



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

KUMBALATHU SANKUPILLAI MEMORIAL DEVASWOM BOARD COLLEGE SASTHAMCOTTA

**KUMBALATHU SANKUPILLAI MEMORIAL DEVASWOM BOARD COLLEGE,
SASTHAMCOTTA**

690521

www.ksmdbc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kumbalathu Sankupillai Memorial Devaswom Board College, Sasthamcotta (earlier known as Devaswom Board College, Sasthamcotta) is an aided college permanently affiliated to the University of Kerala. Established in the year 1964, the college is managed by the Hon'ble Travancore Devaswom Board. It was recognised by the University grants Commission under the 2 (f) and 12 (B) Schemes in 1977 and 1979 respectively.

With humble beginnings, offering the Pre degree courses (separated later in 1990 under Higher Secondary Education), the college now caters to the demands of students for 17 undergraduate courses, 7 post graduate courses and 2 Ph. D programmes, apart from periodic short term certificate courses.

Now in the fifty sixth year of inception, the institution having gone a long way towards the uplift of the economically and educationally backward classes of society, has pulled up plans for achieving still higher levels of learning in accordance with modern standards of education. This with an equal measure of focus on an environment friendly attitude and a value-based approach.

In the event of the past two accreditation experiences, each with a magnitude towards improvement (acquiring B++ grade during the first cycle and then progressing to 'A' grade during the second), the institution has scaled greater levels of achievement, be it uplifting educational standards of the backward community or focus on women's education (having a vast majority of girl students), or developing an eco-critical perspective or promoting value added attitudes among students through agrarian culture or eventually the digitalized mode of education at all levels and the vocational/ new generation courses etc.

Significant is the fact that the institution adopts all possible measures to impart a holistic education which includes Tutorial/Remedial/ Mentoring systems, Walk With a Scholar/ SSP/ASAP/ NPTEL/ Value added courses and the like.

The college is proud of the research component of the faculty. Credited with prestigious projects like DST-FIST, DBT-STAR and KSCSTE -SARD, the college promotes research aptitudes through a well-planned research policy.

Vision

The Vision of the institution is primarily the upliftment of the marginalized sections of the society, while also providing adequate opportunity for the general community, at large.

The founder of the institution, Sri. Kumbalathu Sankupillai, visualized the betterment of the rural folk even at the time of inception of the institution.

Mission

The motto of the college "Amrutham tu vidya" (from Svetasvathra Upanishad, Ch V, Sloka I) which means

knowledge is eternal, reflects the deep insight beyond the mundane, to which each stakeholder of the institution is led to.

Blending with the insight provided through the motto, the college goes further in its attempts for the betterment of the society around, as exemplified in its mission statement “Knowledge for each and wisdom for all”, which include the following:

- The holistic development of the student.
- Inculcating values.
- Encouraging civic sense and responsibility.
- Befriending environment.
- Extending institutional resources to society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Serving the educational needs of the society for over five decades.
- Monitored by a Management that stands for coordinating temple activities in the southern areas of Kerala (The Travancore province), thereby upholding the view that educational institutions are to be uplifted for developing the society.
- Providing quality higher education for a community comprising beneficiaries who are socially, economically and educationally deprived.
- Situated in a lush green natural ecosystem which provides the best congenial atmosphere for imparting higher learning.
- A qualitative work culture in the campus.
- Activities governed by an annual academic audit and administrative audit to make timely interventions with regard to progress of the institution.
- Blessed with a teaching community that is highly dedicated.
- Highly qualified teaching staff, many of whom are research guides in various disciplines.
- Includes a system that caters to the needs of different kinds of beneficiaries, like Tutorial, Remedial and Mentoring.
- Laying emphasis on value added courses, short – term certificate courses etc., apart from the conventional mode of programmes.
- The institution is identified as a local chapter of NPTEL
- Initiatives taken to address problems faced by differently-abled students of the college.
- Two research departments functioning proactively to improve status of the community at large and the institution in particular.
- Well-equipped Laboratory facilities enunciated by projects like DBT-STAR, DST-FIST and KSCSTE-SARD
- Promoting digital education at all possible levels, for instance the Digital Library, the e- Centre, INFLIBNET and ICT enabled classrooms.
- Commendable learning outcomes, consistently followed every year through innumerable students

bagging University Ranks

- Huge turnout of students after the course, qualifying competitive exams including NET, SET and KTET, achieving placements in reputed firms (Government and Private).
- Low dropout rate among students inspite of challenges.
- Strong rapport with the community through outreach activities.
- Effective PTA
- Strong Alumni and former staff support.
- Clubs and Forums to encourage student talent in co-curricular and extra-curricular activities.
- Commendable performance of NSS and NCC units.
- Highly equipped Physical Fitness Centre and Gymnasium
- Eco-friendly Campus

Institutional Weakness

- The rural background of the institution limits collaborations with industries, meritorious educational institutions and cluster bodies representing higher learning.
- As an Aided institution, the college falls short of receiving funds from government/ government agencies for developing infrastructure.
- Unable to introduce the self-financing stream due to financial constraints among students.

Institutional Opportunity

- Various short-term courses like Computerized Accounting, Library and Information Science, GST etc., for the unemployed youth in the community.
- Open courses provided for regular students such that they get the benefit of learning a subject of their choice, which ensures interdisciplinarity. Students are made aware of the nuances of learning social phenomena like Public hygiene, Vermiculture, Physical fitness etc.
- Vocational programs for providing skill-based education for students.
- Direct organic cultivation (of vegetables and fruits) in the premises, has inculcated a value-added perspective on farming among students.

Institutional Challenge

- Situational challenge of teaching students who are first-generation learners.
- The location of the institution poses the challenge to students with regard to transportation, educational facilities etc., due to which our students lack the privilege enjoyed by students from an urban background.
- Unable to avail collaborative relations with relevant firms due to the institutional locale.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Affiliated to the University of Kerala, the college offers 17 undergraduate & 7 post graduate programmes under the CBCSS pattern of higher education. Hence the institution does not have any claims to design the curriculum. However, many faculty members are involved in the curriculum design/ restructuring process and are members of the Board of Studies of the University. The open course and the privilege of electives provide academic flexibility and promote interdisciplinarity.

The institution frames an academic calendar based on the format of the university. Adhering to this the curriculum is delivered with strict action plan chalked out by individual departments. The College Council, the Internal Quality Assurance Cell (IQAC), the College Level Monitoring Committee (CLMC) and the Department Level Monitoring Committee (DLMC) monitor this process. While the College Council addresses policy decisions of the institution, the IQAC ensures quality parameters at all levels of functioning, including taking student feedback for betterment. The role of the CLMC pervades over the academic transparency of the college by way of chalking out the academic calendar, formulating an Action Plan, conducting internal assessments and indulging in publishing results. The DLMC coordinates these activities at the department level.

Apart from the usual mainstream pattern of courses, the college provides a platform for value added courses like Business Ethics and Yoga and Stress Management, add on and certificate courses like Basics in C++ and Library and information science. The NPTEL and ASAP are significant programmes that the college offers to promote online education.

The enrolment process of the college is widely publicized and follows a transparent mechanism. Applications are called for and processed at the centralized 'Single Window' portal of the University of Kerala. Those who fall in the purview of the college are admitted strictly on the basis of the rules laid down by the University following all norms of merit and reservation criteria.

Teaching-learning and Evaluation

The process of teaching/learning in the institution is adopted using the most updated paraphernalia and innovative strategies.

What is very significant about the college is that students from socially, economically and educationally backward classes take up courses here. The faculty are thus provided with ample opportunity for giving the best. Many of them are tutors of various batches, while some are mentors to individual students. Tutoring and mentoring, which go hand in hand, bring out the fruit of a confident value- oriented student community with the required skills. Remedial teaching is the opportunity provided to the slow learner and bridge courses and added skill programmes are provided to the fast learner. Counselling and yoga classes are offered to the needy students. ICT enabled sessions and the INFLIBNET facility in the library makes available more opportunity for updated learning. Evaluation is had through internal and external examinations. Student evaluation of teachers is conducted to improve their skills (in addition to the Head's evaluation of the teachers). Students are given opportunity to take up training under various programmes of the higher Education Council like Walk With a Scholar (WWS), Student Support Programme (SSP) and Additional Skill Acquisition Programme (ASAP).

Students are exposed to facets of experiential learning through programmes like Mushroom cultivation, Vermicompost production and Food processing.

Digital education is offered through learning systems facilitated by online platforms like Google Classroom, Zoom, Video lectures, Blogs, Power point presentation and digital resources. The library enables learning through digital platforms like SWAYAM, SHODGANGA and INFLIBNET.

Apart from the general Tutorial system that addresses issues of students of a batch, mentoring is one adequate platform where individual students are taken into account.

Remedial sessions are organized for students who need supplementary support. Bridge courses are offered for students who lack training in specific areas of their disciplines. Peer teaching is promoted among meritorious students of the UG and PG levels.

The Course Outcome/ Programme Outcome/ Programme Specific Outcome are made familiar to the students through Website and Induction Programmes. The objectives of the above are achieved through evaluation systems and the like

Research, Innovations and Extension

The institution has gained popularity as one that addresses the issue of research profoundly. This is evident in the number of faculty members who take up research in different ways. Research guides amounting to 14, 43 Ph.D. holders and 34 Research scholars, members availing Major/ Minor projects of the UGC are testimony to this. The institution is given credit with funds allotted under DST-FIST, DBT- STAR, KSCSTE- SARD projects. Many faculty members offering guidance towards research complement to research linkages with other research institutions.

The college promotes innovations by providing opportunities for innovative and entrepreneurial skills of students. The IIC (Institution's Innovation Council) is one such initiative. The Youth Innovative Programme (YIP) is also a platform for skill development among the youth. Besides, the system of organic farming and Cattle rearing (GOSHALA) adapted by the institution after the previous accreditation, promotes an agrarian aptitude among students. Lake conservation programmes initiated a decade back still remains an important activity of the college, especially in the context of the Sasthamcotta lake falling in the RAMSAR site.

Located in a rural background, the college is privileged to cater to the needs of the underprivileged by way of extension activities. As part of the activities to preserve the surrounding lake, the faculty has taken up myriad forms of studies like Flora identification and Water Quality analysis. Activities of forums like NSS and NCC, Women Cell, Bhoomithrasena Club, Nature Club, Red Ribbon Club etc., contribute much towards outreach programmes of the institution. *Sahapaadikkoru veedu* is a highly acclaimed programme of the NSS. Departments provide higher learning options through conducting exhibitions, Science camps for school students, Workshop on Experimental Physics for higher secondary students, language competency improvement for school students by language departments, online Yoga classes for the public etc.

Infrastructure and Learning Resources

Situated in a rural hard red soil landscape and surrounded by the famous Sasthamcotta fresh water lake (Part of the RAMSAR site), the college includes a total built in area of 85796.4 sq. m (Total area of the campus is 52.98 acres of land). It accommodates a Main block, the North and South blocks, the Commerce block the upcoming Golden Jubilee block, the e-Centre (a common computer lab), the Digital Library. There is a main auditorium at the entrance, an Open-air auditorium (for cultural activities), a general seminar hall and a digital seminar hall too. The pathway from the entrance leads to a small lush space known as “*Punarjani*”.

The college provides adequate number of spacious class rooms (a smart class room each for all departments) and laboratories for relevant disciplines. A well- equipped library and Language lab function in the campus.

The research culture of the college is such that appropriate infrastructure is provided for the two research departments, viz. research lab for Chemistry with highly sophisticated instruments funded under the DST-FIST, DBT STAR and KSCSTE-SARD schemes. The research department of Commerce provides library and computer facilities.

The Central Library (apart from the Digital Library), functions in the main block with modern infrastructural facilities. The collection here includes main books, reference books, new arrivals, journals, magazines and newspapers. Apart from this, the library provides online reading facility by way of the INFLIBNET.

Apart from these the college also ensures infrastructure facility for sports and games. This includes the Stadium, a well-equipped Physical Fitness Centre, Courts for various games.

The college ensures internet facility (Wi-Fi) to integrate technology at all levels in the teaching learning process. Besides, students are also provided with reprographic facilities, cooperative book store, canteen and cafeteria services.

The Women’s Amenity Centre (*‘Thanal’*) provides adequate facilities like reading area, Sick Room, wash rooms, cool drinking water facility, incinerator etc.

Very significant is the fact that the institution has even emphasized general livelihood through activities like organic farming, cattle rearing and poultry, solar power generation, Vermicompost production, Botanical Garden, Bio gas plant, rainwater harvesting etc.

Student Support and Progression

The institutional policy adopts the perspective of ensuring all opportunities and facilities to empower the rural students in curricular, co-curricular and extra-curricular activities. The student community includes a vast majority of female students (70%). No stone is left unturned to ensure appropriate facilities for them.

The academic outcome of all students is ensured through different financial aid like Higher Education Scholarships, freeships provided by the government/institution/non-Governmental agencies and endowments instituted by departments and individuals.

There are various capability building programmes for supporting students in various skills like communicative skills, soft skills, ICT skills and life skills. Programmes like WWS, SSP, ASAP function in this regard. Entrepreneurial development programmes are also organized. Yoga, physical fitness training and health and hygiene awareness programmes bring about awareness on life skills. Opportunities are also provided for

progression to higher learning and job opportunity by the Career Guidance Cell.

The Students Union coordinates all student activities, both academic and non-academic. Moreover, students find representation in various clubs and forums, which enhance their leadership skills. Grievances of students are addressed by the Grievance Redressal Cell, which also counsels if and when required.

The Anti-Ragging Cell supplements the activities of the Grievance Redressal Cell.

The Internal Complaints Committee (ICC) addresses issues regarding sexual harassment in the campus.

A strong sports culture is adopted for boys and girls. Athletic, games and the like are promoted through appropriate training sessions.

Talent in Arts is also encouraged through forums like Music Club, Performing Arts Club, Quiz Club, Debate Club etc.

The Alumni Association of the institution, functioning at the institutional and department levels, has been a boon to many a student in the institution, by way of financial or other means of aid.

Governance, Leadership and Management

The college is governed by a reputed Management of Kerala, the Travancore Devaswom Board, an autonomous body constituted under the Travancore Cochin Hindu Religious Institutions Act of 1950. It is entrusted with the task of administering temples in the erstwhile princely state of Travancore.

The institution adopts a strategic plan laying thrust on different areas like student progression, research, community outreach, eco-consciousness and quality enhancement.

This is monitored through a de-centralized participative mechanism with the Management at the pivotal center, branching into levels operating in the college namely, Principal, College Council, IQAC, Planning Board, CLMC, DLMC and the College Union.

The IQAC, with the concurrence of the Planning Board, frames out an overall action plan emphasizing quality parameters. The College Council ratifies the same and in due consultation with the Management/UGC/University, the Principal circulates the matter among the stakeholders, providing pertinent Proceedings of the same. An appropriate budget is chalked out for the entire procedure.

The Management takes up all activities for staff selection and recruitment based on directions from the UGC/the University/ the Government of Kerala. The Principal and the IQAC fulfill the requirements for placement/promotion of the staff. All kinds of supportive measures are rendered by the institution and Management for this.

Apart from this, there are other mechanisms like the PTA, Alumni and Staff Club for all activities of the institution.

Institutional Values and Best Practices

The institution functions with a view to inculcating values among all stake holders. To execute this, the Management and the various monitoring bodies like the College Council and the IQAC, function together. Some of the values in this regard include eco-friendliness, green protocol, gender sensitization and entrepreneurship initiatives.

One of the most primary concerns of the institution is the preservation of the Sasthamcotta lake (Project *Devatheerdham*). The students and staff participate in various activities like planting bamboo trees on the bank to prevent soil erosion, water analysis to identify the mineral content, examining the rate of biodiversity sustenance etc.

The college has formulated a green policy to ensure vegetation of various kinds in and around the campus. This is done implementing green audit. The “*Nakshathra Garden*” is an effort to conserve rare plants.

The college also conducts energy audits periodically. As an initiative to switch over to self-sustaining energy generation, the college has installed solar panels.

The differently abled students are taken heed of. A very supportive environment is offered to them by providing ramps, mobility aids etc.

Well appreciated is the contribution of our students during the 2018 floods. The staff and students collected material like food, clothing and money for the victims at the relief camps.

Avenues have been opened for rainwater harvesting and groundwater recharge in the campus.

A biogas plant and vermicompost scheme have been set up as part of waste management.

The institution adopts strict measures for avoiding plastics in the campus and disposing e-waste.

Organic farming, cattle rearing and poultry keeping are steps taken towards sustainable agricultural practices.

Entrepreneurship initiatives and self-defense classes are provided to deserving groups of students.

The institution celebrates important national festivals. Important days are observed and great leaders are commemorated. Constitutional values are upheld at every turn of time.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | KUMBALATHU SANKUPILLAI MEMORIAL DEVASWOM BOARD COLLEGE SASTHAMCOTTA |
| Address | KUMBALATHU SANKUPILLAI MEMORIAL DEVASWOM BOARD COLLEGE, SASTHAMCOTTA |
| City | KOLLAM |
| State | Kerala |
| Pin | 690521 |
| Website | www.ksmdbc.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------------|----------------------------|------------|------------------|-------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | K.c. Prakash | 0476-2830323 | 9446124229 | 0476-283332 3 | dbcsasthamcotta@ gmail.com |
| IQAC / CIQA coordinator | Rathika Nath G. | 0471-2353134 | 9446475975 | 0476-283332 3 | iqac@ksmdbc.ac.in |

| Status of the Institution | |
|---------------------------|--------------|
| Institution Status | Grant-in-aid |

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

Establishment Details

| | |
|--------------------------------------|------------|
| Date of establishment of the college | 01-01-1964 |
|--------------------------------------|------------|

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

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

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 01-06-1977 | View Document |
| 12B of UGC | 01-06-1979 | View Document |

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---|--------------------------------|--------------------|---------|
| No contents | | | | |

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 | KUMBALATHU SANKUPILLAI MEMORIAL DEVASWOM BOARD COLLEGE, SASTHAMCOTTA | Rural | 52.98 | 85796.4 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,English | 36 | Higher secondary | English | 40 | 40 |
| UG | BA,Malayalam | 36 | higher secondary | Malayalam | 40 | 40 |
| UG | BA,Hindi | 36 | Higher Secondary | Hindi | 24 | 24 |
| UG | BA,Sanskrit | 36 | Higher Secondary | Sanskrit | 50 | 50 |
| UG | BSc,Mathematics | 36 | Higher Secondary | English | 40 | 40 |
| UG | BSc,Physics | 36 | Higher Secondary | English | 32 | 32 |
| UG | BSc,Chemistry | 36 | Higher Secondary | English | 24 | 24 |
| UG | BSc,Polymer Chemistry | 36 | Higher Secondary | English | 20 | 20 |
| UG | BSc,Statistics | 36 | Higher Secondary | English | 32 | 32 |
| UG | BSc,Botany | 36 | Higher Secondary | English | 37 | 37 |
| UG | BSc,Zoology | 36 | Higher Secondary | English | 37 | 37 |

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| | | | | | | |
|-----------------|-------------------------------------|----|-------------------|----------|----|----|
| UG | BA,Economics | 36 | Higher Secondary | English | 60 | 60 |
| UG | BA,Political Science | 36 | Higher Secondary | English | 60 | 60 |
| UG | BA,History | 36 | Higher Secondary | English | 60 | 60 |
| UG | BCom,Commerce | 36 | Higher Secondary | English | 50 | 50 |
| UG | BVoc,Food Processing And Management | 36 | Higher Secondary | English | 30 | 30 |
| UG | BVoc,Software Development | 36 | Higher Secondary | English | 30 | 30 |
| PG | MA,English | 24 | BA B.SC | English | 15 | 15 |
| PG | MA,Sanskrit | 24 | BA BSC | Sanskrit | 15 | 15 |
| PG | MSc,Mathematics | 24 | B.SC MATH EMATICS | English | 12 | 12 |
| PG | MSc,Physics | 24 | BSC PHYSICS | English | 12 | 12 |
| PG | MSc,Chemistry | 24 | BSC CHEMISTRY | English | 12 | 12 |
| PG | MA,Economics | 24 | BA | English | 12 | 12 |
| PG | MCom,Commerce | 24 | BCOM | English | 12 | 12 |
| Doctoral (Ph.D) | PhD or DPhil,Chemistry | 60 | MSC CHEMISTRY | English | 14 | 9 |
| Doctoral (Ph.D) | PhD or DPhil,Commerce | 60 | MCOM | English | 6 | 6 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 1 | | | | 11 | | | | 56 | | | |
| Recruited | 0 | 1 | 0 | 1 | 3 | 8 | 0 | 11 | 21 | 35 | 0 | 56 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 36 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 36 | | | |

| Non-Teaching Staff | | | | | | |
|---|-------------|--|---------------|--|---------------|--------------|
| | Male | | Female | | Others | Total |
| Sanctioned by the UGC /University State Government | | | | | | 34 |
| Recruited | 13 | | 8 | | 0 | 21 |
| Yet to Recruit | | | | | | 13 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | | | 0 |
| Recruited | 0 | | 0 | | 0 | 0 |
| Yet to Recruit | | | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 1 | 0 | 1 | 5 | 0 | 15 | 21 | 0 | 43 |
| M.Phil. | 0 | 0 | 0 | 2 | 1 | 0 | 4 | 6 | 0 | 13 |
| PG | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 8 | 0 | 12 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 6 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 24 | 0 | 28 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|------------------|--------|--|---------------------------------------|---------------------|-----------------------------|--------------|
| UG | Male | 340 | 0 | 0 | 0 | 340 |
| | Female | 540 | 0 | 0 | 0 | 540 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 7 | 0 | 0 | 0 | 7 |
| | Female | 89 | 0 | 0 | 0 | 89 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 1 | 0 | 0 | 0 | 1 |
| | 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 | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 49 | 46 | 49 | 42 |
| | Female | 100 | 125 | 114 | 123 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 1 |
| | Female | 1 | 0 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 68 | 76 | 90 | 67 |
| | Female | 206 | 238 | 229 | 229 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 104 | 105 | 132 | 145 |
| | Female | 274 | 268 | 294 | 320 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 802 | 858 | 908 | 928 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Keeping with the view to promote interdisciplinary/multidisciplinary, the college provides • a state-of-the-art Instrumentation Centre for Science faculty and students • a Language Lab to promote competency of the English Language for faculty and students of all departments • a platform for faculty, students and research scholars to update knowledge in various disciplines, through conducting the Bodhi National Seminar every year • Considering the longstanding need for promoting interdisciplinarity, the college plans to establish a South Asian Studies Research Centre for meaningful transactions in the areas of culture and tradition.</p> |
|--|--|

| | |
|---|--|
| <p>2. Academic bank of credits (ABC):</p> | <p>The college has registered in the Digi locker portal, envisaged by the NEP. This would enable drop-out students to continue their education even at a later point of time. As part of this, the college will be able to join the common student data management system, Academic Bank of Credits, wherein their credits will be pooled accordingly.</p> |
| <p>3. Skill development:</p> | <p>In order to promote Skill Based Education, the institution has already started two Vocational Courses viz. B. Voc. in Food Processing and Management and B. Voc. in Software Development. In addition to these, we conduct Certificate courses in Library and Information Science and Computerized Accounting, offered by the Centre for Adult Continuing Education and Extension, University of Kerala. The Post Graduate Diploma Course in GST is yet another Skill-based course offered by the college in collaboration with the Gulati Institute of Finance and Taxation. The Organic farming and cattle / poultry rearing practice (for almost 5 years) is a platform for skill Development in the respective fields. Value added products are made from the produce of organic farming, which are marketed by students (thereby promoting entrepreneurship capabilities).</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The institution plans to propagate Indological studies through strategies adopted by the Departments of Sanskrit, Malayalam and Hindi. The Department of Sanskrit plans to conduct short-term Online Courses in Sanskrit Language and Literature Studies, Yoga and Heritage, Indian Culture etc. through SWAYAM Portal by developing MOOC content. The Department of Malayalam has taken initiatives for conducting webinars on aspects of Indian Culture like cinema, Drama, story-telling etc.; which they propose to formulate into e-content over platforms like SWAYAM.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>As per the Curriculum prescribed by the university of Kerala, all programs run by the college focus on Outcome Based Education. Course outcomes are properly communicated to the students during the commencement of the each semester. In addition to that, first semester students are given curriculum oriented induction programme. A robust internal assessment system is existing in our college for the timely conduct of internal assessments and its</p> |

| | |
|---|--|
| | evaluation. |
| 6. Distance education/online education: | The NPTEL courses conducted by the College in association with reputed educational institutions like IITs, provide students with opportunity for higher learning and technical knowhow of various disciplines. The institution is on its way to get empanelled into the distance learning courses offered by the Indira Gandhi National Open University. |

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 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 623 | 515 | 515 | 515 | 514 |
| 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 |
|---------|---------|---------|---------|---------|
| 26 | 23 | 23 | 23 | 23 |

2 Students

2.1

Number of students year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 2732 | 2501 | 2398 | 2280 | 2177 |
| 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 |
|---------|---------|---------|---------|---------|
| 137 | 137 | 137 | 137 | 151 |

| 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 |
|---------|---------|---------|---------|---------|
| 813 | 760 | 726 | 709 | 680 |

| 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 |
|---------|---------|---------|---------|---------|
| 96 | 97 | 100 | 99 | 98 |

| 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 |
|---------|---------|---------|---------|---------|
| 92 | 92 | 92 | 92 | 92 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 68

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 |
|---------|---------|---------|---------|---------|
| 70.64 | 0.66 | 7.16 | 2.48 | 10.4 |

4.3

Number of Computers

Response: 96

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:

Kumbalathu Sankupillai Memorial Devaswom Board College is affiliated to the University of Kerala. It follows the guidelines, syllabus, academic calendar and evaluation pattern prescribed by the university. The college is managed by the Travancore Devaswom Board. The Principal and the College Council, which acts as an advisory as well as monitoring body, monitor the curricular aspects. The institution has no say in curriculum design. It is the University that provides the curricula framework which is revised periodically.

IQAC plays a key role in the effective dissemination of the curriculum. At the outset of every academic year, the IQAC chalks out an Action Plan for the proper delivery of the syllabus, on the basis of the academic calendar of the University. It then provides guidelines for the departments for ensuring proper delivery of the curriculum. The IQAC has also taken the initiative for an ERPS system (a management information portal) to ensure proper monitoring and delivery of academic curriculum and the same was implemented in the campus with the support of the Management and the College Council.

The College Level Monitoring Committee (CLMC) is the most important body involved in the process of effective curriculum delivery. The CLMC plans and conducts centralized examinations to evaluate student performance. It monitors the mechanism of continuous assessment of every student..

The Department Level Monitoring Committee (DLMC) operates in all academic departments of the college to implement the guidelines and plans prescribed by the CLMC. On the basis of the guidelines of the CLMC, the DLMC functions in a way that the syllabus is completed in time, periodical test papers are conducted for student evaluation and students are identified of the basis of their performance. Weak students are provided additional academic assistance through remedial classes. Meritorious students are further encouraged through supportive measures like the Walk With the Scholar (WWS), Additional Skill Acquisition Programme.

Periodic reports are collected from departments by the Principal to ensure that the syllabus is properly completed and the programme outcome is ensured. Value added programmes, seminars and invited talks are promoted to ensure maximum fulfillment of programme outcome.

The curriculum delivery is managed both online as well as offline. The college has a G-suite account to ensure effective online academic transaction. Every department ensures digital mode of delivery through smart class room.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View 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 college adheres to the guidelines and deadlines issued by the University of Kerala for the academic year. The measures taken by the college to adhere the academic calendar of the University including the conduct of CIE is stated below:

- The IQAC takes initiative to prepare an academic calendar based on this.

- The IQAC circulates notices inviting department procedures for the academic year through proper Action Plans at the beginning of the academic year.

- IQAC also ensures that departments submit the Annual Report at the end of the academic year.

- The College Level Monitoring Committee, having Head of Department of all departments as members, monitors and assess the effective implementation of the curriculum and the timely conduct of internal examinations.

- Three internal evaluations, a centralized one monitored by CLMC directly and two class tests at department level/centralized are conducted. The other components of internal evaluation like assignment and (or) seminar is conducted based on the guidelines and weightage prescribed by the University of Kerala.

- The CLMC along with the support of DLMC monitors the conduct of retest for deserving students

- The result of the same is informed to student prior to the date of external examination of the affiliating University.

- The students are given the option to address their grievances regarding the marks allotted, if any, to the Head of the Department and appropriate measures will be taken to ensure fairness of the process.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View 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: A. All 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 |

1.2 Academic Flexibility

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

Response: 100

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

Response: 26

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |

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

Response: 34

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 |
|---------|---------|---------|---------|---------|
| 12 | 6 | 8 | 3 | 5 |

| 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: 10.12

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 |
|---------|---------|---------|---------|---------|
| 802 | 165 | 175 | 70 | 93 |

| 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:

The syllabus prescribed by the University of Kerala has incorporated cross cutting issues like gender, environment, human values and professional ethics in almost all programmes offered and being an

affiliated college we follow the same syllabus. The areas mentioned above are addressed in 4 platforms:

1. curriculum prescribed by University
2. clubs, and
3. Value Added Courses
4. Agro initiatives by students

The subject domains which address gender, environment, human values and professional ethics include:

- English
- Malayalam
- Hindi
- Sanskrit
- Commerce
- Physics
- Chemistry
- Botany
- Zoology
- Statistics
- History
- Political Science
- Economics
- B.Voc – FPM
- B.Voc – SD etc

The College is situated in the outskirts of Kollam district, in a rural set up where the majority of community folk belong to socially, economically and educationally backward categories. The locale is such that it shares regions from three districts namely Kollam, Alleppey and Pathanamthitta. Laying emphasis on imparting crosscutting issues like gender equity, professional ethics etc, the college has constituted various clubs in this direction, apart from delivering such value based concepts through the curriculum.

The College has a majority of girl students (more than 70% of the student population). Hence every stone is unturned to cater to the requirements of not only girl students, but lady teachers as well. As part of this there is a Women's Study Centre (Thanal) in the campus. The Centre conducts programmes targeting this and is successful in getting students updated regarding gender neutrality.

The Human Rights Club functions in order to make the students aware of the dimensions involved in human rights. The Club functions keeping in view the dissemination of awareness on human rights. Various resource persons are invited to enlighten students about gender equity, child rights etc. Human Rights Day is observed giving due importance to the rights of students in community participatory life.

The college is surrounded three sides by Sastamcotta Lake, the biggest fresh water lake of Kerala, and this makes the college unique in environmental aspects. The college has a Biodiversity Club, Nature Club, Environmental Club and Bhoomitrasena Club to update the students about the need to protect the environment. The clubs are so successful in this aspect and they even put effort to renovate and retain a

bamboo forest with a view to alleviating soil erosion and in turn protecting the lake. The Biodiversity Club with the help of the Botany department conducts research and extension activity lined with nature at large and the Sastamcotta Lake in particular.

The Value Added Course of the Department of Commerce is in the area of business ethics, to update the students in ethical aspects. The college also has a placement cell which conducts sessions to teach professional behavior in a work environment.

The college also runs a farm in the campus and this in turn gives a message to students of the value system to accept all breeds of life and the world is not just for one's individual use and benefits.

| 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: 4.16

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 |
|---------|---------|---------|---------|---------|
| 28 | 21 | 21 | 21 | 21 |

| 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: 29.76

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

Response: 813

| File Description | Document |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |
| Any additional information | 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: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Any additional information (Upload) | View Document |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View 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: A. Feedback collected, analysed and action taken and feedback available on website

| 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: 131.14

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1099 | 928 | 908 | 859 | 802 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 757 | 685 | 685 | 685 | 685 |

| 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: 100

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 |
| 137 | 137 | 137 | 137 | 151 |

| 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:

The students securing admissions to the college are screened to identify the levels of learning capability through systematic and scientific procedures.

- An induction programme is organised for the first year students to help them in adapting themselves to the new learning atmosphere in the college.
- Each department conducts a programme specific bridge course to bridge the gap between and higher secondary and college level learning.
- An effective mentoring system ensures that students get their individual hurdles addressed at the department level, thereby enabling them to commence the graduate level learning experience with added confidence and motivation.

The students are categorised as advanced learners and slow learners after assessing their learning levels and potential to grasp concepts.

For Advanced Learners

- Walk With a Scholar(WWS): an initiative funded by KSHEC, Govt. of Kerala, focuses of the holistic development of advanced learners.
- Value added courses such as Financial Management, Communicative Hindi, Analytical techniques, English for communication, Yoga and stress management, etc give students opportunity to develop their skills.
- Coaching for UGC and CSIR- NET- JRF exams to equip the post graduate students to pursue their learning further.
- The students are encouraged to enrol for NPTEL courses which will add to their educational achievements.
- Students also get an opportunity to improve and refine their various skills through the Additional Skill Acquisition Programme (ASAP).
- The students are directed to use e-resources in INFLIBNET/N-List and other E platforms such as shodh ganga, shodh sindhu, etc
- Advanced learners are made to do peer teaching so as to motivate other students.
- KOODU- A Whatsapp group by Department of Malayalam creates and circulates audio notes of the syllabi for visually challenged students and slow learners.
- Endowments- numbers
- BODHI seminar series organised by the college encourages students and scholars to make paper presentation

Supporting slow learners

- Scholar Support Programme(SSP) funded by the Govt. of Kerala is a programme where selected

students are given individual mentoring after assessing their learning needs in specified subject areas.

- Remedial programme monitored by the departments helps to support slow learners to be on par with their peers.
- Peer teaching - Learning groups are constituted within a class under the charge of an advanced learner each where the advanced learner provides support and motivation to the slow learners of his group.
- Language lab : Language competency, language standardisation, accent neutralisation and acquisition of language skills are given stress both from mentors as well as from peers who are advanced learners.
- The faculty prepare and distribute simplified learning materials to suit the requirements of slow learners.
- Counselling sessions are provided to address the academic and non academic issues of the students
- The parents are periodically informed of their ward's progress and problems if any.
- Financially disadvantaged students are given aid to purchase study materials and books.

In addition, the following are provided to both advanced and slow learners

- Career guidance sessions provide platform to motivate and guide the learners to gain employment.
- Personality development sessions are organised by NCC, NSS etc. for the benefit of the students.

| File Description | Document |
|--------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Past link for additional Information | View Document |

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

Response: 28:1

| 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:

Constant effort is made to make and enhance the paradigm shift from teacher centric to student centric mode of instruction where the learner is at the centre of the teaching learning process. The mode of instruction is customised to made the needs of the learners. The adoption of outcome based education (OBE) ensures that the learning outcomes are attained through a dynamic process of instruction and

evaluation.

Experiential Learning

The Students are provided with an environment where they can develop their knowledge, skills and values from direct experiences and not merely from classroom bound lecturers.

- Bio diversity Club- The students of the department of Zoology and Botany gain first-hand knowledge experience through their familiarity with the abundant flora and fauna with which the pristine locality of the college is blessed.
- The largest freshwater lake and a Ramsar site, the Sasthamcotta lake is a treasure house of first hand learning for the students of life sciences department.
- Students try their hand at gardening and cultivation within the premises of the college.
- Community based activities which are part of various club activities keep the learners in touch with the realities and needs of the society around them.
- Distinguish alumni are invited to interact with students to motivate them.
- Internships are undertaken for gaining practical knowledge from the industries
- LED making workshops were conducted to develop a general awareness of energy management among students.

Participative Learning

- State of the art laboratory facilities are available in all science departments giving students a first hand learning experience.
- Language lab facility is also made available to enhance communication skills
- Peer teaching and team teaching are undertaken in all PG departments.
- Language departments conduct role play, interview with an author and gives journalistic exercises to students to make them participate in the learning process.
- Seminars and presentations are an integral part of syllabus.
- KOODU- A Whatsapp group by Department of Malayalam creates and circulates audio notes of the syllabi for visually challenged students and slow learners.
- Department of Commerce enlightens students with live sessions of stock market trading, insight of option chain in derivatives trading and also option pricing.
- Department of Sanskrit has Samskritavahini What's app Group started with the intention to enhance communicative skills of Students in Sanskrit language

Problem Solving Approach

- Project work, internships and field surveys are conducted to enhance the learning process and improve their analytical and problem identification and solving skills
- The Department of Commerce trains the students in family budget planning and tax assessment and filing of returns
- Participation in various projects funded by government and non-governmental organisations.

| 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:

In keeping with the demands of the new pedagogy, teachers extensively complement their teaching process with ICT resources which makes the teaching learning process more effective, especially in the pandemic-stricken environment and later, ICT resources were more relied upon. ICT competent teaching ensures student involvement thereby shifting from a teacher centred pedagogy to a learner centred methodology.

ICT is now integrated into teaching learning process, as the digital era demands much more than conventional chalk and talk method. Learning Management Softwares like Google classroom, mangle are used in teaching and evaluation.

Students go through a digital version of the classroom - Google classroom where the teacher uploads notes, lectures, links of relevant sites and materials which the learners can access at their convenience and learn at their individualized pace. Thus was a necessity to combat the learning hurdles posed by the nationwide pandemic, and is also used to supplement offline classes in a proportionate manner. Use of this Learner Management System helps in proper monitoring and overall classroom management.

Online tools such as youtube channels are created by teachers to bring the learning experience to the proximity of the learners. Blogs are used as an effective means of online communication and exchange of ideas related to courses and general topics that are tangential to the subject of study of the learners.

Video presentations of lectures, with PowerPoint presentations give a real classroom effect for the students. Students are also encouraged to present seminars and assignments using ICT tools like PowerPoint, as part of their course requirements.

Students are encouraged to enroll for NPTEL courses so that they are exposed to varied courses and topics in a different teaching learning atmosphere.

Smart classrooms- Every department is equipped with a smart classroom using which the learning process of the students are enhanced.

Online classes through google meet, Zoom platform started during pandemic, now continuing for providing additional and special classes, 100 percent digitalisation efforts has provided mobile gadgets to students to ensure effective learning

Device aid – To bridge the gap between the digital divide among the learners, who are mostly belonging to below average financial background, the College and individual departments took steps to provide students with gadgets to enable them to attend online classes and to use the materials provided in google

classrooms.

ERP System – Attendance and internal assessment is done and monitored using a software which ensures a coordinated assessment system. Students can follow their progress by logging on to the ERPS. Any issue related to a particular student can be monitored by the parent department. Parents can also login to the monitoring system and be aware of their ward’s progress. <https://ksmdbc.campusgenie.co.in/login>

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View Document |

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

Response: 28:1

2.3.3.1 Number of mentors

Response: 98

| 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: 106.52

| 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: 44.33

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 |
| 50 | 44 | 41 | 44 | 38 |

| 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: 7.02

2.4.3.1 Total experience of full-time teachers

Response: 674

| 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:

The Continuous Internal Evaluation system is done meticulously to ensure a clear assessment of the learning potential and level of achievement of each learner. The evaluation process and reforms introduced by the University are effectively implemented by constituting a Department Level Monitoring Committee

(DLMC) and College Level Monitoring Committee (CLMC). CLMC consists of Principal, a teacher in charge (convener) and all Head of the Departments; and DLMC constitute three senior faculties in each department. The individual departments maintain records pertaining to the assessment and evaluation of the students in the Continuous Evaluation(CE) and End Semester Examinations (ESE).

The DLMC and CLMC ensure transparency in the evaluation process. The schedule of internal examinations is announced and question papers from the concerned teachers are collected by the internal examination committee. All internal assessment marks are published in the notice board of respective departments. Complaints, if any, are first addressed by the head of the departments and then forwarded to the college level committee and remedial actions are taken. The internal marks are then uploaded in the university website. Hard copies of CE grade sheets are kept as record in departments.

University guidelines for evaluation reforms are austere followed by the college. CLMC and DLMC meetings analyze the results and decide on steps to be taken to improve the academic performance

The College Level Monitoring Committee (CLMC) takes the initiative of conducting periodic internal examinations through a centralised system. CLMC monitored the entire process and entrusted with task of scheduling the internal examination dates in tune with the academic calendar of the University. Co-ordinated effort of Department Level Monitoring Committee (DLMC) helps in the collection of question papers. Teachers are also involved in the examination process, starting from question paper setting up to the conduct of examination and the publication of result. All internal assessment marks are published in the notice board of the respective departments. Complaints, if any, are first addressed by the DLMC and then forwarded to the CLMC and remedial actions are taken. Copy of the mark lists of internal examinations were maintained in the CLMC also.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response:

Grievance Redressal mechanism

The complaints of the students related to the continuous internal evaluation will be addressed by the grievance redressal system functioning in the college. The entire process is decentralised and different bodies take part in the transparent, time bound and efficient mode of addressing the grievances raised by the students.

CLMC

Continuous evaluation is done in a systematic and monitored manner by the CLMC. CLMC together with the IQAC prepares the academic calendar in unison with the academic calendar published by the University. The internal examination time table is prepared well in advance and is intimated to the departments. The departments are directed to display the time table as well as the seating arrangements in their respective notice board. The attendance of the students is recorded by the respective departments. Re tests were conducted on the basis of genuineness. The result of examination is published in a time bound manner. Answer sheets of test papers are given to the students so that they can voice any grievances related to the internal exams to the Department Level Monitoring Committee through their tutor. The committee can consider all the complaints not redressed by DLMC. While considering the complaint, the College union Chairman was included as an invitee in the CLMC.

DLMC

The DLMC under the coordination of the head of the department addresses the internal exam related grievances. The DLMC takes steps to re assess the learner's performance and revaluation is done, if found genuine and necessary. In case the learner is not satisfied at this level, they can bring up the matter to the CLMC.

Tutor

The students can raise their complaints related to internal evaluation at the primary level with their tutor. Tutor may report the issue to DLMC and revaluation is done by the tutor. In addition to internal examination Assignments/ seminars are also given as part of the continuous evaluation, by the tutor. The assignments are returned within 15 days to the learner. Complaints if any can also be reported to DLMC

Mentor

Apart from the tutor, a mentor is also assigned to students for discussing any grievances and issues. The mentoring system ensures that students get their individual hurdles addressed at the department level, thereby enabling him/her to commence the graduate level learning experience with added confidence and motivation. The mentor assesses the levels of mentees through interactive sessions and addresses their grievances and issues accordingly

ULMC

Any grievances related to university examination or that cannot be settled by the CLMC can be raised before the university level monitoring committee. The complaint if any, can be forwarded through the Principal to the ULMC. ULMC acts as an appellate committee. Any complaint not redressed by CLMC can be examined and settled by ULMC

| 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:

Outcome based education is the mode of framing syllabus for all the courses. Framing of syllabus is done by the university. For most of the programmes, course objectives and programme outcomes are predefined by the university while designing the programme and individual courses. These outcomes are displayed in the college website also.

An overview of the outcomes is presented to the students at the very beginning when they are initiated into the programme through an induction programme. Each course is introduced by outlining the course outcomes during the programme.

Induction programme is organised soon after the completion of the admission process. The Principal, and the faculty members and tutor address the students and the parents during this session, wherein they are given an overall awareness and knowledge of the choice based semester system followed by the university for undergraduate programmes. They are familiarised with the mode of evaluation and assessment comprising external examination conducted by the university at the end of each semester and the continuous assessment(evaluation) process and its various components of test paper, attendance and seminars or assignment. The various components are designed to ensure that the learner can cope with any form of assessment, along with gaining experience in seminar presentations, which will help him/ her in advanced academic endeavours. During the induction programme, an overview of the activities of the various clubs and forums is given to the students. They are required to be involved in clubs and forums of their choice and aptitude, and also social service platforms like NCC and NSS as part of the requirements of their first degree programme. The students are made aware of the existence of the grievance redressal cell and anti ragging cell, which are places where they can voice their grievances in case of necessity. The students are provided with a copy of anti ragging declaration which states that it is an offence to engage in any activity amounting to ragging. They are made to sign the declaration. Each class is assigned a tutor, who acts as the academic counsellor or course advisor to guide the students throughout their activities related to the programme. The mentoring system which assigns a mentor to a set of mentees ensure that students are given adequate personal attention in the academic, psychological, financial, social aspects, for as long as they are in the campus, as and when needed. Each learner is thus cocooned within a system leading to a learner centred atmosphere where the learner's diverse needs, as far as possible, are taken care of , to enable him to realise his/her full and true potential following the guidelines issued by the university.

| File Description | Document |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | View Document |
| Upload any additional information | 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:

The institution follows the practice of objective measuring the level of attainment of Course Outcomes (COs), Program Outcomes (POs) and Program Specific Outcomes (PSOs).

Methodology adopted to assess the attainment of outcomes

- Course embedded assessment is done through regular class activities.
- Earmarking a section of continuous evaluation examination as embedded questions to measure the attainment of outcomes.
- Result analysis is done at the end of the programme: Tutors analyse the results at the end of each semester and are compiled at the end of the programme to measure the attainment of course objectives.
- Student progression: Survey on the progression details of under graduate and post graduate programmes is conducted by the concerned tutors. Tutors maintain a file detailing the higher education and career progression of students of each outgoing batch.
- Continuous evaluation measures used for CO, PO, PSO attainment are:

1. Internal examination: As part of continuous evaluation, internal examination is conducted in a centralised manner and valued answer scripts are handed over to the students within a period of one week.
2. Assignments: Assignments are given to the students with a view to develop their problem solving skills and project implementation skills and the date of assignment submission are published in the department academic calendar. The topics are chosen with the course objectives in mind.
3. Seminars: The presentation skills of the students are tested through this component and the students are encouraged to use ICT in preparing and presenting seminars. The learners are graded on the basis of their performance and involvement. The topics for the seminars are selected from a wide spectrum under the purview of the curriculum and are designed to guide the students towards attaining the programme objectives.
4. Projects and Viva: Projects, field visits, viva and practical skill evaluations are also the value indicators for the programme and course outcome attainment evaluation.

| 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: 51.53

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 |
| 358 | 454 | 425 | 404 | 266 |

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 |
| 814 | 759 | 736 | 709 | 680 |

| 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: 3.67

| 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: 185.24

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 |
|---------|---------|---------|---------|---------|
| 96.57 | 0 | 69.4 | 18.2 | 1.065 |

| 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 |
| Any additional information | View Document |

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

Response: 12.5

3.1.2.1 Number of teachers recognized as research guides

Response: 12

| 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: 12.99

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 |
| 6 | 0 | 1 | 1 | 2 |

3.1.3.2 Number of departments offering academic programmes

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

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| List of research projects and funding details | View Document |
| Any additional information | View Document |
| Paste link to funding agency website | 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:

KSMDB College has been a front runner in the creation of an ecosystem for innovation and promotion of ideas among students and faculty. The Institution's Innovation Council (IIC) set up in accordance with the direction of the Ministry of Human Resource Development (MHRD), Govt. of India has been instrumental in the creation of think tanks and opinion builders. Various clubs have been functioning under the auspices of IIC since its inception. The IIC includes ED club, IPR Cell, Planning Forum, Financial Library Cell, etc. It provides a meaningful platform for interaction between academic and industry. It has also taken keen interest in community development. The main intention behind the creation of IIC is to provide facilities for incubation of ideas for which it lends training, mentoring and technical support. The Directorate of Collegiate Education has selected our college for the flagship programme of Walk With a Scholar. Eminent scholars from various spectra visit the college and interact with meritorious students. The Bodhi National Seminar is another intellectual extravaganza conducted annually, where students get opportunity to present papers and interact with the scholars of their chosen fields.

Various clubs have been functioning in the college with the intention of equipping students to face future challenges. The Science Club, Kerala State Literacy Mission Club, Health Education Club, Environmental Club, Bhoomitrasena Club, Biodiversity Club, Community and Health

Activity Club, Literary Club etc. are a few.

The college has undertaken innumerable flagship programmes under the banner of Innovation Ecosystem, the most prominent of which have been the workshops, seminars, symposia and conference conducted under the auspices of IIC.

The staff and students of the Department of Malayalam has innovatively transcended the knowledge barrier during the lockdown by introducing Story Reading for the community through digital media.

Envisaging the need of appropriate measures of farming and cattle rearing, the college indulges in the cultivation of cashew nuts, pineapple, banana tapioca etc. Coupled with this, the college rears cows, goats and poultry; leading to integrated farming. Students are also provided opportunities of training in craft making.

The Kerala Development and Innovation Strategy Council (K-Disc) of Govt. of Kerala is bringing out path breaking strategic programmes for innovation promotion for local economic development named One District-One Idea/MSME Innovation Clusters. Our institution is one among the two Arts and Science Colleges in Kollam district selected for this innovation challenge for manufacturing clusters and micro-enterprise clusters. The Department of Economics was selected for the programme, wherein it is supposed to formulate innovations for the development of the Chathanoor handloom cluster.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for 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: 22

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 |
|---------|---------|---------|---------|---------|
| 10 | 8 | 2 | 2 | 0 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during last 5 years | View Document |
| Any additional information | View Document |

3.3 Research Publications and Awards

| | |
|--|-------------------------------|
| 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years | |
| Response: 2.21 | |
| 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years | |
| Response: 31 | |
| 3.3.1.2 Number of teachers recognized as guides during the last five years | |
| Response: 14 | |
| File Description | Document |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| Any additional information | View Document |
| URL to the research page on HEI website | View Document |

| | | | | |
|--|---------|-------------------------------|---------|---------|
| 3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years | | | | |
| Response: 0.48 | | | | |
| 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 |
| 24 | 9 | 8 | 2 | 4 |
| File Description | | Document | | |
| List of research papers by title, author, department, name and year of publication | | View Document | | |
| Any additional information | | View Document | | |

| |
|---|
| 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: 0.68 |
| 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 |
| 23 | 17 | 12 | 9 | 6 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters edited volumes/ books published | View Document |
| Any additional information | 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:

ENVIRONMENTAL AWARENESS THROUGH ORGANIC FARMING

- **SUBHIKSHA – 2020** – An organic farming venture in association with the Subhiksha Keralam Project of the Govt. of Kerala.
- **NAIPUNYA** Pineapple Jam: value-added organic products of Subhiksha.
- **Cultivation of Crops:** Distribution of vegetable seeds and vegetable harvest

SAHAPAADIKKORU VEEDU’-

- Construction of Home for fellow student

RECOVERY TOWARDS DYNAMIC AND RESILIENT INTERVENTIONS TO COMBAT COVID 19 PANDEMIC

- Making and distribution of sanitizers and masks
- Creative activities and online competitions for students
- Student participation in the enforcement of traffic discipline and Covid protocol regulations
- Webinars and awareness classes on how to prevent the Pandemic

FLOOD RELIEF ACTIVITIES

- Contributed Rs 24,06,885/- to the Chief Minister’s Disaster Relief Fund
- Collected and distributed essential materials to various flood-affected areas of the state
- Cleaning drive during the post-flood period
- Flood Assessment Survey on Impact of Biodiversity in Munro Islands

RURAL COMMUNITY ENRICHMENT THROUGH SOCIALLY RESPONSIBLE INITIATIVES

- Adopted Kunnumpuram village under the Adopted Village Scheme of the NSS Unit
- Manufacturing and distribution of Chekkutty dolls
- Student Palliative Club
- Agricultural Market
- Mozhi: Whatsapp collective for visually challenged people
- Karunya Padhathi: financial aid to poor patients and students
- Blood Donation Camp
- Mid-day Meal Program

IN THEIR SHOES: COLLEGE – LOCAL COMMUNITY PARTICIPATION

- **Sabarimala** Duty by the NCC Cadets
- Annual Seven Day Cohabitation Camp
- Anti-drug Awareness Programme.
- YOGA for building Immunity
- IT awareness survey in the Panchayath,
- Celebration of National Days with community participation
- Vimukthi: Anti-Narcotics Campaign
- AIDS awareness programmes
- Waste Management: “Wealth from Waste”, “Free From Waste: Samagra Suchitva Padhathi”

SHOW ITS WORTH: ENVIRONMENTAL PRESERVATION

- Safe Kollam: Initiative of the District Administration for a safe environment and safe water
- ANERT Energy Centre Unit
- Reduce, Reuse and Recycle: Making of “seed pens”, Anti Plastic Campaign.
- Awareness rally and Seminar on Fire Rescue
- Rain Water Harvesting
- World Environment Day Celebration
- Nature Camp

CLEANING THE WATER BODIES- SASTHAMCOTTA LAKE AND PREMISES

- Kayalvaram: Annual cleaning of Sasthamcotta Lake
- Swatch Bharath Abhiyan
- Annual Water Quality Analysis
- Fire Break Creation and cleaning drive
- Wetland Care Programme
- Jalasabha: Awareness class on the preservation of water resources

ACADEMIC LEVEL OUTREACH PROGRAMME

- Digitization of study materials
- World Population Day Lecture in nearby schools
- Online Literary Camp for Higher Secondary Students
- Communicative English Classes to school students

- Sasthrapadham: Science and Social Science Camp for Higher Secondary Students
- Sasthrajalakam: Science Camp for High School Students
- Science Exhibition
- Workshop on Experimental Physics
- Inter-collegiate quiz competitions

WOMEN EMPOWERMENT

- Self-defence training for girl students
- Cash-out of Trash: Online training programme for women
- Participation of Dr R Vijayalekshmi, NSS Programme Officer in the Republic Day Parade in Delhi

- International Women's Day Celebration: Screening of Short Film

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

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

Response: 21

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 |
|---------|---------|---------|---------|---------|
| 7 | 4 | 6 | 4 | 0 |

| File Description | Document |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | View Document |
| e-copy of the award letters | View Document |
| Any additional information | 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: 232

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 |
| 64 | 62 | 46 | 40 | 20 |

| File Description | Document |
|--|-------------------------------|
| Reports of the event organized | View 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: 149.2

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 |
| 4098 | 4829 | 4184 | 3416 | 1711 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |
| Any additional information | View Document |

3.5 Collaboration

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

Response: 42

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 |
|---------|---------|---------|---------|---------|
| 8 | 10 | 13 | 8 | 3 |

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: 7

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 |
|---------|---------|---------|---------|---------|
| 7 | 0 | 0 | 0 | 0 |

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:

KSMDB College has adequate infrastructure facilities for meeting the requirements of the college. The institution offers adequate number of spacious classrooms, laboratories, seminar halls, and library and research rooms for carrying out academic activities effectively.

The campus has five major building blocks. It accommodates a Main block, the North and South blocks, the Commerce block the upcoming Golden Jubilee block, the e-Centre (a common computer lab) and the Digital Library. The main block comprises one administrative wing and twelve departments. The Departments of Commerce and History are in separate buildings.

There are 17 departments in the college offering 17 UG courses and 7 PG courses. All the departments have separate staff rooms with adequate facilities. Departments of Chemistry and Commerce are research departments.

There are 62 spacious class rooms with proper lighting, ventilation, black/green board, podium, fans etc. There are 16 ICT enabled class rooms, two smart class rooms and ICT enabled seminar halls. There are portable projectors and accessories to meet any additional needs.

All Science departments have adequate laboratories with instruments. Well equipped Laboratory facilities are available for science departments which are supported by DBT STAR and DST-FIST since 2019. The department of Physics has a Nano Science lab well equipped with Combustion Chamber, furnaces, Refractometer etc. The Department of Chemistry is an approved research centre of the University of Kerala. The Department of Biotechnology, Kerala State Council for Science Technology and Environment and the Department of Science and Technology are some of the funding agencies that support the department.

The Department of Food Science and Technology has a well equipped lab with all necessary equipments. The Department of Botany maintains the College Herbarium and a Botanical Garden and the Department of Zoology holds a Museum with hundreds of preserved specimen.

The whole campus is supported with high speed Wi-Fi facility. There are two separate computer centers, each with 15 computers. There is another computer lab in the Research department of Commerce with nine computers. A sophisticated new computer lab under the RUSA 2.0 Scheme is nearing completion. The staffrooms of the departments, College office, Principal's room, IQAC room and Examination Control room are equipped with internet-enabled computer systems. There are Generators, Inverters and UPS systems to ensure uninterrupted power supply in the institution.

The English Language lab is equipped with internet connected nine desktop systems to facilitate training in Communicative English and other programmes.

The College Central library provides ample reading space, with a collection of about 48959 books and 2946 reference books, seven desktop computers having INFLIBNET, internet browsing and reprographic facilities. The new digital Library building INFLIBO is a prestigious project contributed by an Alumnus.

Common amenities include Cooperative store, Womens' hostel, Staff cooperative bank, Campus Radio('Voice of DBC'), College Canteen etc. Botanical Garden, Green House, Ornamental fish tank, Pineapple farm and cattle rearing are also maintained in the college under the supervision of the Departments of Botany and Zoology.

The institution has surveillance cameras, security staffs and ample vehicle parking facility.

| 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:

KSMDB College takes various steps to energize and motivate the students to indulge in sports and extracurricular activities along with academic activities. The institution has spacious auditorium, open air auditorium, general seminar hall and seminar hall with ICT facilities for conducting general programmes and events organized by the students' union including Arts festival and College day. The seminar halls of departments and the large classrooms are also used as venue for conducting arts and literary competitions.

The Physical Education department has a pivotal role in organizing all sports and games activities in the college. The institution has a well maintained college stadium where college level and University level championships are being conducted. The institution has excellent facilities for both indoor and outdoor games.

The outdoor courts for sports and games include college stadium, basket-ball court, football court, cricket practicing court, volley ball court, etc. Indoor facilities, multi-gym and fitness centre facilities are available in the campus.

National Cadet Corps (NCC) and National Service Scheme (NSS) are provided with separate rooms having desktop computer facilities. The institution celebrates international yoga day every year in connection with NCC and NSS students.

The college has given special importance in fostering cultural programmes and competitions. The students are encouraged to participate in various intercollegiate fests and University Youth Festival.

The Institution is having a staff club viz; “*Oruma*” where all teaching and non-teaching staff are members. *Oruma* conduct staff day annually and organizes cultural programmes in connection with Onam and Christmas.

Sports and Games Facilities in the College

| Sl No | Facility | Numbers | Area | Year of es |
|-------|------------------------------|---------|----------------|------------|
| 1 | football court | 1 | 100m x 80m | 1988 |
| 2 | gymnasium | 1 | 15.2m x 25.6m | 1975 (Mod |
| 3 | cricket ground | 1 | 125m x 110m | 1988 |
| 4 | cricket net practicing court | 1 | 35m x 5 m | 2003 |
| 5 | volleyball court | 1 | 22m x 12 m | 1965 |
| 6 | basketball court outdoor | 1 | 32 m x 18 m | 2016 |
| 7 | Khokho court | 1 | 27 m x 16 m | 2008 |
| 8 | Ball badminton | 1 | 24mx 12 m | 1970 |
| 9 | Shuttle badminton (indoor) | 2 | 13.4 m x 6.1 m | 2004 |
| 10 | Table Tennis | 2 | 2.74m x 1.52 m | 2016 |
| 11 | Kabadi Court | 1 | 12.5 m x 10 m | 1965 |
| 12 | Handball court | 1 | 40 m x 20 m | 2012 |
| 13 | Athletics | 1 | 400 m track | 1988 |

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for 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: 25

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 17

| File Description | Document |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 100.06

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 |
|---------|---------|---------|---------|---------|
| 70.64 | 0.66 | 7.16 | 2.48 | 10.43 |

| 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 |
| Upload any additional information | View Document |

4.2 Library as a Learning Resource

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

Response:

KSMDB College follows a centralized library system and it is located at first floor of main block, with an area of 307.1 Sq.m. Library has partially automated with Grandha Software since 2015. The college library has three sections: Reading room, Reference section for teachers and students, and general and departmental stacks. The library is open from 9.00 am to 5.00 pm on all working days.

The General library has a good collection of about 49000 printed books and around 3000 reference books. It subscribes a number of leading periodicals and newspapers. The college library has a large collection of old and rare books. The collection of books also includes books for various competitive examinations like PSC, UPSC, UGC NET, etc. The library has a collection of rare books like Mahabharatha, Ramayana, and Rigveda etc.

The college has been a member of INFLIBNET N-List consortia for many years and provides access to thousands of e-resources. It provides web based services including access to e-books, e-journals and research databases and more than 6,000 online journals and 3135000 e books. Individual login/passwords are given to users for accessing INFLIBNET N-List resources.

The Library offers Online Public Access Catalogue (OPAC) facility through which users can search the library catalogue to locate and check the availability of books and other materials. Seven desktop computers with internet facility are available for browsing. Drinking water and reprographic facilities are also available in the library. Orientation and awareness programme are conducted every year for the newly enrolled students. News papers and journals are properly categorized and displayed for students. Institutional resources like previous year question papers, newspapers, journal and periodicals are made available in the library for users. The library conducts book exhibitions and seminars occasionally.

The maintenance and utilization of library is overseen by the Library Advisory Committee. Annual stock of books, journals other infrastructures is monitored and maintained in the library stock register. The regular upgrading of journals, books, databases and other facilities are undertaken by Library Advisory Committee. Pest control of library books and records is done every year. Library keeps log books separately for both students and teachers.

INFLIBO- Digital Library: Inflibo-Digital library, funded by the Department of Commerce Alumnus, is nearing completion and is about to operate..

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View 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: 1.34

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 |
|---------|---------|---------|---------|---------|
| 0.25 | 2.13 | 0.75 | 0.85 | 2.71 |

| 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 |
| Any additional information | 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: 3.18

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

| Response: 90 | |
|---|-------------------------------|
| 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:

KSMDB College provides ICT facilities for teaching and learning. Adequate number of desktops with internet and Wi-Fi facility, LCD Projectors, printers, G Suite account, Education Resource Planning (ERP) software- Campus Genie etc., are the IT Infrastructure facilities available in the campus. The whole campus is Wi-Fi enabled.

There are around 96 desktop computers and all the departments are provided with sufficient computers and printers. There are 16 ICT enabled class rooms, 2 digital class rooms and ICT enabled seminar halls. Each department has one ICT enabled class room facilities for teaching. The additional needs for better utilization of the classrooms are met by means of portable projectors and accessories.

There are two separate computer centers, each having 15 computers with internet facilities. There is a computer lab with nine computers in the Research Department of Commerce. The English Language lab is equipped with nine desktop systems with internet connections to facilitate training in Communicative English and various other programmes.

The college functions as the Local Chapter of NPTEL and SWAYAM. Access to e-journals and e-books are provided by the N-LIST.

The college has a well developed and well maintained website, which provides information in a clear and accessible format, promoting the best user experience. All activities of the institution are uploaded in the website and are updated regularly, so that it reaches all the stakeholders effectively.

G –Suite for Education: The institution has created a Google G Suite for education account with the domain *ksmdbc.ac.in* for all departments, faculty members, administrative staff and also various clubs and forums. G Suite accounts for all teachers expedite and facilitate the smooth and effective conduct of online classes.

Education Resource Planning (ERP) software- *Campus Genie* implemented in the college facilitates automated student management, attendance, timetable, internal marks, staff profiling and performance evaluation. Parent portal, student portal, SMS alert and other relevant services are also part of the software. Students can log in to the ERPS from their mobile using the Campus Genie Android app, available in the Google play store. With the centralized database of ERP multiple modules, the admin user can keep track of day-to-day tasks. The user can manage, monitor, and control the entire administrative process from a single platform.

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

| 4.3.2 Student - Computer ratio (Data for the latest completed academic year) | |
|---|-------------------------------|
| Response: 28:1 | |
| File Description | Document |
| Upload any additional information | View Document |
| Student – computer ratio | View Document |

| 4.3.3 Bandwidth of internet connection in the Institution | |
|--|-------------------------------|
| Response: A. 750 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: 449.62 | | | | |
| 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 |
| 8.75 | 9.73 | 8.98 | 12.92 | 11.97 |

| 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:

KSMDDB College is having established systems and procedures for maintaining and utilizing physical, academic and support facilities – Laboratory, library, sports complex, computers, class rooms etc. The college is continuously adding new facilities and also maintaining the existing facilities to its optimal utilization levels. At the beginning of every academic year, Principal invites requirements from each departments and is discussed in the College Council. The College Council assess the department requirements and with their consent, the Principal initiates the official procedures. An annual budget for maintenance of all infrastructure facilities is carried out at the beginning of every year. For better utilization of infrastructure, the college has constituted an Infrastructure committee comprising the Principal, the IQAC Coordinator, Superintendent and faculty members for framing policies and executing procedures for improving infrastructure facilities in the campus. The Purchase and Technical Committees functioning in the college ensures quality and transparency regarding all transaction related to purchase.

The major maintenance work in the college is carried out by the Engineering Department of the Travancore Devaswom Board, the Management, under the supervision of the Chief Engineer. The civil and electrical works are adequately monitored and maintained by utilizing the PTA and Management funds.

Gardeners, security staff, cleaning staff etc., are appointed on contract basis and paid from management funds. Cleanliness and hygiene are strictly maintained in the campus, classrooms, staffrooms, college office and laboratories, by hired workers and last grade employees. Contingent electrical, plumbing, carpentry and meson works are met using PTA funds.

Laboratory: Maintenance work is done in all labs before the commencement of regular academic activities. The Lab in charge reports the availability of stock and requirement of consumables and the working condition of lab equipments. Cleaning of the laboratories is done by contract and hired workers. Minor repair works of laboratory equipments are carried out by hired staff. Mechanical appliances and laboratory equipment are usually serviced and maintained by the Lab assistants under the supervision of teachers. The services of skilled teachers are also availed for the maintenance of computers, electronic appliances and laboratory equipments in their respective departments. The wastage from laboratories is minimized by following green protocol and reusing solvents.

Library: The maintenance and utilization of library is overseen by the Library Advisory Committee. One UGC librarian and other staffs facilitate the smooth functioning of the library. Annual stock of books,

journals and other infrastructural facilities are monitored and maintained in the library stock register. The regular upgrade of journals, books, databases and other facilities are undertaken by library advisory committee from time to time. Pest control of library books and records is done every year. Library keeps log books for both students and teachers separately.

Sports Facility: The sports facility is made available to all the students throughout the year. The college stadium hosts University championships and various sport and games activities of neighboring schools and other institutions. All sports and games activities are organised by the Physical Education Department. The Physical education department keeps a stock register of all sports and games items and timely stock verification is carried out every year. First-aid kits are made available in the Department.

ICT Facilities: Computers are properly serviced and reused for the proper functioning of academic and non-academic activities and to minimize e-waste. Log books are maintained in the computer lab to ensure proper usage. Inspection and verification of stocks are carried out regularly during the end of every year. Maintenance of ICT facilities and computers are carried out through service providers and external agencies. Anti-Virus/ Anti- Malware software is installed to protect computers from malicious viruses. An IT committee under the Department of Information Technology are in charge of proper maintainance and upgradation of all Computer facilities available in the Campus. The college website is maintained by the Website Convenor with the support of a reputed service provider.

Class Rooms: Class rooms are used for the regular academic activities (teaching and examination) as per the time table. The maintenance of class rooms such as cleaning is carried out with the help of cleaning staffs.

General seminar halls and college auditorium is used for conducting various seminars and workshops and are properly maintained.

The college canteen is run on lease basis by an external agency and is properly supervised by the canteen committee.

Waste Management

There are operative solid, liquid and waste management systems available in the Campus. Adequate dustbins, containers for collecting chemical waste and bio-gas plant are various ways through which waste management is ensured. .

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for 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: 75.54

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 |
|---------|---------|---------|---------|---------|
| 1721 | 1573 | 1699 | 2101 | 1933 |

| 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: 9.39

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 |
|---------|---------|---------|---------|---------|
| 237 | 297 | 229 | 190 | 185 |

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

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) | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

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: 0.7

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 |
|---------|---------|---------|---------|---------|
| 23 | 37 | 16 | 10 | 2 |

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

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: 2.33

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 |
|---------|---------|---------|---------|---------|
| 18 | 21 | 14 | 15 | 18 |

| 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: 92.62

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

Response: 753

| 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: 57.39

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 |
|---------|---------|---------|---------|---------|
| 23 | 37 | 16 | 10 | 02 |

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 |
|---------|---------|---------|---------|---------|
| 33 | 53 | 23 | 16 | 13 |

| 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 |

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: 91

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 |
| 8 | 14 | 28 | 27 | 14 |

| 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 |

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:

Apart from the academic pursuit, students are provided with openings in cocurricular and extracurricular activities. Due patronage is given to students with talent in sports and arts. They are prepared for various level competitions. Clubs and forums function for this. The NSS and NCC Units of the college also provide a platform in this regard.

Various clubs (Debate Club, Quiz club, Science Club, ED Club etc.) and forums (NSS, NCC, Punarjani, Bhoomithra Sena etc.) function in the campus to provide adequate encouragement with regard to cocurricular and extracurricular activities. The Physical education department monitors activities of sports. The Department has fielded Cricket (men), Cricket (women), Football (men), Shuttle Badminton (women), Chess, Volley Ball, Power lifting & Weightlifting, Chess, Handball (men & women) Judo, Kabadi, Ball Badminton (women) and Best Physique Team

Much coveted prizes and awards have been won by our students at various level sports competitions.

- One of our students participated in Judo and another one in Boxing during the academic year 2016-17. The First Prize for Boxing was bagged by our student Gajal Valiyathan who also served as Inter University Boxing Member during the same academic year.

- We had participants in Judo, Boxing and Cricket during the academic year 2017-18 and bagged Third Prize for Judo.
- During the academic year 2018-19, we had participants in Judo, Wushu and Boxing and secured Second Prize for Judo.

The academic year 2020-21 was a fruitful year for the sports aspirants of our college. The students of our college bagged

- Second Prize for High jump
- Third Prize for 5000 mtrs
- Second Prize for Judo 90 kg
- Third Prize for Judo 73 kg
- Third Prize for Boxing 73 kg

The college cultural activity revolves around the pivotal requirements of students participating in various levels of competitions. The clubs provide training in theatre performances (the Drama Club won various awards namely best drama, best actor, best actress etc at the University level

competitions several times.), music, dance, mime etc. The Arts Festival of the college is a much sought-after event. Onam, Christmas and the like are celebrated with great pomp and splendour.

Much coveted prizes and awards have been won by our students at various levels of arts competitions as well. These include:

- Second Prize for Hindi Elocution during the academic year 2017-18
- Third Prize for Hindi Elocution during the academic year 2018-19.
- Second Prize for Sanskrit Aksharaslokam during the academic year 2019-20.
- Third Prize for Hindi Essay Writing during the academic year 2019-20.

Due to Covid-19 Pandemic the arts festival and all cultural events were not materialized in the academic year 2020-21

| 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: 305.2

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 |
| 0 | 507 | 380 | 301 | 338 |

| 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:

The college has an active General Alumni Association apart from the various Department Alumni Associations. The alumni have contributed immensely by way of financial aid for developing infrastructure and providing scholarships for students. The alumni intervene periodically in the affairs of the college and provide support when required.

The distinguished alumni of our college include eminent people like Padmasree Dr. B. Ravi Pillai, Dr. B. Mohanan IAS, Dr. C.Unnikrishna Pillai, Former Principal, KSMDDB College and member, Kerala Sahithya Academy, Dr. B. S. Sreekumar CA, Cine Actor Late Bharath Murali, Sri. Kovoov Kunjumon MLA, Sri. P. C. Vishnunath MLA, Sri. C. R. Mahesh MLA, Prof. Dr. C.T. Aravindakumar, Pro Vice Chancellor, MG University, Kottayam, Sri. John Samuel, International Consulting Advisor to the UNDP and former Executive Director of the National Centre for Advocacy Studies, Sri. Sarath, ISRO Scientist, Smt. K.R Meera, author and Kendra Sahithya Academy Award Winner. Dr. B.S.Sreekumar CA, a distinguished alumnus of the college, as a sign of respect for his alma mater, signed an MOU with the institution towards constructing a state-of-the-art fully air-conditioned Digital Library having an estimate of **Rs. 1.5 Crores**. Eminent businessman and distinguished alumnus of our college Dr. Ravi Pillai, has always been keen on helping our students. He has reinstated the scholarships given in his name after the pandemic period and has given scholarships to many financially backward students during the academic year 2020-2021.

The Overseas Alumni Association of the college (DEBCAS) is based in Dubai. During the academic year 2019-20, DEBCAS conducted a programme honouring retired teachers and provided financial aid for economically backward students. About **Rs. 2 lakhs** was spent by the association during the programme SAMARPPANAM-2020 held in the academic year 2019-20. Endowments to 60 students were also distributed in the same academic year. The overall alumni contribution to the institution for the last five years is **Rs 1,58,57,145**.

Apart from financial support, the college alumni have been very active in conducting a number of programmes including awareness classes, seminars, free medical camps for the public, Career Guidance classes, Counseling etc. Sri. John Samuel, International Consulting Advisor to the UNDP and former Executive Director of the National Centre for Advocacy Studies constantly visits the college and interacts with the students and teachers. He was a resource person for many seminars organized by the college in connection with Governance, Human Rights etc. The alumnus of the Department of Chemistry and Polymer Chemistry Dr. C.T Aravindakumar, Pro Vice-Chancellor, Mahatma Gandhi University, Professor, School of Environmental Sciences, Hon. Director, International Centre for Polar Studies was a resource person for many seminars organized by the department. Sri. V.P Sreekumar, another distinguished alumnus is an industry representative of Rashtriya Uchcharat Shiksha Abhiyan (RUSA) of the college.

Building meaningful relationships with students and alumni is important for the strategic growth and advancement of higher education programs. Current students at the institution benefit from the mentorship opportunities and improved job placement rates, which encourage alumni to associate with our institution to meet financial goals and infrastructure development.

| 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: A. ? 5 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:

The **Vision** of the institution is primarily the upliftment of the marginalized sections of society, while also providing adequate opportunity for the general community at large.

“Knowledge for each and wisdom for all” is the **Mission** statement of the institution.

Affiliated to University of Kerala, the College is managed by the Travancore Devaswom Board as per UGC regulations and Kerala Government Service Rules.

The formation of the Governing bodies of the institution is fully enrooted by the mission of the College. The Governing body ensures the participation of teachers, ministerial staffs, students, representatives of Management, Parents and Alumni, without any gender, communal or political bias.

The **College Council** consists of the Principal, HODs of all departments, Office Superintendent, 4 elected members from the faculty, librarian and student representative. All major decisions which reinforce the vision of the institution are taken at Council meetings.

The **IQAC** of the College monitors and effectively implements various activities of the institution and assures to maintain the quality of all academic activities of the institution. The Committee is formed with stake holders belonging to divergent walks of the society viz., the Principal as the Chairperson, Coordinator, Core Committee members, Steering Committee members, Management Representative, Alumni member, Industrialist and the College Superintendent. The IQAC takes the lead role in organising various induction programs and training programs to accommodate newly admitted students and newly appointed faculty, to familiarise the system within the institution.

Academic activities like conduct of internal Examinations are coordinated by the College Level Monitoring Committee (**CLMC**) in which all Heads of the Departments are members. The **DLMC** (Department Level Monitoring Committee) acts as the supporting wing of the CLMC and monitors various supporting systems for students such as tutorial, mentoring and remedial. The Administrative wing is supported by the **PTA** which deals with all contingent requirements of the institution

Arrangements for the smooth conduct of University examinations are made by the **Examination Wing**. The College offers service as a centre to conduct various university examinations to private registered students, the Institute of Distance Education (IDE) exams and competitive exams like PSC, which offers great help to candidates of nearby locality.

Admission related activities are carried out by the **Admission committee** in a just and fair manner. All reservation policies of the Government are strictly followed as per the norms of the University of Kerala to uplift the marginalised sections of society, while giving sufficient chance for the general community at large.

Election to various bodies like the College Council and Student Council (College Union) are conducted in a democratic manner by the **Election committee**. Student council helps in building teamwork and leadership skills of students.

The programmes initiated by the Government of Kerala such as **SSP** and **ASAP**, provide adequate learning possibilities for students in general, while encouraging marginalised community by providing reservations and fee concessions.

Regular meetings are conducted by all bodies under the convenorship of teacher faculty, to monitor and review the overall functioning of various sections.

| 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 College takes utmost care to involve all its stakeholders including teachers, students, parents, alumni and local administration in planning, decision-making and implementing various activities. The system thus provides accountability and participative management at all levels. The institutional management ensures the idea of decentralisation in formal or informal way with almost all its official bodies. To study the effectiveness of Decentralisation and Participative Management within the institution, a case study is reported on the Project 'VISION 2025'. The details are given below.

A Case Study on Vision 2025

The Vision 2025 is a preliminary document to facilitate and update opportunities within the institution to face challenges of the 21st Century as envisaged in "Project ICT". (Project ICT is an initiative taken up by the college with a view to improve all basic infrastructure in the campus, emphasizing the role of ICT in all academic pursuit.)

In 2020, it was unanimously decided to have a Master Plan covering all major development aspects needed to facelift the institution namely:

1. Basic Amenities
2. Curricular Development
3. Co-Curricular Facilities
4. Extra- Curricular Facilities

The Effectiveness of Decentralisation and Participative Management

Participation and contribution of Management in decentralisation

The Management is a board of members nominated by the Government, representing different sections of general public and involves in planning and implementing diverse developmental activities such as

- Governance of the institution
- Infrastructural development
- Recruitment of required teaching and non-teaching staff

Participation and contribution of Teaching Staff

- College Council includes elected representatives of teachers (four) besides who hold statutory administrative responsibilities.
- Department Level Monitoring Committee (DLMC) ensures participative involvement of faculty in decision making regarding curricular aspects and offers Bridge Courses
- Leadership in Technical committee, Purchase Committee, Planning Committee, Building committee, Hostel Committee and Library Committee
- Offers coaching for UGC-NET, Civil Services and other competitive exams
- Teaching staff of the Department of Physical Education involves in planning and implementation of fitness centre
- Involves in submitting application for sanctioning of new courses and in policy making
- Participation in designing action plan for 'Vision 2025'

Participation and contribution of Non-Teaching Staff

- Involve in institutional administratiob
- Involve in Student Support Services like Scholarships
- The Cooperative Society provides DTP facilities for all stake holders

Participation and contribution of Alumni

Alumni Association of the institution acts as a coordinating force to ensure administrative and participative involvement of former students in various official bodies.

- Contribute towards improving the infrastructural facilities.(Alumni of Commerce Department donated for a new building Inlibo- the Digital library)
- Provides financial support to students
- Contributes books relating to competitive examinations for students

Participation and contribution of Students

- The Chairman of the College Union is a member of College Council and participates in curricular/cocurricular/extracurricular affairs.
- IQAC students pool facilitates IQAC by being ambassadors of Plastic free campus and beautification of campus

Participation and contribution of General Public

The PTA Executive Committee bear parents as its members holding various administrative responsibilities.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The College has developed appropriate policies and strategies for becoming an institute of eminence in its relentless pursuit of excellence. The 2025 strategic plan document, which is based on the seven goals listed below, includes both vertical and horizontal development axes.

Goal 1: Educational Administration

Goal 2: Student Welfare Measures and Support

Goal 3: Faculty Selection/ Development

Goal 4: Strengthening Research Activities

Goal 5: Expansion of the Horizon of Knowledge Base

Goal 6: Infrastructure Development

Goal 7: Social Commitment and Responsibility

Being situated in a locality of under privileged society, the college strives to conduct programs aiming at the upliftment and improvement of life and wellbeing of the people inhabiting around the college. Various activities like house construction for the poor and needy, awareness programs on social issues, conduct of exhibitions etc. are well coordinated with the support of staffs and students of the institution, for the general public.

“Sahapadikkoru veedu”- (Home for classmate)- Report

It was decided to construct a new building as a memorial of the Institution’s Golden Jubilee Celebrations.

Permission was granted by the Management- Hon'ble Travancore Devaswom Board to demolish an existing three-roomed building in the college where a new building is being constructed and to provide the materials of old building to build a house to a needy student. The National Service Scheme was entrusted with the task of construction, as per the decision of the College Council. A student from the III BSc Physics class was selected after a detailed survey. The financial as well as the physical condition of the family members of the student was very pathetic and their house was in a dilapidated condition.

NSS volunteers collected funds from the teaching staff, non-teaching staff, alumni, students and the public for the construction. On 27th December 2020, the Hon'ble Travancore Devaswom Board President, Adv.N.Vasu laid the foundation stone of the house. Principal Dr. K.S.Anilkumar presided over the function. Thus, the construction of 650 square feet house was started. On 8th November 2021 Devaswom Board President Advocate N. Vasu handed over the key to the student and his family. The College Principal, Dr.B.Beena presided over the ceremony.

The total cost of construction of the house was 8.5 lakh rupees including construction materials worth Rs.1 lakh recovered from the old building of the college. Thus, with the support of all stake holders of the institution, we could materialise our social commitment as a higher education institution.

| File Description | Document |
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| Upload any additional information | View Document |
| strategic Plan and deployment documents on the website | View Document |
| Paste link for 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:

Governing Bodies

- **University of Kerala** - The College is a Government Aided institution, affiliated to the University of Kerala
- **Directorate of Collegiate Education (DCE)** – The Department imparts higher Education to various undergraduate and post Graduate Courses in Government and Government Aided Colleges.
- **Management** - The institution is governed and managed by the Hon'ble Travancore Devaswom Board
- **Head of the Institution** –The Principal heads the administrative and academic decisions of the institution in compliance with UGC regulations and directives of the Directorate of Collegiate Education, Government of Kerala and the Act and Statutes of the University of Kerala and supervises the teaching-learning process and executes administrative policies in consultation with and subject to the endorsement of the Staff Council.

College Council- The Staff Council, the apex body of decision making, is constituted as per the Statute of the University. It comprises the Principal, HODs, the Librarian, the senior superintendent, student representative and four elected representatives of the teaching staff. The Staff Council meets periodically and whenever any urgent issue arises.

IQAC -The IQAC functions with the aim to monitor and assess the quality standards set by the University and NAAC. It prepares the perspective plans and academic plan of the institution and effectively implements them. The IQAC comprises of the Principal, coordinator, core committee members, steering committee members, industrialist, and Superintendent of the College.

PTA -The College has a well-built PTA, which plays a significant role in the academic and non-academic activities of the College. The PTA executive committee consists of Principal as the president, an elected member from the parent community as the Vice-President and a teacher representative as the Secretary. All teachers and parents are members of the association. The departmental PTA with HoD as the convenor provides for direct interaction between parents and teachers. The meetings of PTA will be convened periodically to discuss various issues faced by students.

NSS/NCC/ Clubs /Forums -Various bodies such as NSS, NCC, various Clubs and Forums function effectively with teaching faculty as the Co-ordinator and staff and students as members.

Alumni Association - The institution has a registered Alumni Association that contributes significantly to enhance academic and infrastructural development of the College. Many scholarships, endowments and financial assistance are provided by the Alumni Associations to motivate and support students. Students who excel in academics and sports are also felicitated. The College also has ALUMNI- UAE Chapter (DEBCAS) which significantly supports students.

Administrative Wing- It includes Senior Superintendent, Administrative staffs, Lab assistants, Librarian and Library assistants.

Service Rules - Employees are bound to follow the University Act and Statutes of the University of Kerala and Kerala Service Rules (KSR).

Recruitment- Recruitment of staffs are done by the management in accordance with Kerala University Regulations and UGC Regulations.

Promotion of the teaching faculty is done as per UGC Regulations following the Career Advancement

Scheme (CAS) and Performance Based Appraisal System (PBAS) of the University of Kerala.

Grievance Redressal Mechanism -Both offline and online facilities are provided for the grievance redressal.

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

6.3 Faculty Empowerment Strategies

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

Response:

Enhancing the quality and capacity of each member is the most important way to achieve good results for any activity. Based on this, the institution offer effective welfare measures and ensure solutions to the common needs of each member. The institution gives freedom to teaching faculty to participate in training programmes, workshops and seminars to get updated in the academia.

The non-teaching staff are also motivated to attend training programmes to enhance their performance. Besides several welfare measures provided by the Government, and other institutional facilities include:

- **Staff Co-operative Bank**

The staff Cooperative Bank functioning in the campus provides divergent welfare schemes for financial needs of permanent employees such as:

- Interest-free loans up to one lakh rupees
- Loan facility up to 10 lakhs at an affordable rate of interest
- Long- and short-term saving schemes

- **The Staff Club ‘Oruma’** organises socio-cultural activities to reduce stress and to give enough relief to work pressure by celebrating festivals like Onam, Christmas etc. and provides financial aid to the family of seriously ill and deceased ministerial staff members.
- **DTP/Spiral Binding/Photocopy facility** with privilege to staff
- **Library** with online databases for academic development
- **Gymnasium** with separate timings for staff
- **Parking Area** with separate space for staff to park vehicles
- **Women’s Hostel** with food and accomodation for women staff of the College
- **Canteen** with tea, snacks and lunch at moderate rates
- **Women’s Amenity Centre** organises tour & recreational activities exclusively for women faculty members.
- **Purified drinking water Facility** at different areas of campus
- Facility to buy **organic products** from our own organic farm
- Provision to attend relevant **training programs** to update knowledge whenever essential.
- **Retirement Function** for retiring staff is conducted every year.

- **Free Wi-Fi Facility** in each Department and Administrative wing.

- **Special Casual leaves** under specific medical conditions such as Covid pandemic.

Other Governmental Welfare Schemes include:

- Provident Fund (PF)
- Group Insurance Scheme (GIS)
- State Life Insurance Scheme (SLI)
- MediSEP, Medical Insurance Policy
- Maternity and Paternity Leave

- National Pension Scheme (NPS)
- Medical Reimbursement

Teaching Staff

- **Career Advancement Scheme (CAS)-**
 - Three levels of placement programme to permanent teaching staff viz., Assistant Professor, Associate Professor and Professor.
 - promotion to each grade from another is subject to fulfilment of the qualifying conditions and API based PBAS requirements.
- **G-Suite account-** G-Suite for Education with the institutional domain was provided to all Departments, faculty members, administrative Staff and also to various clubs and forums, with ksmdbc as the domain.

Non-teaching Staff

- **Personalised Cabins** for ministerial staff.
- **Die in harness** - Jobs on compassionate ground for dependents of non-teaching staff.
- **Career Progression for non-teaching staff** is subject to one's qualification, performance, and experience.
- **Festival allowance** to provide financial support staff during festival season.
- **Financial aid** to the unsupported family of seriously ill and deceased ministerial staff members

| 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: 0

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

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

| 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: 3.4

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 |
|---------|---------|---------|---------|---------|
| 4 | 6 | 3 | 2 | 2 |

| File Description | Document |
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| Upload any additional information | 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: 15.23

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 |
|---------|---------|---------|---------|---------|
| 33 | 19 | 10 | 5 | 7 |

| File Description | Document |
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| 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 success of an institution mostly depends on the quality of the staff. Thus Human Resource Management policies connect the mission and vision of the institution to the performance of the individual. The primary objective of the system is to develop a faculty appraisal system for the institution whereas the secondary objectives include implementation of correction measures for drawback and shortcomings and to improve the quality of the institution.

Mentioned below are certain parameters identified for the Performance Appraisal evaluation for teaching and non-teaching staff.

Teaching Staff

Performance appraisal for teachers is conducted to gain an annual insight of performance levels of the teaching staff, based on standards set up by authorities, student feedback, student performance analysis, parent feedback and peer feedback.

1.By authorities

The teaching staff of the institution strictly follow the rules and regulations of the University of Kerala as per UGC Regulations for the maintenance of standards in Higher Education. The teaching staff has to submit duly filled Performance Based Appraisal System (PBAS) proforma prescribed by the University to the IQAC of the college. After verification of proforma and supporting documents, IQAC recommends it to the Principal. The Principal forwards it to the University, which in turn constitutes a screening committee for evaluation of the proforma. The screening committee evaluates each PBAS proforma and recommends/ rejects the proposal for promotion. Subsequently the teacher has to get approval from the Management, University and the Deputy Directorate of Collegiate Education.

2. By students

At the end of each academic year, teachers are evaluated by students based on certain parameters. The evaluation procedure is conducted confidentially by the Head of the Department. A proforma is given to students to evaluate their teachers who had engaged their classes in the respective semesters. Afterwards the filled proformas are collected by the Head. Corrective measures, and suggestions are discussed personally with respective teachers. Common Suggestions are discussed in the faculty meeting.

3. Classroom Observations/ student performance Analysis

Unplanned classroom session observation is done by the head atleast one in each term to monitor the performance of teacher and student performance analysis is made which is also an indicator of teacher performance. General views are commonly shared and individual shortcomings are personally discussed

4. Parent Feedback

It is mandatory to invite parents for PTA meetings and discussions on problems faced by the students with regard to teacher performance was made with each parents individually and the problems, suggestions and recommendations are properly recorded for correction measures.

Non-Teaching Staff

The non-teaching staff are also evaluated with definite parameters of their performance. Promotion criteria are fulfilled according to educational qualifications and success in department tests as per the Kerala Service Rules.

Besides all these, there are other mechanisms that indirectly analyses the limitations and provides scope for quality improvement strategies, such as satisfaction survey by students, Alumni and parents, Grievance Redressal Mechanism of the College, etc.

| File Description | Document |
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| Upload any additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution regularly conducts internal and external financial audit to maintain the financial management system in a transparent and systematic way, where all Government and Non-Government funds are operated through the College Principal. Usually, the Institution conducts two kinds of financial audits viz., internal audit and external audit.

Internal Audit

Internal audits are conducted by the institution periodically by audit wings of the Deputy Directorate of Collegiate Education (DDCE), Kollam and also by the Accountant General's (AG) office, Thiruvananthapuram. (Test audit). These two authorities inspect the files relating to financial matters under various scheme that the College has availed. All kinds of Government and Non-Government funds are managed by the Head of the institution. The Head Accountant (HA) of the administrative wing helps the Principal to maintain transparency in financial dealings.

The College also conducts 'Internal Annual Stock Verification' in Departments with special emphasis to those departments having laboratory facilities. The Principal appoints an Internal Inter Departmental Committee for this verification. Usually, the Annual Stock Verification is conducted during the end of March. Discrepancies, if any at the Department level, can be easily rectified in the same realm. Annual Stock Verification supports the internal audit in a large way.

Being a Government aided institution, appointment of a chartered accountant is not mandatory. Even then, the service of a competent Chartered Accountant firm is sought during implementation of various Schemes. The final audit report is discussed and approved by the College Council after making appropriate corrections, if any.

External Audit

i) Funds from UGC / RUSA / Alumni etc. are channelized and disbursed to the concerned person only through the Principal's account. The funds can be utilized and properly audited by an external audit authority such as a Chartered Accountant.

ii) The PTA account is also managed by the President of PTA i.e., the Principal. A senior faculty will be the Secretary of PTA. The PTA accounts are audited yearly by an external authority, or by a local authority appointed by the executive committee of PTA. The audit report of the PTA, after discussion in the Executive Committee and later in the General Body, is submitted to the office of the Registrar of Societies of the Government of Kerala. Discrepancies if any can be subject to the Internal Auditing Authorities- DD and AG. A committee appointed by the Principal, conducts regular local audits to maintain a healthy financial system in the College.

Mechanism for Settling Audit Objections

The audit objection report shall be received and acknowledged appropriately by the institution. Audit objections by the audit wing of the Deputy Directorate of Collegiate Education (DDCE) are clarified with substantiated reports. Usually 'first reply' to the audit report should be furnished within a period of 14 days.

The Audit objection report received by the Principal, is handed over to the staff- in -charge of the section, by the Superintendent of the College. The administrative wing of the institution takes effort to produce explanations within the stipulated time.

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

Response: 116.17

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 |
| 38.45 | 27.02 | 19.05 | 17.45 | 14.2 |

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |
| Any additional information | View Document |
| Annual statements of accounts | View Document |

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

Response:

Mobilisation of Funds

The Institution receives funds from different Government and Non-Government schemes, Management, PTA, Scholarships, and Alumni and they are subject to external or internal audits to maintain transparency in every transaction.

Various Funds available are –

Central Government Funds

Major part includes funds from:

- UGC
- RUSA
- DST-FIST
- DBT-STAR
- Minor Projects
- Scholarships

The Central Government funds are used to enhance developmental activities mainly under three heads, viz.,

- i) To purchase books and journals for academic development
- ii) For new buildings, lab facility, equipment, etc. for infrastructure development
- iii) For Research development- UGC funds for new Minor and major research projects wasn't provided after 2015. Already sanctioned projects utilises the funds received earlier

State Government Funds

Major part includes funds from:

- SARD
- State Government Fund for NSS
- State Government Fund for ASAP, WWS and SSP
- Scholarships

State Government funds are for mainly granted for innovative programmes like ASAP, WWS, SSP, SARD, clubs, NSS, etc. Various scholarships for students are initiated by Directorate of Collegiate Education (DCE).

Other Non-Government Funds

Major part includes funds from:

- Endowment Awards
- Funds Raised by Departments/Associations
- PTA Funds
- Aid from Philanthropists
- Contribution from Alumni
- Funds from Management
- Research grant from the University of Kerala

Other Non-Government Funds are mainly from the Hon'ble Travancore Devaswom Board, Parent-

Teacher Association (PTA), Funds from Alumni and other contributions. The Management fund is used to meet contingent needs, salary for temporary staff, construction and maintenance of buildings, etc. PTA fund are utilised only for student related activities, appointment of guest lecturers, endowment for deserving students, etc.

Optimal utilisation of funds

The funds from each of these heads are properly scrutinised by the specific committees. Every purchase for large amounts will have multi-level monitoring system. For example, the purchase of equipment for DST-FIST scheme needs a Department Level screening at first followed. Then the document having specifications is forwarded to the Technical Committee. After Technical Committee evaluation, the selected equipment's specifications will be forwarded to the Purchase Committee. By the recommendation of Purchase Committee, the competent firm will be given the purchase order. Thus, the multi-faceted bodies ensure the quality of each product purchased. Internal and external audits ensure timely utilisation of funds.

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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:

Each and every programme organized by the institution is monitored by the IQAC in all stages, to ensure standard. The IQAC takes the initiative in organising professional training programmes for teaching and non-teaching staff. When the Covid-19 pandemic adversely affected the teaching-learning process, the IQAC formulated the online system of teaching-learning with G-suite, where online classrooms were well managed. Recording of classes was implemented to facilitate learning process at students' convenience.

The Tutorial and Mentoring policies of the institution was also modified accordingly.

Long-established Tutorial System

One of the primary functions of the institution is the long - established Tutorial System. It serves the purpose of monitoring each and every student of the College. As envisaged by educationists, every individual unit comprising a good number of students (a regular batch) is allotted a Tutor at the department level. A Tutor is: -

1. Entrusted with the task of guiding students from the time of their admission till they leave the institution.
2. A comprehensive record of all relevant details of the student, including academic, economic, socio-cultural, psychological parameters need to be made.

The tutor should follow the procedure of monitoring the student's evolution as she/he moves to different levels of her/his study. The Tutor assembles students of her/his batch once in every week other than the regular class hours (on Wednesday) and discusses their whereabouts, be it their academic, extra-curricular, financial or psychological issues.

Implementation of mentoring policy

The College has a well-planned Learner Mentoring Programme which enables learners to benefit from a holistic support system offered by mentors. This programme is not only confined to providing academic assistance but also seeks to be sensitive to all matters that interfere with the performance of learners. Tutors are entrusted with the responsibility of identifying students on the basis of different criteria such as academic, economical, psychological and social aspects. The strategies adopted for various criteria are: Remedial classes for students who fall behind and require focused attention to their individual learning difficulties. Mentees who suffer on account of their socio-economic standing will be given financial support (other than endowments/ scholarships) via the Staff Club. Raising of funds for this purpose will be through contributions made by teachers, non-teaching staff, alumni and any other source(s) identified by the Staff Club. The Grievance Redressal Cell, Counselling Cell and the Women's Cell organises counselling sessions to help students who are in need of emotional/psychological support.

Students suffering from inhibitions may be encouraged to participate in motivational talks, soft skill development programs, and communicative skill development programs arranged for them. Each mentor is assigned a few students and is advised to maintain a close, empathetic relationship with them. This should help the mentor gain an understanding of the aspirations, strengths and weaknesses of each learner and provide necessary help when required. The Mentoring Programme seeks to create a healthy academic environment through which difficulties of learners can be duly addressed and rectified.

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| 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:

IQAC's Review Mechanism for Teaching-Learning

The institution has a strong review mechanism for reviewing teaching learning process. The external assessment and evaluation are done at the University level. However, continuous evaluation is done at the institution level. Internal assessment is done strictly based on student performance after providing sufficient opportunities for improvement. The review mechanism is planned in such a way to cope up with the specific needs of our institution. The first level of review of teaching learning process takes place in the classroom level itself. Every student has the freedom to communicate with the teacher. IQAC observes regularly to maintain this rapport among the students and teachers.

Besides, the Tutorial system also provides students to share their concerns and suggestion with the respective class tutor. The tutors can fruitfully identify and deal with the various issues like academic, socio-cultural, financial and psychological. The students are categorized as per their needs in the mentoring level. The mentor recommends slow learners for Remedial coaching or SSP while advanced learners are selected for WWS. Outstanding students are recommended for skill training, seminars etc. Socio Cultural requirements are also fulfilled by providing timely help and exposure. Financial needs are addressed at the Department level, or College level as per the requirement. Counselling will be provided if the student asks for psychological assistance. This system is facilitated and periodically monitored by the IQAC.

In addition to this, students are provided the opportunity to evaluate their teachers in a very confidential manner. For this, a proforma consisting of 15 items has been prepared by the IQAC. The assessment of teachers is thus made in a fair manner. Based on the assessment, each paramter is categorised as Excellent, Very good, Good or Poor by giving one of the grades- A/B/C/D. The Head of the department is fully responsible to collect this feedback and based on it, teachers will be called upon confidentially and are given the opportunity to understand students' feedback and take necessary action accordingly. After that, the Head shall submit a report to IQAC regarding the measures taken.

- **Remedial Coaching**

Remedial Coaching for academically weak students is one of the best mechanisms of the institution to ensure quality in academic fraternity. Even before the wake of Covid -19 Pandemic, Remedial Coaching was a usual practice. The IQAC decided to revamp tutorial, Mentoring and Remedial systems after the pandemic. During online mode, it was identified that many students were not able to attend the class properly due to inappropriate network facilities and lack of gadgets. The IQAC recommended the Principal to reconstitute the Grievance Redressal & Counselling Cell (GRCC) of the institution. The GRCC made a survey among the students through the class tutors. Subsequently, the problems faced by the students such as lack of smart gadgets, weak financial status to data recharge etc., were identified. Online classes were suggested to be recorded so that the student will have an opportunity to go through the class at their convenience.

| File Description | Document |
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| Upload any 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 initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | View Document |
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |
| Paste web link of Annual reports of 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:

The students of KSMDDB College, especially girls belonging to middle class families from the rural area of Kollam district, receive gender sensitive, value based, quality education in a safe and secure environment free from discrimination. The institution is a co-educational one with about 71% of the staff and over 70% of the students are females.

SAFETY AND SECURITY

The Institution places great emphasis on the safety and security of the students. The College is committed to provide a safe and secure academic environment to the students. The College is under 24/7 surveillance with the help of CCTV cameras at all vantage points which provides security and safety to all students, especially the girl students. The campus is fully protected with compound walls and there is round the clock vigil by security guards at the front gate. All visitors to the campus are permitted entry only after confirming the purpose of visit at the front gate by the security-staff. Every Department maintains a 'Movement Register' to record the movement of students which are duly signed and monitored by the respective tutors and counter-signed by the HODs. The college has a zero-tolerance policy on issues concerning gender, ragging and sexual harassment.

COUNSELLING

The Center for Women Studies offers students personal counselling sessions on a regular basis. Guidance and Counselling systems are always at hand. A trained and qualified Counsellor visits the campus every month on designated days. A separate Counselling Room has been established for the purpose in the 'Thanal' block in the campus.

GENDER EQUITY

The Institution believes in imparting gender sensitivity to students and faculty through various clubs and associations, which conduct routine gender-sensitization programs. The Resource Persons invited emphasizes the need to ensure the staff and students humane working and living conditions.

WOMEN EMPOWERMENT

The Centre for Women Studies and Anti Ragging Cell are actively functioning entities within the college. Invited Lectures, Seminars, Training Programmes and Workshops are conducted on Self employment and Legal Awareness. Measures on how to deal with Domestic violence and Sexual Harassment are also undertaken by the Centre for Women's Studies of the College. Self employment training is also imparted to the girl students.

SELF DEFENSE

Awareness classes and training programs on self defense are organized on a regular basis in the campus in collaboration with the Kerala Police and the Excise Department. Students are also made aware of violence against women and children.

HEALTH AND WELLNESS

Awareness programs on various diseases are organized and the students and staff are made aware of the early detection and prevention of various diseases. They are also made aware of the life style diseases and the health hazards of fast food. Yoga training is also imparted on a regular basis for the good health and well being of the students.

| 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: A. 4 or All of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Geotagged Photographs | View 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:

The College has been making very distinctive contributions during the last decade to make the campus environment-friendly and sustainable by the proper management of waste and by preserving nature. The waste management policy of the College ensures proper management of waste, waste segregation, storage, handling, transport and disposal. It follows the five “R” principle of reduce, reuse, recycle, refuse and regenerate. The College has been declared “Plastic Litter Free Zone.”

Solid Waste Management

The Green Protocol of the College emphasizes reduction and prevention of waste at its source. A number of unique initiatives have been implemented to promote reduction of plastic waste on campus. As part of the Green Policy, the institution ensures reusable steel glasses and plates, promotion of cloth bags instead of non biodegradable polythene bags, avoidance of plastic flex boards etc . Encouragement of steel food containers, promotion of green protocol through messages are some of the plastic waste reduction methods. Separate color-coded bins for different types of wastes are placed throughout the campus at important vantage points for proper collection and segregation of wastes. An MoU is signed by the college with Sasthamcotta Grama Panchayat to collect plastic-bottles and paper-waste for recycling. This is beneficial in utilization and recovery of components through sustainable waste management. Manure generated out of waste is used for gardening. Waste pits (bio-compost) are established in the campus for disposal of biodegradable wastes generated through garden trimming and vegetable wastes from the canteen. Bio-gas Plant has been installed in the campus, near the canteen and the fuel generated out of this is used up by the vocational students for making value added products. Solid waste is thus turned into sustainable energy and fertilizers.

Liquid Waste Management

Precautions are taken to prevent chemical contamination by the safe and scientific disposal mechanism. Canteen waste water is managed through sedimentation pits which are cleared periodically and the rest of the water passes into the traditional drain.

Biomedical Waste Management

The College authorities have arranged for handling safe and environment friendly disposal of sanitary napkins, which comes under the bio-medical waste category. A total of two incinerators has been installed in the campus for this purpose.

e- Waste Management

The college authorities ensure periodic maintenance of computers and other electronic equipment to minimize e-waste generation. The College has an e-waste Policy in place for the safe handling and disposal of e-waste generated within the campus. Annual Contract signed with the suppliers of the Computers and Peripherals Company ensures that the Reverse Supply Chain system is seamlessly functioning for its safe disposal.

Waste Recycling System

The College maintains an organic farm where plantain, tapioca, vegetables etc are cultivated. In the organic farming initiative, bio-manures involving kitchen cow dung, slurry from biogas plant and compost are used successfully for increasing the yields.

Hazardous Chemicals and Radioactive Waste Management

The College as such has zero waste generation of hazardous and radioactive category.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Link for Relevant documents like agreements/MoUs with Government and other approved agencies | 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: A. Any 4 or All of the above

| File Description | Document |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | View Document |
| Any other relevant documents | 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: A. Any 4 or all of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View 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 |
| Geotagged photographs / videos of the facilities | 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:

KSMDB College is founded on the values and principles of Shri Kumbalathu Sankupillai, a social reformer who worked for the upliftment of downtrodden people and to spread education. As such the institution strives to be an inclusive community by inculcating the values of secularism and promoting cultural, regional and communal harmony. The staff-members and students of the College constitute a cross section of diverse linguistic, regional, communal and socio-economic background. Various programmes organised in the College celebrates this collective inclusiveness.

- **Laharivirudha Kavi Sammelanam:** NSS organized Laharivurudha Kavi Sammelanam to create an awareness among the local population on the hazards of drug and liquor abuse.
- **Blood Donation camp:** Blood donation camp is conducted every year to to motivate students to donate blood and save lives.
- **Contribution to Temple Festival:** The staff members of the college contribute to the nearby Sasthamcotta Ayyappa Swami Temple to organize grand festival every year. The students get an opportunity for experiential learning through participation. “Annadhanam” and performances like Kathakali, the traditional art form of Kerala are sponsored by the staff members.
- The staff members also contributed to the Prime Minister' Distress Rellief Fund (**CMDRF**)
- **Town cleaning** is initiated by the students of the College under the leadership of the NSS volunteers after the Temple festival every year.
- **Onam**, the cultural feast of Kerala is celebrated with due importance, with cultural pageantry and different competitions are organised. Onam kit is distributed to needy people.
- **Christmas** is celebrated involving all students, irrespective of their faith and this promotes communal harmony.
- **Visits to destitute houses and orphanages** are organised by the College and the NSS volunteers visited Badhanya Bhavan orphanage and also Ashraya, Kalayapuram.
- **Distribution of Study materials** for students in the pre-metric hostel for boys to uplift them to the main stream society.

- **Onam**, the regional cultural festival is celebrated every year and Onam kit is distributed to people.
- **Cleaning** in adopted village Kunnumpuram to spread the message of sanitation.
- **Health Education Classes** by doctors from Taluk hospital on psycho-social competence in connection with AIDS awareness campaign. Also awareness on drug addiction among youth and positive mental health was conducted by NSS.
- **Human Resource Development Programme** for SC people in adopted village, in association with the Coir Board, which included technical sessions for self-employment was conducted by the NSS volunteers.
- **Survey and spreading awareness on monsoon related diseases** is conducted in the adopted village to reduce the health hazards and deaths caused due to ignorance during the season.
- **Flood relief activities** were conducted by NSS and NCC volunteers and cleaning of the flood affected area was also undertaken.
- **Water connection** for library in adopted village.
- **Anti-drug awareness rally**, palliative awareness class, vimukthi awareness programme were conducted by the NSS in addition to AIDS awareness class.
- **Fire rescue awareness class and rally** for the benefit of the community, was conducted under the leadership of the NSS.
- **Eye care camp and registration for cataract surgery** for the benefit of the community.

| 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:

- KSMDB College takes various initiatives to sensitize the students and faculty to the constitutional obligations: values, rights, duties and responsibilities, by organizing many events and programmes.
- **Induction Programme:** The College begins the sensitization programme every year with the induction of the undergraduate students, where the Principal emphasizes the importance of constitutional duties of all the citizens and the need to transform ourselves into responsible citizens.
- **Yoga Day** is celebrated every year to maintain physical and mental wellbeing of the staff members and students.
- **Independence Day and Republic Day:** National festivals like Independence Day and Republic Day are celebrated with ceremonial flag hoisting and parade by the NCC and NSS units of the college invoking patriotic and nationalist fervour in the minds of the community.
- **Constitution Day:** The College celebrates the Constitution Day to inculcate in the students and staff a sense of national and patriotic feeling.
- **Celebration of Gandhi Jayanti:** The College celebrates the birthday of Mahatma Gandhi every year to cherish and follow the noble ideals which inspired our national leaders to fight for the

freedom of the country and to inculcate those values among the members of the College community. The National Service Scheme (NSS) of the college celebrated the 150th birth anniversary of Mahatma Gandhi with a three-day mega state level event from 30th September to October 2nd, 2018.

- **Day against Human Trafficking:** The NSS celebrated day against human trafficking to create awareness among students.
- **Pulwama Day** is observed by NSS and the martyred Central Reserve Police Force (CRPF) personnel in the attack were paid tributes.
- **Kargil Day is also celebrated to commemoration of the martyrs**
- **Human Rights Club** has raised awareness on human rights.
- The College has taken initiative to create awareness on **women's rights** and also **legal awareness**. Eminent women administrators in Keral State Government are invited as Resource Persons to interact with the students. The College does its best to ensure knowledge regarding the rights and responsibilities of the civilians.
- **International Women's Day** is celebrated by inviting Resource Persons from the Court to conscientise the students on the legal rights of women.
- **Electoral awareness class** is given to both students and teachers to develop awareness about the election procedures.

| 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: B. 3 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 College celebrates national festivals to promote national integrity and to develop democratic spirit. All students enthusiastically participate in such events. The College also organises special programmes on the occasion of the birth or death anniversaries of great Indian personalities. The institution has a system in which references about epoch making social thinkers of India like Mahatma Gandhi, Jawaharlal Nehru, etc. are made through the public address system as and when their birth or death anniversaries fall.

- **Gandhi Jayanti Celebrations:** The college celebrates Gandhi Jayanti every year on 2nd October with prayer services. As part of this, the NSS unit of the college organises ‘**Service Week**’ with the motto of **Swachh Bharat**. Various lectures are also organised by Gandhian studies club on **Gandhian philosophy, teachings ideals etc.**
- **National Science Day Celebrations:** The college celebrates National Science Day on 28th February every year. The Department of Economics has celebrated National Moon Day on July 21st.
- The college celebrates **national festivals** like Onam, Diwali, Holi, Christmas, Eid-UI-Fitr etc.
- **International Women's Day** is celebrated every year with various programmes to enlighten and empower women.
- **World Heart Day** is celebrated by NSS and NCC organising rallies and different programmes to spread awareness against tobacco use, unhealthy diet and physical inactivity.
- **International Biological Diversity Day** is observed to create awareness and conservation of flora, fauna and species richness. Various biodiversity issues are also identified and discussed on this day through seminars, field trips and interaction with local people. Initiatives are also taken to conserve Sasthamcotta Lake and efforts are being made to interact with the local community and seek their support in its protection.
- **World Forest Day** is celebrated by Biodiversity Club and IQAC and an one day seminar is organised to create awareness to conserve the forest resources of our nation. The students also planted saplings and are engaged in the watering and protection of plants. Miyawaki Forest is also planted near the campus.
- **World Wetland Day** is observed every year to conserve wetlands which are the most diverse and productive ecosystem. Our College is situated in "Ramsar Site", a renowned freshwater ecosystem which includes Sasthamcotta Lake, the major source of water supply of Kollam.

| 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 |

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format

provided in the Manual.

Response:

Best Practice 1

1. Title of the Practice: Subhiksha

2. Objectives:

- To attain self-sufficiency in agriculture
- To promote farming culture among students
- To promote a healthy way of living
- To attain sustainable agriculture ecosystem
- To increase food production to meet growing demand

3. The Context:

Agriculture plays a chief role in economy and is considered to be the backbone of economic system for developing countries. For decades, agriculture has been related with the production of vital food crops. Self sufficiency in agriculture has been prioritized in every Five Year Plans. Food production should increase to meet the demands of the growing population. It is to be ensured that our food system is ready to meet the challenges like shortage of food, adulteration and quality. Many people are switching their food habits and are depending more on organic food produce. It is necessary to maintain good health both of human beings and animals. It is our duty to promote a healthy way of living. In this context, K.S.M.D.B College promotes sustainable agriculture ecosystem. Farming in sustainable ways without compromising the chance of future generations to meet their needs is the need of the hour. The college campus and surroundings have vast areas of arable land which is utilized for farming.

4. The Practice:

SUBHIKSHA – 2020 is an organic farming done by KSMDDB College in consultation with the Agriculture department and Dairy Development Board at Sasthamcotta and executed with the help of Grama Panchayathu-Sasthamcotta. In order to infuse environmental consciousness and to develop kinship with environment, an initiative named “Haritha Keralam” is also started in the campus. A nature-centered approach is promoted through the programme. Each NSS volunteer has to plant a tree and nurture it while in the campus. A large area of land is kept aside for cultivation. This comprises of land inside the campus and also outside near the college. The main crop items include plantain, tapioca and different vegetables. Pineapple cultivation has attracted buyers from the campus and also from outside. This is a golden opportunity to procure pesticide free pineapple. The fertilizers used in the farm are obtained from the animal farm set up in the campus itself. The produce is sold to staff members, students or to the nearby shops and markets. Workers on the farm take great care in maintaining the plantation by regular weeding and cleaning. After the harvest the vegetables and fruits are displayed for selling. There is a huge demand for the produce which are sold very fast. The buyers include staff, students and they can buy the produce at a reasonable rate. Based on the availability, outsiders also get an opportunity to buy products.

5. Evidence of Success:

The success of the farm is ensured in that the system is being continued for the past four years. The workers, students and staff are getting increasingly involved in the practice. Instead of spending their leisure time on other activities, the students are spending their time visiting the farm and observing the activities going on there and also offering necessary help when needed. The Management is also taking special interest in this venture. The students are aware how they can improve and maintain health by consuming organically produced food items. They are also trying to promote organic farming among their friends and family members. They are actively involved in the Food Fests conducted in the College to promote healthy food habits produced from organic products.

6. Problems Encountered

The college is situated in a rural and highly elevated area. The extreme heat requires watering the crops frequently which requires tiresome work on the part of the workers. The area is inhabited by monkeys and great care is needed in protection of the crops. Many times the crops are destroyed and this is really a big challenge faced by the college authorities. The monsoon flood also hampers the progress of the programme.

BEST PRACTICES 2

1. Title of the Practice

Devatheertham

Conservation of Sasthamcotta Lake – Ramsar Site

1. Objectives:

- To conserve the Sasthamcotta Lake
- To create awareness in the students, and thereby the future generation, about the importance of the unique features of freshwater ecosystem.
- To maintain and ameliorate the precarious ecological balance of the locality that has been considerably depleted by human interference especially Sasthamcotta lake.
- To create a sustainable environment in and around the campus.
- To conserve the indigenous plant species around the lake and to keep a check on invasive alien

species.

3.The Context

The Eco-drive was launched with the unique aim of promoting a new campus culture that envisions the dream and ideal of a sustainable environment. The College and its various stakeholders wish to preserve the campus flora and to adopt measures that will endorse our vision for a viable and constructive approach. This initiative will also focus on the conservation of Sasthamcotta lake and feasibility of adopting alternate energy sources for meeting the increasing demand for clean energy. Also, it is necessary to enhance the role of youth in sustainable environment. The College has already embarked on the journey towards an eco-friendly campus, this initiative strives to take us further to traverse uncharted territory.

4. The Practice

This conservation initiative has been launched for the stakeholders of Sasthamcotta Panchayat and also those who depend on the Lake as the major drinking water source. Its workings are monitored and codified by the Principal, the IQAC, the Department of Botany, NSS, NCC, Sasthamcotta Grama Panchayat, the Biodiversity Club, BhoomithraSena club and the Environmental Club. By encouraging the students to take an active interest, the initiative hopes to instill a sense of community. The students who learn the value of preserving our ecology will in turn propagate such ideals into the society, thus taking our message out into the larger world. The Bhoomithra Sena Club seeks to amalgamate the values of ecological preservation with viable models of resource management. The students are given seminars on conservation of nature and Biodiversity. A team of dedicated teachers and diligent students have been formed to protect and preserve the ecological treasure existing in and out of the campus. The eco-friendly initiative has found a strong resonance in our Sasthamcotta locality towards the conservation of Ramsar Site. We are proud to say that our staff and students have created a sensation for the conservation of Sasthamcotta Lake.

The Department of Botany has ignited and raised the level of environmental consciousness among students and made them responsible towards the conservation of Sasthamcotta Lake. The College plays an active role in not only promoting environmental consciousness among the stake holder's community but also in promoting environmental conservation among society. Local field trips were conducted about the invasive species in Sasthamcotta Lake and the information were taken into consideration for the study. The study was carried out with the help of the local community who provided necessary information about the indigenous species around the area.

5. Evidence of Success

As response of these initiatives, our students have become vocal presences on matters on conservation of fresh water ecosystem- Sasthamcotta lake. They have been actively participating in the conservation of Sasthamcotta lake and biodiversity. As per ardent demand of the current scenario and keeping importance of youth's role for sustainable environment, the college has ignited and raised the level of environment consciousness among students and made them responsible towards the conservation of Sasthamcotta Lake.

6. Problems Encountered

Over exploitation of resources and services of Sasthamcotta Lake. Financial assistance for the maintenance and upkeep of the various projects for the conservation of Sasthamcotta lake. Time constraint is a major challenge in carrying out Lake Conservation. During the Covid pandemic the conservation activities could not be done effectively. Red tapism and monetary motives hinder in the different conservative project proposals from the Local Body authorities. Proper planning is required to conserve this eco sensitive area. Anthropogenic activities contaminate the purity of Sasthamcotta Lake.

| File Description | Document |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | View Document |
| Link for any other relevant information | View Document |

7.3 Institutional Distinctiveness

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

Response:

- **7.3 - Institutional Distinctiveness**

The vision of the College is the upliftment of the marginalized sections of society through education. At the same time adequate opportunity is provided for the general community. As such the institution aims to provide equal opportunity to all members of the society to gain access to higher education. The college is situated in a rural area where the students have limited opportunities to get higher education. It is very difficult for them to go to other institutions which are situated in the towns which are 20 to 30 kilometers apart. The College has years of excellence in the academic field. The alumni of the institution comprises veterans in diverse fields of knowledge including language, science, arts, cinema, journalism and many of them hail from different sections of the community.

The students are given plenty of opportunities to engage in cultural, social, literary and other beneficial activities through the various clubs and forums, functioning in the College. The students are also given opportunities to get to know of the problems of the marginalized sections of the community through various extension programmes conducted by different departments of the College. This also gives them an opportunity for value education and to give it utmost priority. The students and teachers come from different sections of the community and their interaction also results in catering to the good performance of the institution by sharing, caring and helping each

other.

The year 2018 saw the worst flood situation and the students took the lead in providing food, vegetables, study materials and other essentials to the people in the flood affected areas. After the flood, the students cleaned the flood affected areas and also they undertook the responsibility of cleaning the campus. A survey was also conducted by the students on the monsoon related diseases and the villagers were given awareness on the cause and spread of diseases and how to avoid casualties. The NSS unit of the College also took the initiative of building a home for a needy student. The students and the staff members donated for raising the fund required for the construction of the home.

The staff members also contribute to the temple festival every year. Offerings like “Annadhanam” is sponsored by the staff and they also arrange the performance of the traditional art forms like “Kathakali”. The students and staff also entertain the audience through songs. The students get an opportunity for experiential learning through interacting with the community. Also after the festival the students clean the temple premises and thus they do excellent community service.

The College has lush green vegetation and in order to protect this a number of initiatives are undertaken by the stakeholders of the College. Star plant garden, “Nakshathravanam” is maintained under the supervision of the Department of Botany. Medicinal plants are also grown near the department of Botany. Butterfly garden is also maintained by the Department. The students are actively involved in planting, watering and protecting the garden. Organic farming is done in the College and the produce is sold to the benefit of the staff, students and community. Pineapple is also cultivated around the campus premises. Such ventures encourage the students to understand the importance of farming and check the dependence on fast food. The students are also encouraged to engage in eco-friendly activities. Along with the flora, a number of fauna are also kept in the campus. There are geese, rabbits, cows and goats in the campus. The students take responsibility to take care of them in the absence of the caretakers. Fodder grass is cultivated to feed the animals and the waste produced is used as manure for organic farming. Miyawaki forest is planted near the campus which ensures faster and denser forest growth thereby contributing to the sustenance of the environment.

The College takes special care in enhancing the research potentials of our students. There are seven PG departments in the College. Seminars, webinars and Invited Talks are arranged in most of the departments and an International Virtual Faculty Development Programme “Virtuosa” was also organized by the IQAC in collaboration with the HRDC, University of Kerala. The platform offered benefitted the teaching community both from Kerala and abroad. The FDP was aimed at developing the teaching skills of participants by the effective use of various online platforms. The College also organizes National Seminar “Bodhi” every year which helps both students and teachers enhance their research skills through paper presentations and discussions.

The College also provides opportunities for the students to nourish their skills in expression and to develop their leadership capacity through organizing various programmes during the Arts Festival. Talented students also get an opportunity to participate in the district and state youth festival. The NSS and NCC units of the College are actively involved in organizing different programmes which cater to the all-round development of the students. The Radio Club functioning in the College helps to bring out the hidden talents among the students and also help develop eloquence in speech.

The Department of Botany and the Biodiversity Club is actively involved in the conservation of Sasthamcotta Lake. A number of research activities focused on biodiversity conservation, water quality checking, the impact of invasive alien species, the protection of indigenous species of plants are carried out during the last five years. The Department of English provides good community service by conducting Communicative English classes in the nearby schools. The Department also subscribes English newspaper to the nearbyvillage library. Peer-teaching and NET coaching are undertaken by many departments.

The College provides an all-inclusive environment in which all the students get equal opportunity. The College also accommodates Divyangjan students and provides special facilities for them. Internal examinations are conducted in a systematic manner under the supervision of CLMC. Special facilities are also provided to the girl students who constitute the majority. The students and staff come from different sections of the community and thus the Institution contributes outstanding performance in communal harmony.

| File Description | Document |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | View Document |
| Link for any other relevant information | View Document |

5. CONCLUSION

Additional Information :

While stating the responses from the Alumni members of the institution, it needs to emphasise that they provide financial support to our students, mainly taking into account the fact that these students go through situations which they had faced during their study period, and thus their concern for the financially impaired student, becomes a pivotal factor.

The staff of the college displayed their commitment for society by contributing generously into the Chief Ministers Diaster Relief Fund during the floods.

The temple of Lord ayyappa near the college, owned by our Management has always remained a source of strength for all. The ten-day long annual festival of the temple is celebrated with pomp and show. The seventh day festival is sponsored by the staff of the college. This starts with a general feast for the public, the Kanji Sadhya/Rice Pudding served in the temple by our staff.

Concluding Remarks :

It goes without saying that the institution has always laid all efforts to better its function along quality parameters. And, with impetus coming from each accreditation process, it has grown into higher levels. The report of the NAAC Peer Team became instrumental in ensuring aspects that ran short earlier. Thus, incorporating suggestions from all well-wishers of the institution, we could manage an A-grade in the previous accreditation process.

Even as an institution that is situated in a rural background, we see ourselves as blessed with almost all possible requirements for higher education, which is commonly seen in Urban Institutions.

While laying emphasis on the institutional motto of 'Knowledge for Each and Wisdom for All', the college stands out as a traditional heritage point for upholding the Indian culture .

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|----|----|----|---|---|---------|---------|---------|---------|---------|----|----|----|---|---|---------|---------|---------|---------|---------|--|--|--|--|--|
| 3.1.3 | <p>Percentage of departments having Research projects funded by government and non government agencies during the last five years</p> <p>3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>5</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>0</td> <td>1</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>3.1.3.2. Number of departments offering academic programmes Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 6 | 5 | 5 | 1 | 2 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 6 | 0 | 1 | 1 | 2 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 5 | 5 | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 0 | 1 | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.3.3 | <p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>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:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>16</td> <td>10</td> <td>6</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>17</td> <td>12</td> <td>9</td> <td>6</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 21 | 16 | 10 | 6 | 4 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 23 | 17 | 12 | 9 | 6 | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 16 | 10 | 6 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | 17 | 12 | 9 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.2.3 | <p>Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>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:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1.46 | 1.04 | 1.06 | 1.11 | 3.39 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0.25 | 2.13 | 0.75 | 0.85 | 2.71 |

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

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

Answer before DVV Verification : 753

Answer after DVV Verification: 753

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:

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 38.4 | 27 | 19 | 17.4 | 14.2 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 38.45 | 27.02 | 19.05 | 17.45 | 14.2 |

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations