those interested including security personnel and cleaning staff to smoothen and maximize communication amongst the deaf and hearing population.

6. All activities featuring the use of sign language promoted.

7. Sign language classes offered for ASLP students as part of their course which in turn enables smooth communication amongst the hearing and deaf student community.

8. ISL interpretation services offered to Deaf students as well as staff in case of visits to hospitals, government offices or in any other case, as needed.

9. Online and offline counselling services provided to everyone irrespective of gender, age, type of disability, etc.

10. Various cultural programmes conducted ensured to be integrated by involving both hearing and DHH students.

11. Interaction of DHH students with NISH visitors of importance promoted and facilitated, as and when required.

12. Orientation to staff in ISL soon after joining NISH as a gesture to include hearing and DHH

13. Activities of the Gravity club promote inclusion.

14. No-speech day observed.

15. Pedestrian controlled traffic signal

16. Supports Kerala State initiatives for the ISL training of Govt. employees to make their premises inclusive.

17. The economically weaker section included (Govt. reservation)

18. Sponsorship for students who are economically weak. (Eg. Rahul by PVK, Asthik by SJ)

19. Ambulance service for economically weaker clients

Exclusive Facilities & Support Offered to PwDs:

1. All classrooms are smart ones with projectors and interactive whiteboards to enable visual learning effectively for the benefit of DHH students.

2. Classroom seating of DHH in a horseshoe shape to ensure maximum visibility of teacher and board.

3. Digital tablets bought from the institution's fund are being lent to the DHH students who cannot afford them, as it is compulsory to have a smart device for curriculum transactions.

4. 24x7 Helpline Service for DHH at the outbreak of the pandemic to alleviate stress and psychological issues resulting from the same and to clarify doubts in this regard through WhatsApp as video calls or text messages queries answered live by experts through Indian Sign Language interpreters.

5. Counselling and mentoring provided to students on WhatsApp by DHI staff.

6. FB page for posting queries and uploading awareness and informative videos in ISL regarding mental health and wellbeing.

7. Maximum support extended to DHH students for participating in intercollegiate, national, and international events; our students bagged prestigious prizes also.

8. Working in collaboration with the Kerala State Disaster Management Authority (KSDMA) to update the monsoon alert and to provide support whenever and wherever necessary to alert DHH in ISL in case of extreme weather conditions along with the pandemic situation.

9. Support rendered to various news channels for interpretation of news in ISL.

10. Paperless campus

Thus, NISH takes inclusiveness forward in its every step.

File Description	Document
Link for appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

NISH offers t**hree graduate programs exclusively for deaf and hard of hearing**-BSc Computer Science (HI), BCom (HI),** and **Bachelor of Fine Arts (HI);** HI stands for hearing impaired. These programs require a degree curriculum taught in an environment where alternate teaching methods are employed. The curriculum has to have continued emphasis on language development, especially written and expressive English. Therefore, these academic programs follow a special scheme, syllabus, and assessment. Nevertheless, the core course content in the curriculum remains the same, and degree level skill acquisition is ensured for the student.

These Degree programs were envisaged to provide **higher education facilities to hearing-impaired students** by providing an appropriate and accessible teaching environment. Special consideration is called for in courses taught, mode of evaluation, and assessments. The skill sets of students enrolling for degree programs are not up to that expected of a student who has passed the 12th standard. There are severe shortfalls in the language and mathematical skills of HI students seeking admission. This makes it very difficult for them to follow and comprehend concepts and to write exams. Therefore, these Degree programs have an additional year which is the **Preparatory Year to develop the readiness and build a foundation in** the three R's of education – **reading, writing and arithmetic.**

Since HI students lack a first language in verbal mode, knowledge of sign language helps them to understand concepts and also gives them the ability to communicate with each other. Currently, HI students use gestures and locally developed sign languages to communicate and the vocabulary required for academic transactions is limited. Exposure to standardized Indian Sign Language (ISL) helps them to be able to assimilate academic content more meaningfully. Hence, Preparatory Semesters contain courses in ISL. Additionally, throughout the degree curriculum, there is a need to provide **support in the English language** and hence the modified curriculum has **additional courses in English language comprehension, grammar, and writing**. The program has theory and lab/practical sessions with more stress on lab/practical sessions. This helps students to have more hands-on practice time thus helping them to assimilate knowledge more easily.

Concluding Remarks :

The idea of NISH became a reality when the former **Director G. Vijayragahavan** impressed upon **Shri E.K. Nayanar**, the then **Chief Minister of Kerala**, the necessity of establishing a social enterprise, the first of its kind in the state. When parents of children with hearing impairment in Kerala had to travel miles to AIISH, Mysore, and Balavidyalaya, Chennai-cities in neighboring states to avail audiology services and aural habilitation and rehabilitation for their children, NISH was a boon or blessing to many. Since its **inception in 1997**, NISH has expanded its services from habilitation and rehabilitation of persons with deafness from birth to 6 years of age and **higher education facilities for the deaf and hard of hearing** to providing **clinical services to those in the Autism Spectrum Disorder** and **also various skill development programs for children with ASD and other children and adults with other communication disorders**. **Psychology, Physiotherapy, Occupational Therapy,** and **Medical and Social work** services are also available at NISH

for **PwDs**. There are 8 specialized units available under Audiological services and 6 specialized units available under Speech-Language Therapeutics.

NISH holds close to the following Guiding Principles as we endeavor to create a high-performance institute for Persons with Disability.

- Culture of Excellence

- Holistic Approach

- Integration and Inclusion

- Strength-based Approach

- Celebration of Diversity

- Enabling Environment

- Spirit of Enquiry

- Empowering Environment

- The catalyst of Change

- Pioneering Spirit

- Integrity and Professional Ethics

- Continuous Innovation

NISH is completing 25 years of service in October 2022. As all these years, we will continue to provide an integrated, inclusive environment that emphasizes quality and diversity with tailored and comprehensive support for PwD; and a focus on capacity building and research. NISH strives to be: "*An institution of excellence in education, research, and service, with an inclusive environment for people of all abilities to achieve their full potential.*"

The tagline of NISH , ' We are here because, we care' summarises our 25 years of service to PwDs.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	**Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**
	
	  1.2.1.1. **Number of Programmes in which CBCS / Elective course system implemented.**
	    Answer before DVV Verification : 5
	    Answer after DVV Verification: 4
	
	  Remark : Edited as per HEI's input

1.2.2	**Number of Add on /Certificate programs offered during the last five years**
	
	  1.2.2.1. **How many Add on /Certificate programs are offered within the last 5 years.**
	    Answer before DVV Verification:
	
		2020-21	2019-20	2018-19	2017-18	2016-17

---	---	---	---	---
1	1	1	4	6 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
6	4	4	1	1	 Remark : Edited as per HEI's response.

1.2.3	**Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**
	
	  1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**
	    Answer before DVV Verification:
	
		2020-21	2019-20	2018-19	2017-18	2016-17

---	---	---	---	---
37	26	27	120	74 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
188	200	108	38	36	 Remark : Input edited as per HEI's data provided.
1.3.2	**Average percentage of courses that include experiential learning through project work/field**

	work/internship during last five years
	1.3.2.1. **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years** Answer before DVV Verification: <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>316</td><td>292</td><td>246</td><td>271</td><td>271</td></tr></table> Answer After DVV Verification : <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>137</td><td>165</td><td>121</td><td>131</td><td>139</td></tr></table> Remark : Input edited as per HEI's response
1.3.3	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year** 1.3.3.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 58 Answer after DVV Verification: 137 Remark : Edited as per HEI's input with respect to 1.3.2
1.4.1	*Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders* *1) Students* *2)Teachers* *3)Employers* *4)Alumni* Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : Filled feedback forms not provided
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)** 2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	5	8	7	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
64	24	29	42	7

Remark : Edited as per HEI's clarification document.

2.3.3 — **Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**

2.3.3.1. Number of mentors
Answer before DVV Verification : 18
Answer after DVV Verification: 9

Remark : Edited as per HEI's input.

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)**

2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8	6	4	3	3

Answer After DVV Verification :

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

Remark : Input edited as per HEI's data provided. Also provide all the required documents mentioned in the DVV comment.

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)**

2.4.3.1. **Total experience of full-time teachers**
Answer before DVV Verification : 557.08
Answer after DVV Verification: 6685

Remark : Ambiguity in the data provided. Only to consider the experience of full time teachers. Also need to provide their experience certificates.

3.1.1	**Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)**
	3.1.1.1. Total Grants from Government and non-govermnental 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
86.425	286	149	55.9	49.7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
56.36	316.56	57.9	51.7	83.39

Remark : Edited as per HEI's input

3.2.2	**Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years**
	3.2.2.1. Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	13	0	1	1

Answer After DVV Verification :

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

Remark : Input edited as per HEI's response. Kindly provide SPECIFIC details of workshops/seminars on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise.

3.3.2	**Number of research papers per teachers in the Journals notified on UGC website during the last five years**
	3.3.2.1. 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
17	3	3	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	3	3	2	1

3.3.3

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

3.3.3.1. **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
12	6	0	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	6	0	0	1

Remark : Edited as per HEI's input. Only ISSN/ISBN chapters/books to be considered.

3.5.2

Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

3.5.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	2	2	1

Answer After DVV Verification :

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

Remark : Edited as per HEI's input

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)*

4.1.3.1. Number of classrooms and seminar halls with ICT facilities
Answer before DVV Verification : 25
Answer after DVV Verification: 15

Remark : Geotag photos are available only for 15 number of ICT enabled classrooms and seminar halls.

4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during 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
66.47	154.29	117.66	2677.69	402

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
66.47	154.29	117.66	638.37	2692.57

Remark : Edited as per HEI's input

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)**

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)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18.92	37.99	16.76	29.73	18.63

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18.92	37.99	16.76	34.16	29.73

Remark : Edited as per HEI's input. Provide the legible documents.

4.4.1	**Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

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

Answer before DVV Verification:

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

| 77.26 | 99.20 | 98.69 | 160.10 | 144.31 |

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
75.41	97.39	80.02	95.73	38.94

Remark : Edited as per HEI's input. Provide legible documents.

| 5.1.4 | **Average percentage of students benefitted by guidance for competitive examinations and career counselling 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
191	1134	635	121	524

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
184	67	50	94	37

Remark : Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution cannot be greater that total no. of students. |
|---|---|

| 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
5	5	2	5	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	2	5	3

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ 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
5	6	5	10	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	3	5	2

Remark : Edited as per HEI's input

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 for outstanding performance in sports/cultural activities at university/state/national / international level (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
2	30	28	29	21

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	10	8	12	11

Remark : Input edited as per valid and legible certificates provided by HEI.

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

   5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	1	2	5

	Remark : Input edited considering sports and cultural events/competitions only, provided by HEI.
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).** 6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years** Answer before DVV Verification: <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>54</td><td>36</td><td>53</td><td>66</td><td>14</td></tr></table> Answer After DVV Verification : <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>17</td><td>3</td><td>11</td><td>0</td><td>0</td></tr></table> Remark : Input edited as per data provided by HEI considering programs of 5 or more days and one teacher count for repeated teacher in that AY.
6.4.2	**Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)** 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: <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>173.51</td><td>148.81</td><td>135.25</td><td>188.28</td><td>161.50</td></tr></table> Answer After DVV Verification : <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>211.61</td><td>299.84</td><td>435.04</td><td>218.12</td><td>287.71</td></tr></table> Remark : Edited as per HEI's input
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 intitiatives with other institution(s)** 3. **Participation in NIRF** 4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Input edited as per HEI's response.
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** 　Answer before DVV Verification : A. 4 or All of the above 　Answer After DVV Verification: B. 3 of the above Remark : Input edited as per HEI's response.
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 : Input edited as per HEI's response.
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: D. 1 of the above Remark : Input edited as per HEI's response.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
316	292	246	295	301

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
314	293	213	297	229

2.1	**Number of students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
121	67	50	94	37

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
184	104	116	167	79

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
27	21	15	10	4

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
116	106	98	67	7

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
57	35	54	59	40

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
57	35	50	59	37

3.1	**Total number of classrooms and seminar halls** Answer before DVV Verification : 27 Answer after DVV Verification : 16

3.2	**Total Expenditure 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
329.91	421.52	396.71	276.27	196.97

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
396.39	575.80	514.37	1086.32	2968.83

3.3	**Number of Computers** Answer before DVV Verification : 285 Answer after DVV Verification : 105

30-08-2022 02:16:13