SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

DEVASWOM BOARD COLLEGE, THALAYOLAPARAMBU

DEVASWOM BOARD COLLEGE THALAYOLAPARAMBU MIDAYIKKUNNU P.O.
686605
www.dbcollegethal.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1965, Devaswom Board College, Thalayolaparambu received recognition in 1994 under the 2 (f) and 12 (B) schemes. The college is situated in the Thalayolaparambu Panchayat of the Vaikom Taluk, where 82% of the population is below the poverty line. Over a long period of time, Devaswom Board College—whose student body is largely made up of first-generation college graduates—has played a significant role in the region's slow but steady social and economic transformation. The autonomous body in charge of this college is the Travancore Devaswom Board, a quasi government organisation which manages the administration of temples in Travancore region which was established in 1950. The steadfast backing of the local leaders and the inspirational guidance of Sri K.R. Narayanan, the former Vaikom MLA and General Secretary of the SNDP Union, have moulded our foundational legacy. Accredited by NAAC with a B grade in 2011, the college was reaccredited with a B+ grade in 2017.

The college has 9 full-fledged departments that offer 9 undergraduate, 4 post graduate programmes and 1 integrated master's programme. In addition, add-on courses like Professional Diploma in Computerised Financial Accounting (PDCFA), value added courses in areas ranging from ecology to communication skills, MOOC course in organic farming add to the vibrant academic environment of the campus. Our faculty comprises highly skilled and knowledgeable educators who are committed to offering students an excellent educational experience. At present there are 742 students on roll, out of which 425 are female students. The staff strength is 72 with 57 female employees.

With a broad choice of courses to suit the interests of students from diverse backgrounds, the Devaswom Board College, Thalayolaparambu enjoys a solid academic reputation. In order to keep the teaching-learning process upto date with industry advancements, we have continuously upgraded our infrastructure. Library, Computer Lab, sports facilities, state of the art seminar halls, conference rooms, ICT-enabled classrooms, auditoriums among others advance the college's teaching-learning objectives.

Our motto, "Equity, Quality and Excellence", is complementary to the vision and mission of the UGC.

Vision

- To uplift socially, economically and educationally vulnerable sections of the society and to address modern challenges of emerging scenarios of the new order of the world through a combination of planned and organized developmental activities in the field of higher education.

Mission

- To inculcate value-based education, nurture in students the qualities of responsible citizens, effective leaders and innovators
- To bridge the gap between the individual and society through committed extension activities, encourage civic sense and responsibility
- To offer an intellectually stimulating learning environment that fosters global competency.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Devaswom Board College Thalayolaparambu was established with the express purpose of supporting the academic aspirations of socially and economically disadvantaged sections of the community. With about 80 percent enrolment rate comprising mostly students from OBC, OEC and SC categories, the college stays true to its mission instilling, inspiring and promoting educational goals towards a healthy and robust society. That in the last five years, our students secured 24 ranks in university examination is a proud testament materialising the college's vision.

- The easy-to-access Piravom Road Railway station is located approximately five kilometers from our campus. There is a bus stop near the college, making commuting convenient.
- In accordance with government regulations, the college administration upholds a high standard of transparency in the admissions, examination, and other processes.
- Our college's highly qualified and committed faculty members serve as cornerstones for the institution's reputation for academic excellence. To upgrade and expand their knowledge, they frequently attend seminars, workshops, and various teacher training courses.
- The Principal of the college as a member of the Mahatma Gandhi University Syndicate participates in the preparation of policy documents for the implementation of FYUGP
- In their capacity as members of the Board of Studies, our faculty is integral to the development and execution of the university curriculum.
- The administration and the departments prioritise the academic and extracurricular ambitions of our students and strive to remain resourceful and supportive of their welfare.
- The college implements state and central government supported student support programs like YIP, BIIC, SSP, WWS, and ASAP.
- Approximately 75 % of students receive grants and scholarships from the Central and state governments.
- Two of the five postgraduate departments are now designated research centres with PhD programmes affiliated to the university.
- Job fairs, soft skill training, NET coaching are conducted on campus.
- College has received and effectively utilised several funds like DST, RUSA, KSCSTE, KSWDC for Gender related and Bhoomithra sena for environmental related programmes
- An active grievance redressal mechanism operates on campus with ICC, Anti-Harassment and Anti-ragging Cells.
- Vermicomposting, solid waste management, and biogas plants are examples of green projects that are successfully practiced.

Institutional Weakness

- The delay in processing and implementation of financial assistance from the management being a quasi- government institution slackens the required pace of college's developmental goals.

- A few number of students are yet to show interest in joining Add On and skill courses on account of financial constraints.
- Lack of residential facilities for students is another hurdle.

- Number of MoU's for internships/ research with premier institutions is low.
- Students' prospects for pursuing higher education are impacted by the University's delay in publishing the results.
- The academic calendar cannot be rigorously adhered to due to unanticipated occurrences and exam schedule delays.
- College is not in position to start new generation courses as it is an affiliated college.
- It also needs to upgrade departments for research centres and increase the count of PhD supervisors.
- Lack of financial aid comes in the way of organizing more activities, seminars and conferences.
- The library requires expansion. It is not completely automated.
- The college needs open sports facilities, high - end cafeteria and better internet connectivity.
- The college's campus is spread out on both sides of the main road, making it impossible to have a single entry and exit.
- More research papers need to be published per year.

Institutional Opportunity

- The historical backdrop of the campus can be an opportunity to promulgate regional culture and heritage.
- The college has potential to tap into grants and funds to improve infrastructure and research.
- Inter-disciplinary courses would address the needs of diverse groups of students .
- The newly recruited teachers have the know - how of partnering with academic institutions, research organizations, which will further enhance the academic prospects and strengthen entrepreneurial skills.
- With a concerted effort students can be encouraged to enrol in online courses offered by reputable HEIs.
- Collaboration with other institutions can expand research opportunities and diversify the faculty and student body.
- There is enough potential for the remaining PG departments to be upgraded to research centres.
- The introduction of BIIC in the newly RUSA funded IIIC building will open up opportunities and avenues for innovation, incubation internship and placement campaigns which is crucial for creating an environment where pedagogy is practical and useful.
- The unutilised land on campus can be used to build an incubation centre, academic infrastructure and sports facilities.
- The strong women community through '**Thargini**' Women's Forum can play a more active role in promoting gender-oriented activities with women of the locality.

Institutional Challenge

- Mobilisation of funds is a major challenge that hampers academic and infrastructural development.
- When it comes to working together with business, academia, and research organizations, the college's remote location is unfavourable. This also comes in the way of hosting international symposiums and conferences.
- Forty percent of the property owned by the college is unusable due to its uneven terrain.
- Administrative delays prevent the college from filling its faculty and non-teaching posts in a timely manner.
- A large majority of our students, on account of their impoverished socio-economic background, struggle with paucity of resources, and poor skill sets makes it difficult to instil the ambition for higher studies and to work towards better career prospects. This is reflected in the limited selection of placement

drives the college is able to host.

- A library with improved resources that is accessible to people with disabilities is a problem that must addressed.
- The college must work on engaging overseas alumni . This would lead to more meaningful collaboration and would invite prospects for the institution, including sponsored seminars and conferences.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Devaswom Board College, Thalayolaparambu follows a Choice Based Credit System (CBCS) curriculum designed by Mahatma Gandhi University, Kottayam for all its programs. Curriculum planning, implementation, and evaluation are monitored by various bodies like IQAC, Staff Council, and Heads of Departments.

Academic Planning:

A systematic mechanism aligned with the University Academic Calendar ensures timely curriculum delivery. This includes College Academic Calendar, Department Calendar, College Handbook, Academic Work Diaries, Departmental Action Plans and Lesson Plans. The College level monitoring committee (CLMC) and Department level monitoring committee (DLMC) ensures smooth execution of the academic system.

Curriculum Delivery:

The induction programme acquaints the students with POs, PSOs and COs and exam patterns. Learner identification is done through entry-level tests and Bridge courses. The institution follows customised student-centric teaching-learning methodologies like projects, assignments and seminars mandated within the curriculum. ICT-enabled participatory learning is facilitated through LMS platforms like MOODLE, Telegram Groups, WhatsApp groups, Google Workspace, Google Classroom, the college's academic YouTube Channel, computer labs, well-resourced science laboratories, language lab and the library to enhance the outcome attainment. Smart classrooms are equipped with smart TVs, smart boards, and projectors for a better learning experience for students.

Continuous Internal Assessment Strategies:

Entry Level Testing, Bridge Courses, and Remedial Sessions support effective curriculum delivery and bridge learning gaps. The Internal Exam Calendar is prepared well in advance and exams are conducted every semester. Exam notices and announcements are available on the notice board. Internal exam results, result analysis, and documented feedback system ensure continuous improvement. The progress of each semester is reviewed by academic bodies like CLMC and DLMC.

Academic Flexibility and Curriculum Enrichment:

Curriculum enrichment is done through Certificate courses, value-added programmes and MOOC courses. Courses in the curriculum address crosscutting issues like human values, gender sensitivity, professional ethics, and environmental sustainability. Apart from syllabus, such issues are integrated into student life through departmental programmes, club activities, NSS, NCC etc.

Feedback mechanisms at the end of every academic year collects feedback on curriculum, academic performance, and institutional environment from students and other stakeholders. Upon detailed analysis, corrective measures are implemented based on identified needs.

Teaching-learning and Evaluation

Devaswom Board College, Thalayolaparambu believes that student-oriented teaching-learning and assessment techniques are prerequisites for efficient knowledge transfer and skill development. The college uses an outcome-based pedagogy with clearly defined programme and course outcomes. Each department dutifully informs its stakeholders of expected outcomes and sees that they are met.

The admission process is through the university's Centralised Allotment Process (CAP), which complies with the reservation policy of the Government of Kerala, ensuring that minorities are well-represented in the system. With an enrolment rate of **83 %**and a pass percentage of **70 %,** the college's vision and mission are conscientiously adhered to. Over the last five years our students have secured **24** ranks in university examinations. The percentage of full-time teachers against sanctioned posts is **100%** and those with PhD/NET is **78%**. An efficient tutoring system, with robust mentoring and remedial strategies guarantees that every learner in her uniqueness is accounted for and no one is left out.

Learner-centric pedagogy informs all aspects of teaching, learning and evaluation. Experiential learning, participative learning, problem-solving methodology, flipped classroom, peer-teaching, individual and group projects. are quintessential features of the outcome-based education that the college embraces. Teaching-learning is interactive and technology-empowered. The internal assessment is student-centric with ample opportunities to improve performance. Issues pertaining to assessments are addressed and rectified through a timely grievance redressal method. An annual Student Satisfaction Survey is meticulously carried out to check if all teaching, learning and assessment strategies are productive and make amends where they slack.

Research, Innovations and Extension

The institution is unwavering in its commitment to develop a vibrant research culture among both faculty and students, recognizing its pivotal role in shaping the nation's future. Research policy of the institution serves as a comprehensive framework for guiding research activities.

- Received financial assistance of 80 lakhs through the DST-FIST scheme of the Government of India.
- Publishes 'Journal of dbct' – a biannual peer-reviewed, multi-disciplinary journal with ISSN number.
- The institution is a beacon of excellence with two research departments, 7 faculty with Ph. D guideship and 6 research scholars working towards a coveted research outcome. Throughout the assignment period, faculty members have engaged themselves in research and published research articles in UGC care-listed journals and books with ISSN/ISBN numbers.
- The institution prioritizes innovation, providing ample opportunities for the development of entrepreneurial skills among students. The Memorandum of Understanding (MoU) between the institution and the Business Innovation and Incubation Centre (BIIC) at Mahatma Gandhi University stands as a testament to this commitment. This MoU facilitates the exchange of information in the realms of innovation, entrepreneurship, startups, and the organization of joint conferences and

workshops.

- The institution has established an Entrepreneurship Development club (ED club) which organizes various programs fostering an environment conducive to innovation and creativity.
- Community outreach is a cornerstone, with numerous forums like NSS, NCC, Women Cell and various clubs engaging in impactful programs which have a lasting positive effect on the neighbourhood community. Extension activities are primarily based on UN sustainable goals. Located in a socially and economically backward rural backdrop, the college has the honour of serving the underprivileged through its extension programs.
- Over the last five years, the institution conducted 69 extension and outreach programs, garnering appreciations for its contributions to the society. were organised on key topics including Research methodology, Gender equality, Entrepreneurship and IPR during the assessment period. The college has established collaborative linkages, facilitating faculty and student exchanges, skill development, on-the-job training, research, and other academic activities. These initiatives underscore the collaborative learning and research environment fostered by the institution.

Infrastructure and Learning Resources

Devaswom Board College, nestled in the charming landscapes of Kerala, is a beacon of academic excellence and environmental sustainability across its expansive 18-acre campus. The institution prioritizes state-of-the-art infrastructure and learning resources, featuring 37 classrooms, ICT facilities, a seminar hall (RUSA), Conference hall, and array of digital platforms such as G-suite, Moodle, YouTube, EMBASE PROSUIT and social media.

With a commitment to technology-rich learning, the college ensures extensive computer resources with 101 computers distributed across departments and various computer labs, including a RUSA-funded lab. The student-to-computer ratio is 9:1 and Computer Labs have wi-fi/LAN facility. Science laboratories (DST-FIST) cater to Chemistry, Physics, Botany, and Zoology, ensuring safety protocols and regular updates.

Physical wellness is a key focus, evidenced by gym facilities, yoga sessions, and various sports amenities like Football, Gymnasium, Cricket nets, Kabaddi, Kho-Kho, Basketball, Badminton, and Throwball courts. Harmony Halls, including Auditoriums, Open stage and an Amphitheater, serve as venues for diverse academic and cultural events, reflecting a holistic approach to education.

The college's commitment to environmental sustainability is evident through various green initiatives, including the 'Pachathuruth' Miyawaki garden, Butterfly Garden, 'Nakshathravanam,' Herbal garden, and Fern house. Energy-efficient practices, such as solar cells, sensor lights, rainwater harvesting, and a biogas plant, underscore the institution's dedication to eco-friendly practices.The Institution has taken initiatives to make the campus Divyangyan friendly, with ramps and special toilets.

The library, located in Academic Block I, has Koha ILMS,with plans for RFID implementation. Boasting a collection of 36,547 books, journals, and periodical subscriptions, the library provides online access to INFLIBNET N-List. Noteworthy services include support for visually and physically challenged users and dedicated sections for competitive exam materials.The library committee oversees activities and resource

updates, with a dedicated purchase committee allocating funds for acquisitions.

Regular updates on college activities are efficiently maintained on the official website, highlighting the seamless integration of technology for enhanced communication and administrative efficiency.

In summary, Devaswom Board College stands as a holistic educational institution, seamlessly integrating advanced infrastructure, technological prowess, physical well-being, environmental consciousness, and academic excellence.

Student Support and Progression

Devaswom Board College, Thalayolaparambu goes above and beyond academics to provide a holistic learning experience that fosters personal growth and future success. The institution has a robust support system which focuses on:

- **Financial Aid and Scholarships:** 75.77% of students receive government scholarships through the college's guidance and application assistance. This enables access to education regardless of financial background.
- **Developing Soft Skills:** Over 80 programs in various departments and clubs focus on soft skills, language and communication, life skills, and ICT skills. These programs equip students with the necessary tools for personal and professional success.
- **Career Guidance and Competitive Exams:** Career guidance programs and coaching benefit 24.35% of students. This includes guidance on career paths, computer skills, resume writing, interview skills, and preparation for competitive exams like UPSC and GATE.
- **Safe and Inclusive Environment:** Anti-ragging cell, anti-harassment cell, student grievance redressal cell, and SC/ST cell ensure a safe and inclusive environment for all students, promoting respect and equality.
- **Higher Education and Placements:** 33.65% of students pursue higher education or are placed after graduation. The college facilitates opportunities for further studies and career placements.
- **Academic Excellence:** 6% of students crack competitive exams, demonstrating academic excellence and their ability to excel in demanding situations.
- **Vibrant Campus Life:** An average of 40 sports and cultural events are held annually, fostering student participation and engagement. Additionally, students actively compete and win prizes at university and state levels, showcasing their talents. Notably, the Kho-Kho girls' team consistently secures top positions in university-level competitions.
- **Alumni Support:** The registered alumni association actively supports the college by organizing events that connect students and alumni, fostering a sense of community, providing financial assistance to deserving students, contributing to infrastructure development and thereby ensuring the college has the resources to provide a quality education.

The institution's comprehensive support system empowers students to achieve their full potential, both academically and personally. The college's commitment to financial aid, soft skills development, career guidance, a safe and inclusive environment, and opportunities for higher education and achievement sets it

apart as an institution dedicated to student success.

Governance, Leadership and Management

The college operates under the governance of the Travancore Devaswom Board, which is an autonomous body established by the Travancore Cochin Hindu Religious Act of 1950. Its governance adheres to the institution's vision and mission through an institutional perspective plan. Careful formulation of policies aims to equip students to face the challenges of a developing society. The institution is poised to implement the National Education Policy (NEP) in the upcoming academic year.

The college effectively implements its perspective plan through a decentralized mode of institutional operations. It embraces a democratic and participatory approach by fostering interaction among various stakeholders, including Management, Principal, Staff Council, IQAC, CLMC, DLMC, Administrative wing, PTA, Student Union, and Alumni Association.

IQAC conducts timely monitoring of departmental activities, clubs, cells, NSS, and NCC through annual presentations that invite suggestions for further improvement. This initiative, carried out by IQAC, ensures and enhances the quality of institutional processes. The institution also prioritizes the welfare of its staff, providing support when needed.

IQAC actively promotes the professional development of teachers by motivating them to attend FDP, Refresher, and Orientation Courses, facilitating their career advancements. IQAC plays a pivotal role in streamlining reports, feedback collection, data gathering processes and other quality initiatives.

Regular academic audits are conducted to review the teaching-learning process and assess learning outcomes, with the overarching goal of providing inclusive education.

The Management handles staff selection and recruitment activities in accordance with directives from the UGC, the University, or the Government of Kerala. The Principal and the IQAC oversee the fulfillment of staff placement and promotion requirements. Teaching staff promotions follow the PBAS appraisal system under CAS, while administrative staff promotions adhere to the rules set by the State government.

The college utilizes e-governance through various platforms, including SPARK, PFMS, MGU CAP for admission and exams, NLIST, INFLIBNET, PRISM, and KOHA for library automation. The allocation of funds received from different agencies is managed under the supervision of the Planning Board and Purchase Committee. The utilization of the 2 crore rupees received for the RUSA project by the college is closely monitored to ensure accountability.

Institutional Values and Best Practices

Devaswom Board College Thalayolaparambu serves as an outstanding hub, diligently fulfilling its pivotal role in uplifting society, particularly as a significant portion of its student body originates from socioeconomically disadvantaged backgrounds. Despite this challenge, the campus consistently excels in both academic endeavours and extracurricular pursuits. A myriad of socially impactful activities further elevates the institution's standing within the community. Notably, the institution prioritizes inclusivity by providing opportunity for the welfare of disabled individuals who are seeking to carve out a brighter future.

The institution places a strong emphasis on gender equity, even in light of a significant proportion of female students comprising its population. By affording equal importance to both sexes, the higher representation of females underscores the students' commitment to evolving into confident and more enlightened individuals. This focus on gender equality not only fosters a sense of inclusivity but also cultivates an environment where all individuals, regardless of gender, can thrive and contribute meaningfully to the community.

The college demonstrates a wholehearted commitment to environmental sustainability and energy conservation through its comprehensive facilities and policies. These efforts extend to effective water conservation measures and responsible waste management practices, reflecting a proactive stance towards environmental stewardship.

In addition to regular cleaning activities, the implementation of conservation efforts and the integration of green initiatives contributes significantly to the campus's cleanliness and greenery. The commitment to conducting green audits ensures ongoing evaluation and improvement of its environmental initiatives, nurturing a culture of continuous sustainability. By commemorating a diverse array of National, International, Regional, and Linguistic days, the institution instils the values and principles associated.

Furthermore, the institution prioritizes best practices that integrate socially relevant approaches and emphasize health-related aspects. The institution's distinctive feature lies in its dedication to crafting a unique involvement focused on holistic development. By prioritizing holistic growth, encompassing academic, social, and personal dimensions, the college encourages well-rounded individuals equipped for success in diverse spheres of life. This emphasis on comprehensive development promotes a vibrant learning environment that fosters innovation, creativity, and a sense of purpose among students.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DEVASWOM BOARD COLLEGE, THALAYOLAPARAMBU
Address	DEVASWOM BOARD COLLEGE THALAYOLAPARAMBU MIDAYIKKUNNU P.O.
City	Thalayolaparambu
State	Kerala
Pin	686605
Website	www.dbcollegethal.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	R. ANITHA	04829-237136	9447038016	-	dbprincipal@gmail.com
IQAC / CIQA coordinator	DEEPA C S	04829-236136	9495596962	-	deepajathincs@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	14-09-1972	View Document
12B of UGC	14-09-1972	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 Instit ution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	DEVASWOM BOARD COLLEGE THALAYOLAPARAMBU MIDAYIKKUNNU P.O.	Rural	20	11128

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Department Of Botany,	36	Plus Two	English,Malayalam	40	22
UG	BSc,Department Of Chemistry,	36	Plus Two	English,Malayalam	32	9
UG	BSc,Department Of Mathematics,	36	Plus Two	English,Malayalam	48	15
UG	BSc,Department Of Physics,	36	Plus Two	English,Malayalam	32	9
UG	BA,Department Of English,	36	Plus Two	English,Malayalam	30	23
UG	BA,Department Of Hindi,	36	Plus Two	English,Hindi,Malayalam	38	14
UG	BA,Department Of Malayalam,	36	Plus Two	English,Malayalam	40	31
UG	BA,Department Of Political Science,	36	Plus Two	English,Malayalam	50	38
UG	BCom,Department Of Commerce,	36	Plus Two	English,Malayalam	40	35
PG	MSc,Department Of Chemistry,	24	B Sc	English	15	13
PG	MSc,Department Of Mathematics,	24	B Sc	English	20	7
PG	MSc,Department Of	24	B Sc	English	13	12

	Physics,						
PG	Integrated(PG),Department Of English,	48	BA	English	25	6
PG	MA,Department Of Malayalam,	24	BA	Malayalam	15	12
Doctoral (Ph.D)	PhD or DPhil ,Department Of Chemistry,	60	M Sc	English	8	4
Doctoral (Ph.D)	PhD or DPhil ,Department Of Malayalam,	60	M A	Malayalam	8	2

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				2				60			
Recruited	0	1	0	1	0	2	0	2	10	45	0	55
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				26
Recruited	8	1	0	9
Yet to Recruit				17
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	5	23	0	29
M.Phil.	0	0	0	0	1	0	0	3	0	4
PG	0	0	0	0	1	0	3	1	0	5
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	5	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	13	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	292	0	0	0	292
	Female	354	0	0	0	354
	Others	0	0	0	0	0
PG	Male	25	0	0	0	25
	Female	71	0	0	0	71
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	5	0	0	0	5
	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	58	55	53	42
	Female	100	127	139	122
	Others	0	0	0	0
ST	Male	3	2	1	0
	Female	1	0	1	2
	Others	0	0	0	0
OBC	Male	173	179	174	154
	Female	286	387	410	386
	Others	0	0	0	0
General	Male	47	66	61	60
	Female	103	127	141	142
	Others	0	0	0	0
Others	Male	35	45	43	43
	Female	86	96	96	83
	Others	0	0	0	0
Total		892	1084	1119	1034

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Devaswom Board College, Thalayolaparambu endorses a multidisciplinary approach in its curricular policy. In spite of the limitations set by the fact that the college has to adhere to some of mandates of the affiliating University, the College breaks the conventional disciplinary boundaries and forge links across different fields of study. Multidisciplinary is a feature of the CBCS system which is the system followed by the College. Open course offered in the 5th semester of the undergraduate programme is a mandatory multidisciplinary course that each student has to take. In addition, there is a Massive Open Online Course in Organic Farming which covers through the entire time frame of the programme. The

	Integrated M.A Programme in English covers a wide range of areas such as Philosophy, Film Studies, Cultural and Environmental Studies. Certificate courses offered by the college are predominantly multidisciplinary in nature. Art and self-development, gender and the environment, critical thinking, self-directed and engaged learning, Python programming and its applications in mathematics are some of the multidisciplinary courses offered here. The research disciplines of faculty cuts across disciplines as well. Translation studies, gender and linguistics, computational chemistry, quantum dots, statistical mechanics of soft matter, microbial biotechnology etc. are some of the areas which are interdisciplinary. The NEP is bound to radically alter the way in which HEIs have so far engaged with questions of learner autonomy, cognitive gains, critical thinking and problem-solving skills. With many members of the faculty holding key positions in the NEP implementation team at the university level, the college hopes to be among the pioneering institutions in this emerging paradigm.
2. Academic bank of credits (ABC):	Devaswom Board college, Thalayolaparambu adheres to a simplified version of the ABC Scheme, although not in its actual spirit. This is mainly because the affiliating University has not implemented it. At present, a student has the flexibility to change colleges within the University based on the vacancy and in the process the credits gained during the previous semesters are carried from the departing institution. Additionally, a student can return to the same college after a brief absence by applying for readmission and their prior credits would remain intact. From the academic year 2024-25, the college would introduce the first batch of four year undergraduate programme thus implementing the Academic Bank of Credits in its full essence.
3. Skill development:	Skill acquisition and enhancement is a vital area in higher education and is often overlooked in our educational scenario. The focus shifts from courses that are traditional conventional ones to courses that enhance specific skills in the learner, helping them acquire new knowledge, improve existing abilities, and develop competencies that are valuable in various fields. It is crucial to develop students' learning potential and practical skills so they may

become marketable, productive and nimble in the labour market, as well as to develop a sense of career ethics. Devaswom Board College Thalayolaparambu has given the matter much thought. During the academic year 2020–21, the college offered two diploma programmes certified under NSDC, namely 'Diploma in Logistics' and 'Yoga and life skills'. These two programmes were selected after assessing the need and scope of employability of the students in our locale. The employability of a yoga trainer is immense, especially as people's interest in health and wellness has piqued considerably in recent times. Formal training and recognized certification will certainly augment the employment of rural youth. The scope of a logistics management diploma is broad. A diploma in logistics will lead to various opportunities across many bubbling industrial sectors. As global trade and e-commerce continue to expand, the demand for skilled professionals in logistics management remains strong, making it a viable career option for those interested in the field. In addition, the college routinely offers add on/certificate courses in soft skills, communication skills, ICT skills, programming, self-defence training, media studies etc. In the academic year 2022-23, the college offered a certificate course on computer programming to all students.

| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Our management and college encourage the dissemination of ancient Indian knowledge and wisdom in all realms of teaching and learning. The language departments of Malayalam, Sanskrit and Hindi that deal with topics which incorporated traditional knowledge. Periodic discussions on Indian aesthetics are organized, and students from various language departments of the college actively participate in them. Ancient practices like karkidaka kanji (medicinal gruel), Ramayana month celebrations, and the display of dasapushpa (10 sacred herbs) that are culturally and medicinally significant are also organized. The Department of Botany has built a garden model based on Indian medicinal plants as well as a zodiac sign garden based on the Indian zodiac system. These activities, combined with field trips and study tours, equip students with hands-on conservation information about indigenous, rare, and endangered species. The college promotes yoga by observing Yoga Day and |

	giving yoga instruction to students and teachers through the Department of Physical Education. Besides, the department of physical education also gives much importance to Kabaddi and Kho-Kho. The Department of Mathematics organizes a workshop on Vedic mathematics and celebrates the birthdays of famous Indian mathematicians.
5. Focus on Outcome based education (OBE):	Outcome-based education (OBE) is an approach to education that focuses on defining specific learning outcomes or competencies that students are expected to achieve by the end of a course, programme, or educational experience. Instead of emphasizing the traditional methods of delivering content, OBE places greater importance on measuring students' actual achievements and skills. In an outcome-based education system, educators identify clear, measurable learning objectives and design their curriculum and teaching methods to help students reach those objectives. Assessment and evaluation methods are aligned with the defined outcomes, allowing educators to gauge students' progress and success in meeting the intended learning outcomes. The aim of outcome-based education is to ensure that students attain the necessary knowledge, skills, and abilities to succeed in their chosen fields and to be better prepared for real-world challenges and employment opportunities. This approach often involves a continuous feedback loop, allowing educators to adjust their methods and curriculum based on the assessment results to improve student learning outcomes. As the university prepares to confront the paradigm shift to OBE, the college has begun to adapt to the new pattern in which students' academic outcomes are explicitly communicated and teachers function as facilitators. During the orientation programme for first-year students, the programme outcomes and programme-specific outcomes are explained, and the mentors explain the course outcomes at the start of successive semesters. Learner-centred teaching and learning practices such as interactive instructions, authentic learning, active/cooperative learning, flipped classroom, assignments, seminars, and group discussions are used to attain course results. The majority of the teachers have participated in OBE seminars and FDP's. . The faculties have a clear understanding of Bloom's Taxonomy, outcome-oriented education, and

	preparing question papers based on these concepts. The faculties are capable of creating course outcomes that satisfy a specific subset of the program outcomes. A program has been developed to calculate the attainment of COs. PO's. The purpose of the assessment is to determine whether the student has acquired the necessary competences and learning outcomes—rather than just memorizing facts.
6. Distance education/online education:	Owing to the COVID-19 pandemic, the institution adopted online learning environment to fulfil graduation requirements. The shift from offline to online mode was challenging. To cope up with this, IQAC of the institution organized a number of faculty training workshops during the academic year 2020-21. Faculty members used innovative teaching strategies during online instruction, such as "flipped classrooms," which involve exchanging voice notes and videos with students before holding topical conversations. Teaching faculty record lessons using a variety of video recording and editing tools, such as OBS Studio and Video Panda. YouTube channels were hosted and used to share academic sessions. Participatory learning was given thrust during the pandemic to create engaging and instructive online classrooms with Kahoot, Google Forms, and other quizzes. LMS platforms like Moodle, Google Classroom and others enabled the faculty to share resource materials, videos, reference materials etc and to evaluate students using assignments and test papers.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Election Literacy Club was set up in the college on 7th October 2022 to promote electoral literacy among students. The club fundamentally aims to promote awareness and understanding of the electoral process among citizens and to generate democratic values among students particularly the value of voting and to instil in them the confidence to exercise their suffrage rights in an ethical manner. It involves activities like voter education, workshops and discussions to enhance people's knowledge about elections, voting rights and democratic principles. It also intends to facilitate voter registration for eligible

	members who are not yet registered. Familiarizing students with EVM and VVPAT machines is also another aim of the ELC as well as educating students about the robustness and integrity of the electoral procedure using EVMs.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Faculty coordinator is appointed by the principal of the college and student representatives are selected from different batches as ELC Members. The ELC meets at regular intervals especially at the time of College Union Elections, to educate students on the electoral process and the elections. The mode of the election followed by the college is Presidential and no Parliamentary.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	ELC serves as a space to hold healthy democratic discussions, build awareness about the democratic process, inspire students to register their votes, create awareness on the judicious use of voting rights, introduce voting machines to students and conduct classes on the electronic voting system during the time of Parliament, Legislative Assembly and Panchayat Level Elections. Furthermore, ELC members actively engage in voter registration among their neighbours, relatives, and peer groups in their native locations. NSS and NCC members participates as vigilant at polling booth during elections. They act as special offices and enforces safe and secure environment for the smooth conduct of elections.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Every year, first-year students at Devaswom Board College, Thalayolaparambu, are given Electoral Literacy awareness by the Electoral Literacy Club. In addition to the faculty coordinator, the club has around 30 student members selected every year, who are trained in the voter enrolment process and other related activities. Students who are not enrolled in the voters list are provided with a new voter enrolment drive with the help of these ELC volunteers. Students are trained in the voting process using model EVM machines. During election times, students conduct flash mobs in bus stands, markets, shopping malls, and other public places to raise awareness among the public to cast their right to vote. The faculty and staff of the institution have acted as electoral officers in elections held for the Kerala Legislative Assembly, Lok Sabha, and Panchayat elections. Students of the college are sent to election surveys to familiarize themselves with the survey procedures and also to

	boost public response to their voting rights. Social media is also used to raise awareness among the public about the right to vote. Student members of the ELC of the college also conduct campaigns among plus two students about constitutional rights, including the Preamble, Fundamental Rights and Duties, and also the right to vote. The ELC is successful in grooming students about the right to vote and promoting civic engagement.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Electoral Literacy Club (ELC) at Devaswom Board College actively engages in raising awareness among students regarding electoral procedures in the country and the crucial role responsible citizens play in maintaining a healthy democracy. Through discussions, awareness talks, and surveys facilitated by ELC members, students receive education on the registration process, voting procedures, and the importance of participating in public elections. The club introduces its members to the Voters' Service Portal and Voter Helpline mobile application provided by the Election Commission of India. The app offers essential guidelines for enrolling in the Voters' list, checking application status, making corrections to the existing Election Photo Identity Card (EPIC), and downloading the same. Additionally, the app assists individuals in locating their name in the electoral roll, identifying the polling station, candidate information, and election results. Students are consistently encouraged to utilize the app to maintain updated information, thereby contributing to the strengthening of the nation's electoral process. Out of the 800 new students in the first phase, hundreds are enrolled in the Voters List. The ELC plans to enroll all students above 18 years in the coming phases.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
892	1084	1119	1034	1083

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 189

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	60	58	62	62

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
42.37	171.01	80.18	39.69	39.00

File Description	Document
Upload Supporting Document	View Document

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Devaswom Board College Thalayolaparambu, affiliated to Mahatma Gandhi University Kottayam, follows the curriculum stipulated by Mahatma Gandhi University, orchestrating with it the noble vision and mission of the college and imbibing the goals of national development and nurturing global competencies and value systems. The curriculum planning and delivery practices aim at upholding sustained institutional excellence. Curriculum planning, implementation, and evaluation are monitored by various bodies like IQAC, Staff Council, Heads of Departments, and Internal Examination Committee.

Curriculum Planning Process

- At the very beginning of the academic year, the IQAC organizes the academic meeting and draws the **College Academic Calendar** in consonance with the **University Academic Calendar**, the deliberations of the Academic meetings and integrating the **Departmental Annual plan** of action.
- The department designs the **Department Year Plan**, **Course Plan**, for the academic year during the Academic meeting.
- The Head of the departments execute the course and syllabus allocation to the faculty. A master and **department timetable** are set for the further execution of the classes. The details of the Programmes, Courses and Certificate programmes are articulated to students through the institutional website and the prospectus. The college handbook offers details regarding the weightage of Internal and External assessments. The **College level monitoring committee (CLMC) and Department level monitoring committee (DLMC)** are conducted on a regular basis for the smooth execution of the academic system. In these meetings, departmental action plans are proposed.

Curriculum Delivery Procedure

- The **induction programme** acquaints the students with POs, PSOs and COs and exam patterns. Learner identification is done through **entry-level tests and Bridge courses** are also offered.
- Follows customised student-centric teaching-learning methodologies like **projects, assignments and seminars** mandated within the curriculum are mapped out to incorporate experiential and participative methodologies
- The college has a robust **ICT infrastructure** that includes LMS platforms like **MOODLE**, Telegram Groups, Whatsapp groups, Google Workspace, Google Classroom, the college's academic YouTube Channel, computer labs, well-resourced science laboratories, language lab

and the library to enhance the outcome attainment. Smart classrooms are equipped with Smart TVs, smart boards, projectors, etc. for a better learning experience for students.

- **Remedial classes and special classes** for Slow Learners. A very effective mentoring system prevails. Curriculum enrichment through Certificate courses, value-added programmes and MOOC courses.

Continuous Internal Assessment Strategies

- The Internal Exam Calendar is prepared well in advance, and exam notices and announcements are available on the notice board.
- **Internal exams** are conducted every semester. The students are assigned assignments and seminars with time-bound publication of **Internal Exam results**
- Assessments are done for laboratory courses through laboratory experiments, viva, and the submission of practical records. Submitted projects are valued. **CLMC and DLMC** review each semester's progress. Bridge courses are carried out at the beginning of the course. **Remedial classes** are conducted for weak students by identifying them through entry level tests. At the end of every academic year, **feedback** from students and other stakeholders is collected and analysed. Corrective measures are implemented based on identified needs.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 27

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 31.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
892	413	108	89	120

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Mahatma Gandhi University has included crosscutting issues such as professional ethics, gender, human values, environment and sustainable development in its curriculum at both the undergraduate and postgraduate level. Addressing these issues in education reflects a commitment to holistic and responsible learning. In addition, there are various activities that Devaswom Board College, Thalayolaparambu organises to raise awareness of these issues.

Professional Ethics

- The research students have a comprehensive syllabus covering the principles of **research ethics**.
- IQAC organizes seminars and classes to instill professional ethics among both the teaching and non-teaching staff, covering topics such as file keeping audit, pay fixation and service-related matters.
- Two-day national webinar on **tax planning and e-filing** was conducted.
- The IQAC, in collaboration with UGC-STRIDE Mahatma Gandhi University, Kottayam, hosted a seven-day Online Faculty Development Programme. The primary objective of this program was to **empower faculty members to create a student-centric environment within institutions, emphasizing the philosophy of Outcome Based Education.**
- IQAC organized a separate Faculty Development Programme on **"Digital Learning - New Normal Mode."**
- Each year, a comprehensive class on **intellectual property rights** is conducted as part of the college's educational initiatives.

Gender

- The college boasts an active **Women's Cell** where teachers and students collaborate effectively.
- Girl students benefit from **government-funded camps and seminars**, enhancing their knowledge and skills.
- The cell leads free classes such as embroidery, driving, and tailoring, **promoting diverse skill sets**.
- The campus embraces **co-education** with a majority of f**emale teachers and students**, fostering a strong sense of camaraderie.
- Various clubs and departments organize activities aimed at instilling **self-confidence** and resilience in young girls.

Human Values

- **NCC and NSS** units work together in an altruistic spirit to develop patriotism, a **service attitude, and cooperation.**
- Observing significant national and international days such as Independence Day, Republic Day, Gandhi Jayanti, Hiroshima Day etc. allows students to reflect on historical milestones, **celebrate cultural identity**, and promote values like **peace, non-violence, and global cooperation**.
- NCC, NSS Volunteers were involved in **flood relief** activities under the leadership of these organizations.
- Students participated in various camps, such as **Tal Sainik Camp**, **Trekking Camp**, upholding **service attitude and cooperation.**

Environment and sustainability

- All undergraduates take a course on Environmental Studies in their fifth semester.
- **Organic farming** is a mandatory MOOC programme for all students that foregrounds the University's commitment to ecological awareness and sustainable practices.
- Clubs such as the **Biodiversity Club and the Bhoomithrasena Club** generously supported by the government and other organizations, conduct diverse programs to instill environmental consciousness in students.
- Various projects and seminars, like identifying the flora and fauna on campus, bird counting, and extension activities like "oru kai sahayam," cultivate an environmentally friendly mindset among students and faculty.
- Distinct ecological features like **Miyawaki Forest, Butterfly Garden, Fern House, Herbal Garden, Santi Sthal, Nakshatra Vanam, and Duniya** enhance the campus aesthetics while endorsing a profound ecological message.
- The college observes Environment Day, Water Day, Wetland Day, Ozone Day etc. through meticulously planned programs, reinforcing the institution's commitment to environmental awareness and responsibility.

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

1.3.2

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

Response: 77.35

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

Response: 690

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 83.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
288	342	474	388	409

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

2022-23	2021-22	2020-21	2019-20	2018-19
446	464	543	414	412

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 78

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	129	179	137	150

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

2022-23	2021-22	2020-21	2019-20	2018-19
176	187	219	168	168

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 14.16

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The teaching-learning ecosystem at Devaswom Board College Thalayolaparambu aligns itself to the digital technology era. It is learner-centric, participative and guided by the heterogeneous social, emotional and intellectual contexts of its learners.

The college strives to implement different learning techniques like

Experiential Learning

- Study tours /Field Trips - The learner gets an insight into the practical side of their academics.
- Laboratory / Industry visits – Such activities bridges the gap between academia and industry.
- Nature Walk / Bird Sighting walk – Understanding the environment is very important as the learner needs to be aware of his / her responsibilities in keeping the planet sustainable for the future.
- Vegetable Garden – Food security is very crucial for human survival and integrating the culture of growing seasonal crops is being subtly enforced by this venture.
- Walk with a Scholar Programme – Government funded programme which incorporates mentoring by the faculty, visits to labs, discussions with experts etc.

Participative Learning

- Seminars / Webinars – interactive sessions with external experts
- Debates/ Group Discussions – Open forums are held by the departments and clubs in topics both of academic interest as well as current topics.
- Peer Teaching – Advanced learners extend a support to their classmates by sharing their method of learning.
- Flipped Classrooms - The facilitator hands out notes / pre-recorded lectures to the learner prior to the class and discussions on the topic is held during the class.
- Group Projects – Teamwork and leadership are the qualities that get refined while doing group projects.
- Open Day & Exhibitions – Learners are involved in organizing events like exhibitions and open day programmes.
- Student Union Activities – The College Magazine is the combined effort of the learners, showcasing their major achievements.
- Club activities – Various clubs involve in the extracurricular development of the learner.
- Scholar Support Programme – Government funded programme which involves mentoring and support to the weaker learners and skill development programmes.

Problem-Solving Techniques

- Brainstorming sessions – A problem is put out and the learners ponder on it for a while and then deliberate on their viewpoints to come to a viable solution.
- Quiz – Quizzes are held using google forms or Kahoot

ICT- enabled tools for effective teaching

- Blended Learning / Hybrid Mode of Teaching – Classes are held in both offline and online

modes.
- Google Classroom
- YouTube Channels
- Online Platforms - Google Meet and Zoom were used by the facilitators to conduct online classes.
- LMS platform

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 96.83

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 78.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	53	44	44	42

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awaeded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The institution has a robust system for student evaluation that assesses the knowledge of the learner. This is done by conducting formative and summative assessments as per the regulations of the affiliating Mahatma Gandhi University.

Assessment is based on an internal to external ratio which is tailored to the Programme the learner is in.

Postgraduate programme, the ratio is 1:3

Undergraduate programme, the ratio is 1:4

The Internal assessment is a continuous process and handled entirely by the teachers of the College.

Internal Assessment pattern for postgraduate programme:

The components of the internal assessment for each course are assignment, seminar and test papers.

Internal Assessment pattern for undergraduate programme:

The components of the internal assessment are attendance, assignment/seminar/viva and test papers.

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Internal Assessment process:

The internal marks for each course are compiled in the A form and finally a B form is generated. These marks are entered directly into the internal mark entry portal of the University.

An internal exam committee is constituted to ensure the smooth progress of the internal assessment in the college. The committee prepares the internal exam calendar which is approved by the CLMC and the timetable is published well in advance to the examination.

Question papers are submitted well ahead and invigilation duties to teachers are assigned.

The valuation is done in a time bound process and the results are then published to the students. The test papers and assignments are discussed in the class by the teachers. The students are given an opportunity to better their scores. There is a constant monitoring of student performance as well carried out by respective class tutors.

External Assessment process:

The external assessment process is conducted as per the instructions of M G University. The Academic Calendar published by the University includes tentative dates of examination. The University sends the question papers of external examination confidentially to the Principal through the MGU exam portal. In case of practical and project evaluation, it is conducted by external examiners appointed by the university. The valuation process is done through centralised valuation camps as directed by the University. The results are published on the university website.

Exam Grievance Redressal:

For the internal examinations, the college has a three-tier grievance redressal mechanism.

Level 1: Course Instructor Level

Level 2: Department Level

Level 3: Through the Principal and Grievance Committee

Grievance submission can be done through the college website. The Redressal process is completed within a week of publishing of internal marks.

In case of the external examination, the students can apply for revaluation or scrutiny to the university directly.

Transparency in the process:

An orientation course is conducted at the time of admission wherein the student is given a clear cut idea of the pattern of assessment. Each course instructor explains the expectations of performance in assignments, seminars, viva and test papers. During discussions of the assignment or test papers, the instructor identifies the common mistakes observed and shares those with the class in order to elicit better results in the future.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Outcome Based Education (OBE) was implemented in the college from the academic year 2022-23. In the initial phase, OBE was implemented in the postgraduate programmes of Chemistry and Physics.

The teaching faculty of these departments attended workshops and worked as a team in designing and implementing this approach of measuring the learning outcomes of students. All curricular activities including seminars, workshops, assignments, study tours etc are mapped with the outcomes.

Display of Programme Outcomes (POs) and Course Outcomes (COs)

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution were set and displayed on the website and the POs were displayed in all departments.

Student Awareness

During the Orientation (Induction) programme, the essence of outcome based education was briefed to the first year students. POs and COs were further discussed in classrooms by the respective teachers. The internal model question paper has the COs included and thus the students get an understanding of the process.

Participation in development of OBE at the University Level

The college has been vocal about OBE at the University as many of the faculty hold key positions as Syndicate Member (Principal) and Board of Studies Chairperson and Members.

Implementation process

A two-tier system was set.

College level OBE committee – Principal, IQAC Coordinator, Head of the Departments, faculty experts (2 nos)

Department Level OBE Committee – All teachers of the concerned department.

The committees assessed the implementation of OBE, suggested the changes as and when required.

OBE was implemented in final year batches of undergraduate courses and postgraduate courses in the academic year 2023-24.

Regular workshops and meetings were held to ensure that the transition to a full-fledged OBE system would be smooth and in full swing by the start of the academic year 2024-25.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

In order to assess the teaching-learning process, the college has used an outcome-based evaluation technique. Different evaluation and assessment techniques are used to measure the outcomes, which are accomplished at different stages.

The twin level approach is adopted to evaluate learning outcomes; they are

- *Direct approach* –

The different methods of assessment used are internal examination, quiz, viva voce, assignment, seminar, classroom involvement, Lab/field work. These all form part of the internal assessment done at the college level.

The COs and POs are linked to the questions in the question paper.

The marks attained by the students for each question determines the level of attainment of each outcome.

- *Indirect approach* –

An exit-survey is done by means of an online questionnaire on completion of the programme.

The allocation ratio is fixed as 75:25.

Method of measuring attainment of COs and POs –

Course Outcome Attainment is carried out by direct approach.

CO-PO correlation is done as below:

Level 1 – Low correlation

Level 2 – Moderate correlation

Level 3 – High correlation

The ideal target level for CO attainment is set as 70%.

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

2.6.3

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

Response: 70.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
236	253	254	269	263

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

2022-23	2021-22	2020-21	2019-20	2018-19
358	373	382	338	365

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.87

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

05-04-2024 07:45:14

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 62

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	62

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

INNOVATION ECOSYSTEM

In the dynamic landscape of current education, the integration of innovation and the establishment of an incubation centre have become pivotal components in nurturing the next generation of researchers and entrepreneurs. The innovation culture is embedded in the fabric of our institution, encouraging students to explore, question and create.

 The major initiatives are:

- The institution has signed an MoU with the Business Innovation and Incubation Centre (BIIC) at Mahatma Gandhi University to develop collaborative efforts for promoting innovation and entrepreneurship among students and teachers.

- The institution has actively participated in the Young Innovators Programme (YIP), organized by the Kerala Development and Innovation Strategic Council (K-DISC), Govt. of Kerala. Eight teams consisting of thirty students submitted their innovative ideas in the Young Innovators Programme (YIP 2022) of K-DISC, and five ideas have been shortlisted in the district-level competition of YIP. 5.0. Five innovation ambassadors work in the college to foster a culture of innovation among students.
- The IPR cell of the institution conducts seminars and workshops to create awareness about the significance and types of intellectual property.
- Indian Knowledge Systems has formed the milieu of many research activities at the college. To embark on this, the a seminar was organized on the topic 'Importance of medicinal plants' with special emphasis on the Indian Knowledge System (Ayurveda). Students explore the hidden potential of many indigenous medicinal herbs through their project work. A webinar on the ingredients of medicinal porridge (Karkidaka kanji) prepared to boost health during the month of Karkidaka was also conducted. Ramayana month of every year is celebrated by engaging in various activities.
- The college has an ED Club (Entrepreneurship Development Club) that has been organizing activities to foster and hone the entrepreneurial talents of the students. The club aims to organize seminars, webinars, and training sessions by experts to inspire and equip students as future entrepreneurs.
- The incubation centre in our college not only provides physical space, shared facilities, and a collaborative atmosphere but also strengthens the link between academia and industry, providing a platform for students and faculty to engage in entrepreneurial activities, commercialize research and contribute to the development of a vibrant start-up ecosystem within the educational institution.
- In addition to this, the institution has two approved research centres, seven research guides, four research students, and well-equipped labs that support students in carrying out their academic projects. Moreover, several clubs operate within the college, each aiming to equip students for their future endeavours. These clubs offer diverse opportunities for students to engage in various fields, fostering holistic development and enriching the educational experience.

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

3.2.2

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

Response: 164

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	54	27	30	21

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	5	5	1

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	10	2	1	2

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

OUTCOMES OF EXTENSION ACTIVITIES

The college has played a pivotal role in empowering the neighbourhood community through a horde of extension activities primarily based on the foundations of UN Sustainable Development Goals (SDPs) and organized by institutions like NCC, NSS. These extension activities have resulted in a plethora of positive outcomes which significantly contribute to the overall well-being of the community, demonstrating their lasting impact.

SUSTAINABLE DEVELOPMENT GOALS	ACTIVITIES
SDG 1: NO POVERTY	• *ORU KAI SAHAYAM*

	Outcome: Helped to realize the significance of agriculture for mitigating poverty
SDG 2: ZERO HUNGER	• FOOD PACKET DISTRIBUTION TO *JEEVITHANILAYAM*, PIETA BHAVAN • FLOOD RELEIF CAMPS **Outcome: Ensured the supply of food and other basic needs to the underprivileged and flood victims.**
SDG 3: GOOD HEALTH AND WELL BEING	• HEALTH SURVEYS • ANTIDRUG WALKATHON • ANEAMIA PREVENTION CAMPAIGN • ANTIDRUG AWARENESS RALLY • ONLINE BREAST- FEEDING CAMPAIGN • COVID VACCINATION AWARENESS RALLY • AWARENESS CAMPAIGNS AGAINST TOBACCO, DRINKING, DRUG ABUSE • BLOOD DONATION CAMPS AND PROMOTION RALLIES • PREPARATION AND DISTRIBUTION OF SANITIZERS **Outcome: Enhanced public awareness about the negative consequences of drug abuse. Ensured a readily available supply of blood potentially saving lives. Promoted altruism and social responsibility among students and community members. Empowered individuals to adopt healthy life styles and contribute to an overall healthier community.**
SDG 4 QUALITY EDUCATION	• INTERSCHOOL AND INTERCOLLEGIATE QUIZ COMPETITIONS • SASTHRAJALAKAM • SASTHRAPADHAM • SCHOOL TALENT LAB • INTERSCHOOL LITERARY COMPETITION • LEARN ENGLISH • DISTRIBUTION OF BOOKS AND TOYS • SUMMER CAMP FOR SCHOOL AND COLLEGE STUDENTS **Outcome: Encouraged school students to delve deeper into academic subjects, develop critical thinking skills, novel ideas and perspectives. Helped to boost self-esteem,**

	foster leadership qualities, communication skills etc.
SDG5 GENDER EQUALITY	• AWARENESS RALLY ON WOMEN SAFETY **Outcome: Increased public awareness on ways to mitigate physical, emotional, and sexual abuse. Fostered solidarity among individuals and organizations working towards women's safety.**
SDG6 CLEAN WATER AND SANITATION	• POPULARIZATION OF *JAL JEEVAN* MISSION • AFTER FLOOD CLEANING • *HARITHAMITHRAM* AND SANITATION SURVEYS • CLEANING ACTIVITIES AT VARIOUS PUBLIC PLACES • FIT INDIA PLOGGING RUN **Outcome: Helped to create a hygienic living space in neighbouring community thereby improving the overall well-being and quality of life. Enhanced respiratory health and reduced the risk of several diseases.**
SDG10 REDUCED INEQUALITIES	• PSC COACHING FOR UNDERPRIVILEGED • IMPARTING COMPUTER KNOWLEDGE TO LOCAL VENDORS **Outcome: Imparted basic computer knowledge to the local vendors and familiarized them with crucial skills like internet navigation and e-commerce. Enabled the underprivileged to get through PSC examinations effectively.**
SDG13 CLIMATE ACTION	• ENVIRONMENT AWARENESS RALLY • ASSESSMENT OF BIODIVERSITY AFTER FLOOD **Outcome: Increased awareness about environmental issues. Enabled community engagement leading to media attention, policy making and collaboration for future environmental initiatives.**
SDG16 PEACE JUSTICE AND STRONG INSTITUTIONS	• AWARENESS CAMPAIGN AGAINST NUCLEAR WEAPONS **Outcome: Educated the public on the devastating effects of nuclear war and fostered a culture of peace.**
OTHERS	• HELP DESK FOR LINKING AADHAR • VOLUNTARY SERVICE AT

- SABARIMALA TEMPLE
- NCC/NSS VOLUNTEERS AS SPC
- MINI JOB FAIR
- DISASTER MANAGEMENT TRAINING
- KATHIR BOOK COLLECTION

Outcome: Helped to recognize the role of youth in activities related to democracy and civic responsibilities.

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

3.4.2

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

Response:

3. 4.2. AWARDS AND RECOGNITION RECEIVED FROM GOVERNMENT/ GOVERNMENT RECOGNISED BODIES

The Institution has received Awards and Recognition for its involvement in extension activities from Government and Government recognised bodies. During the last five academic years the staff and students of the Institution donated blood to the Society. The details of awards and recognition received are listed in the following table.

Sl. No	Name of the activity	Name of the award/recognition for institution	Year of Award	Name of the awarding government /government recognised bodies
1	Voluntary Blood Donation Camp	Certificate of appreciation	2022	Indian Medical association (IMA)
2	National Intellectual Property Awareness Mission (NIPAM)	Certificate of appreciation	2022	Government of India, Ministry of Commerce and Industry

3	Cleaning activity at Karyunyamatha LP School, Karippadam	Certificate of appreciation	2022		Headmaster, Karyunyamatha LP School, Karippadam
4	Cleaning activity at Midayikunnam LP School	Certificate of appreciation	2022		Headmaster, Midayikunnam LP School
5	Participation of NSS volunteers in Kerala Legislative Assembly elections	Certificate of appreciation	2021		Inspector of police Police station, Thalayolaparambu
6	Contribution as resource person in the webinar on Brain chemistry for building climate-ready communities	Certificate of appreciation	2021		NSS Training College, Changanacherry
7	Participation of NSS volunteers as Special Police Officers in Kerala local body elections	Certificate of appreciation	2020		Inspector of police, Thalayolaparambu Police station
8	Sasthrapadham Seminar	Certificate of appreciation	2020		Samagra Siksha, Kerala, Kottayam
9	Sasthrapadham-3-day science enrichment camp	Certificate of appreciation	2019		Samagra Siksha, Kerala
10	Flood relief camp	Certificate of appreciation	2019		Thalayolaparambu Grama panchayath
11	For cleaning Vaikom Road Railway station	Certificate of appreciation	2019		Office of the Station Superintendent, Southern Railway, Vaikom Road
12	Cleaning activity at UPS Muttuchira	Certificate of appreciation	2019		Government Upper primary school Muttuchira
13	Cleaning activity at Government UP School, Elamkavu	Certificate of appreciation	2019		Government UP School, Elamkavu
14	Cleaning activity at St. Mary's HSS, Vallakom, Vaikom	Certificate of appreciation	2019		Headmaster, St. Mary's HSS, Vallakom, Vaikom
15	Flood relief camp	Certificate of appreciation	2018		Thalayolaparambu Grama panchayath
16	Rapid assessment of biodiversity loss in Kottayam Dist -Biodiversity survey	Certificate of appreciation	2018		Kerala State Biodiversity Board

| 17 | Cleaning activity at Thalayolaparambu market | Certificate of appreciation | 2018 | Thalayolaparambu Grama panchayath |

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 60

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	14	15	10	9

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 33

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Devaswom Board College, Thalayolaparambu nestled in the serene landscapes of Kerala between Kottayam and Eranakulam, stands proud with its well-maintained physical infrastructure and commitment to academic excellence. Spanning 18 acres of lush green land, the college aligns with current academic trends and prioritizes sustainable practices. The campus is spread over five blocks.

Classrooms and ICT-enabled facilities:

- The institution has 37 classrooms with sufficient benches, desks, chairs, and teaching aids such as greenboards, whiteboards, and lecture platforms, catering to the teaching-learning needs of nine undergraduate programs and five postgraduate programs, all designed to meet the specific requirements of each course of study.
- The institution features nine ICT-enabled facilities with LAN/WiFi, encompassing smartboard facilities within the three PG departments. Additionally, there is one smartboard available in the conference hall.
- **Seminar Hall** is a mini theatre with 110 seats, featuring an interactive board, LCD projector, mega power visualizer, wireless mic, and Wi-Fi connectivity. It offers a venue to host conferences, seminars, and other academic events.
- **The NAAC room** is also ICT-enabled.
- High-speed **internet** connection of **100 mbps**.
- CCTV cameras are strategically placed in examination halls and common areas for enhanced security.

Laboratories: Science departments are equipped with well-maintained laboratories, supported by DST-FIST, ensuring safety protocols and regular updates.

- Chemistry Department: One UG and Two PG laboratories
- Physics department: One PG and One UG laboratories
- The Botany and Zoology Departments have one general lab each.
- A newly constructed instrumentation room, funded by RUSA, enhances practical and research learning experiences, featuring a seminar hall and additional classrooms.
- Three dedicated **computer labs** for Physics, Chemistry, and Mathematics, along with a **common language lab**, provide comprehensive computing facilities.

Library and Knowledge Hub: The college library serves as a central knowledge hub.

- 36547 books, 10 journals, e-journals e-books and periodicals
- Koha software
- Online Public Access Catalogue (OPAC)
- LAN connections
- INFLIBNET N-List
- NVDA software for visually challenged people.
- AIFEST English Forum Membership 2022-2023
- Special Collections – "Dakshina" and " Sathyagraha Smarana"

Physical Wellness Oversight:

- Football Court
- Gymnasium
- Cricket nets
- Kabaddi court
- Kho-Kho court
- Basketball Court
- Badminton court
- Throwball court

Harmony Halls:

- **The K.R. Narayanan Memorial main auditorium**
- **The Dakshayani Velayudhan Hall (D. V. Hall-Mini auditorium)**
- **An amphitheater**
- **An Open stage**

Dining

- Cafeteria
- Canteen

Gender-Inclusive Amenities

- She Zone: Women's Waiting Room
- Two boys' washroom blocks
- Three disabled friendly girls' washroom blocks. Girls' washroom facilities are equipped with two incinerators and a pad vending machine.

Other facilities:

- Counselling Centre
- Zoology museum
- NSS, NCC and Women's cell

- College cooperative store
- Employees Cooperative Society
- Parking spaces
- Common generator

Green initiatives

- *'Pachathuruth'*, a Miyawaki garden tended by the Bhoomithrasena club.
- Butterfly Garden is maintained by the Biodiversity Club.
- '*Nakshathravanam*' is overseen by the Botany and Malayalam departments.
- Herbal garden and a Fern house are maintained by the Botany Department.

Energy-Efficient Practices

- Solar cells
- Sensor lights
- Rainwater harvesting system
- Biogas plant.

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

4.1.2

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

Response: 37.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.70	89.0	42.9	5.19	1.61

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Devaswom Board College has a centralized library located on the second floor of Academic Block I with area 323.95 sq.m.

- The college started library automation with Grandha 2.5 and upgraded it to **Koha**, version 21.05 in the year 2021. Purchase of RFID, as part of RUSA 2.0 scheme, for complete automation of library is underway.
- **LAN** connections available
- Online Public Access Catalogue (**OPAC**) is accessible.
- The library has 36547 books,10 journals and subscriptions to periodicals including 8 newspapers.
- Students and teachers can access **INFLIBNET N-List** of UGC which includes e-books, and e-journals.
- Library provides Non-Visual Desktop Access (**NVDA**) for **visually challenged people**. NVDA reads aloud the text on the screen, making it possible for users with visual disabilities
- **AIFEST** English Forum Membership 2022-2023
- Library includes

- Reading room (seating capacity of 60)
- Reference section
- E-content searching zone

- Periodicals section
- Circulation desk
- New arrivals
- Property counter
- Departmental stacks

- A dedicated space for competitive exam materials is maintained to cater the needs of students preparing for these exams.
- Special Collections

- **Dakshina:** The library has been enriched with a thoughtful and generous donation from **alumni**, who have graciously contributed with their personal books and insightful. This section serves as a testament to the enduring connection between the institution and its former students.
- **Satyagraha Smarana-**Our institution, situated in the Taluk of Vaikom, is commemorating the centenary of the Vaikom Satyagraha through a collection of books and articles called "Satyagraha Smarana." Such initiatives are crucial for preserving and disseminating the historical importance of social movements that have played a key role in shaping the cultural and social landscape of a region.

Library Usage Trends:

- The librarian conducts **orientation class** for first-year students (UG & PG), providing essential guidance before their library registration.
- By actively offering personal assistance and considering the unique needs of people with physical disabilities, library staff contribute to a more inclusive and supportive library environment.
- The library has a gate register to record per-day usage of the library. Per day usage are as 48 in 2018-2019, 34 in 2019-20, and 21 in 2022-23 It was substantially low in 20-21 and 21-22 on account of the Covid pandemic. Distinct register books are allocated for students and staff, ensuring organized recording of book details in separate records.
- The library functions from 9:30 am to 4:30 pm on all working days including Saturdays.
- The library committee manages the activities and updation of the library resources. It includes
    - One coordinator
    - Four faculty members
    - Librarian and Library assistant.

The librarian and a library staff run the daily work of the library. Based on the requirements of books, journal, the purchase committee allocates funds received from the management and PD funds for their purchase.

- The total **amount** spent for the purchase of the books in the library during last **5 years** is **Rs 10,52,104.**

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

In pursuit of excellence, Devaswom Board College, Thalayolaparambu, has consistently prioritized upgrading its Information Technology (IT) facilities. The institution's commitment to regular updates, meticulous distribution of computer resources, well-equipped labs, and a robust internet connection reflects its dedication to providing a learning environment that meets the highest standards of educational quality and technological integration.

Over the past five years, Devaswom Board College has significantly expanded its infrastructure, encompassing complimentary Wi-Fi hotspots, high-speed internet access, MOODLE Learning Management System (LMS), technology-equipped classrooms and seminar halls, and a partially automated library.

- **ICT-enabled facilities**: DB College takes pride in its commitment to providing advanced ICT-enabled facilities that contribute to a dynamic and technologically rich learning environment. Here's an overview of some key ICT-enabled features at the institution. The institution features 9 ICT-enabled facilities with LAN/Wi-Fi
    - Seminar Hall is a mini theatre with 110 seats, featuring an interactive board, LCD projector, mega power visualizer, wireless mic, and Wi-Fi connectivity.
    - ICT-enabled NAAC room.
    - The ICT-enabled Conference Hall is equipped with a Smartboard.
    - Three PG departments (Malayalam, Physics, Chemistry) house smart board facility.
    - Smart TV in English Department (IP classroom).
    - Mathematics and Physics departments have LCD projectors.
- **Internet Connection**
    - 100 Mbps internet (LAN) bandwidth facilitated by BSNL.
    - Wi-Fi accessibility

Wi-Fi and LAN connection enhance the functionality of internet resources. This strategic approach ensures that students

and faculty enjoy seamless access to online materials, collaborative tools, and communication

platforms.

- **Library**: The commitment to technological advancements at our institution is evident through our recent automation initiatives, ensuring a seamless and efficient library experience.
  - Automation-Upgraded from Grandha 2.5 to Koha, version 21.05 in the year 2021. The purchase of RFID, as part of the RUSA 2.0 scheme, for complete automation of the library is underway.
  - INFLIBNET N-List of UGC which includes e-books, and e-journals.
  - Non-Visual Desktop Access (NVDA) for visually challenged people.
  - Online Public Access Catalogue (OPAC) is accessible.
  - E-learning section
- **Computers**
  - Number of Computer-101 (Distributed among departments, Offices, Library and Laboratories)
  - Laptops-2
- **Computer Labs:** Our computer labs are designed to empower students with the latest technology and tools for academic excellence.
  - 3 Computer Labs in PG departments (Physics, Chemistry, Mathematics)
  - Language Lab (English)
  - Computer Lab (Rusa Funded)
- **CCTV cameras**: Our commitment to providing a secure and conducive learning environment is reflected in the implementation of a comprehensive CCTV camera system across our campus.
  - 14 cameras are strategically placed in examination halls and common areas for enhanced security.
- **Reprographic Facilities:**
  - 3 high-speed printers and scanners are available in the examination section
  - 1 printer cum photocopy machine is placed at cooperative society for student's usage
  - 3 printers are available in the office
  - 4 printers are in various departments
- **LMS platforms** -Google Classroom, Moodle, YouTube
- **Academic and Administrative software**- EMBASE PROSUIT
- **Social Media Platforms-** Facebook, Instagram, Whatsapp groups
- **Government Digital Platforms-**Spark, BiMS, GAINPF, PRISM, GRANTS, MEDiSEP
- **College Website-**All activities are uploaded to the website and are updated regularly

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

4.3.2

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

Response: 9.91

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

Response: 90

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 25.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.45	50.62	12.19	7.4	12.9

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 75.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
619	746	815	888	881

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 24.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
892	130	40	143	64

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 33.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	99	93	76	51

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

2022-23	2021-22	2020-21	2019-20	2018-19
236	253	254	269	263

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 6.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	11	8	6	6

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

5.3 Student Participation and Activities

5.3.1

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

Response: 21

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	1	9	1

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	9	10	9

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Devaswom Board College, registered under the name **"Forerunners"** with registration number IV/2013/56, plays a pivotal role in enhancing the overall development of the institution and supporting its students. The association engages in various activities, including organizing events, providing financial assistance, and contributing to infrastructural development.

Key initiatives and activities

1.Quiz Competitions and Educational Support

The organization conducts quiz competitions among college students and higher secondary school students, promoting intellectual engagement. The alumni also provides financial assistance to students facing financial difficulties.

2. GURUVANDANAM and Send-off Functions

 The alumni association organises events like *'GURUVANDANAM'* (tribute to retired teachers) during the Annual General Body Meetings. Grand send-off functions organized by alumni for retiring teachers, emphasizes its devotion and commitment towards this institution.

3. Forerunners' Meetings and Governance:

Regular meetings are held to discuss organizational matters, to elect office bearers, and to plan future activities. Decisions include expanding membership, organizing seminars, and taking actions for the promotion of college activities form part and parcel of these meetings.

4. Departmental Involvement:

Alumni of different departments actively participates in organizing events, such as awareness classes and quizzes, which benefit both college and high school students. Besides, department alumni associations sponsor attractive prizes for college toppers.

5.Community Engagement:

As a response to the covid pandemic, 'Forerunners' (alumni association) supported online teaching initiatives by providing smartphones to students from marginalized sections of the society. The association distributed PPE kits and pulse oximeters to health centres. Donations were extended to differently-abled students by providing wheelchairs.

6. Infrastructure Development:

Alumni contributed to the college's infrastructure by donating a glass rack and furnished a conference hall. The conference hall, named after former principal Dr.PS Bhaskara Pillai, serves as a platform for events and intellectual discourses in the campus.

7.Centenary Celebration and Commemoration:

Alumni commemorated the 100th year of Mahatma Gandhi's contribution and involvement in '*Vaikom Satyagraha'* and 75th anniversary of Indian Independence by installing a Gandhi's bust in the administrative block of the campus.

8.Overseas Chapter and Alumni Day Celebration:

A significant milestone for the alumni was the establishment of an overseas chapter in the academic year 2021-22, reflecting the association's global connections.

Alumni Day is celebrated annually on the second Saturday of May, with various programmes organized by the alumni

Forerunners, the Alumni Association of Devaswom Board College has consistently demonstrated a strong commitment to the institution's growth, academic excellence, and social responsibility. Through a diverse range of activities and initiatives, the alumni have significantly enriched the college's legacy, fostering a sense of pride and community among current students and contributing to the overall development of the institution.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

GOVERNANCE ALIGNMENT WITH VISION AND MISSION

College governance is meticulously crafted to uphold the mission and vision, guiding every decision and action towards the fulfilment of its educational goals.

To uplift socially, educationally and economically vulnerable section of the community

Majority of admitted students belongs to backward and economically weaker section of the community.

To address the modern challenges of the emerging scenarios in the field of higher education

- **Digital literacy**

In order to incorporate the accelerated technological advancement, the college prioritises digital literacy

1. ICT enabled classrooms
2. Conduct of digital literacy awareness programmes
3. Use of online platforms for teaching-learning
4. Participation of faculties in ICT related courses

- **Incorporation of research and innovations**

1. Upgradation of Chemistry and Malayalam Departments as Research Centres
2. Award of Guideship to faculties
3. Participation of faculties in FDP
4. Research Publication by faculties
5. Student project for experiential learning

- **To impart value based and quality education in student friendly environment**

1. Curriculum Updation with papers on environmental issues within the framework of human rights
2. Implementation of the assessment practices like peer evaluation, assessments and survey for monitoring students learning outcome
3. Feedback collection from stakeholders for improvement
4. Participation of faculties in Faculty Development Programmes

- **To nurture in students, the qualities of responsible citizens, effective leaders and innovators**

1. College functions with **designed policies** to imbue students with moral and ethical principles.
2. The decentralisation strategies adopted in the overall governance of the college ensures the integral development of its stakeholders.
3. Inclusion of students in decision making process
4. College is following a civic-education- involved-**curriculum which teaches human rights in all disciplines.**
5. An active elected **student union** which serves as a platform for student voice

- **To bridge the gap between individual and society especially the needy and downtrodden through committed extension activities**

1. Emphasis on extension, collaboration and community service initiatives

- **To develop student's latent potential and ensure their social compatibility to shoulder the responsibilities of later life**

1. Community service initiative *Devasparsam*

- **To make students better achievers through effective guidance and constant encouragement from the teachers**

1. College provide student support programmes like WWS, SSP

IMPLEMENTATION OF NEP

- Introduction of Integrated M A English Course as **New Generation Course**.
- Construction of RUSA funded Research, Innovation and Incubation Centre.
- Developments in ICT enabled infrastructure
- Collaborations and experiential learning opportunities for students

SHORT TERM AND LONG TERM PERSPECTIVE PLAN

Perspective plans of the institution to evolve, innovate, impart quality education and achieve its vision and mission mainly come under the following traits.

- Quality education
- Innovation, Incubation, Research and Development
- Student support
- Inculcating social values and responsibilities
- Infrastructure Development

LEADERSHIP, DECENTRALISATION AND PARTICIPATIVE MANAGEMENT

A well-functioning governing body that manages the regular functioning of around sixty academic and non-academic committees/clubs is marked as the apt example for decentralization.

Thus through proper governance, leadership and management, the college stands as a milestone in the overall development of this area by providing quality education.

File Description	Document
Upload Additional information	**View Document**
Provide Link for Additional information	**View Document**

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

DEPLOYMENT OF PERSPECTIVE PLAN

Perspective plan of the college which is a reflection of vision and mission of the institution is accomplished under these broad traits

Quality Education

- Appointment of teaching staffs
- Introduction of Integrated MA English Course as New Generation Course
- Upgradation of departments as Research Centres
- Use of ICT and other innovative techniques
- Subscription of e-journals
- MoUs with prominent institutions
- Faculty involvement in BoS and curriculum development

Research and Development

- Funding from RUSA, DST FIST and applied for STAR
- Utilisation of funds for purchase, construction and renovation of research facilities
- Upgradation of Chemistry and Malayalam departments as research departments.
- Faculties awarded/registered with PhD and application for research guide ship
- Conduct of national and international webinars, seminars and workshops
- Presentation and publication of papers in journals and books

Student support

- Conduct of curricular, co-curricular and extra-curricular activities

- Provides Career Guidance and Counselling

- Job fairs
- Conduct of student support programmes like WWS, SSP, Remedial coaching and NET coaching
- Implementation of Add On Course and Skill Development Courses
- Active clubs, cells, NSS and NCC units
- Scholarships and endowments every year

Inculcating social values and responsibilities

- Conduct of national and international day celebrations
- Service to society through various student units
- Extension activities

Infrastructure Development

- Utilisation of funds for construction, renovation and purchase from agencies like RUSA, DST-FIST

- Installation of solar plant, CCTV, LAN, Smart TV etc.
- Set up Smart Conference room
- Upgradation of library software
- *Divyangjan* friendly campus
- Enhancement of sports amenities like Cricket Nets, Basketball, Throwball and Kho-Kho ground

FUNCTIONING OF INSTITUTIONAL BODIES

- The college is governed and managed by the Honourable Travancore Devaswom Board. This management oversees the overall functioning and policy decisions including staff appointment, promotion and financial management.
- The college is affiliated to Mahatma Gandhi University Kottayam.

- The Principal heads the administrative and academic decisions of the institution in compliance with UGC regulations and directives of the Directorate of Collegiate Education, Govt. of Kerala and the Act and Statutes of Mahatma Gandhi University. Principal as a liaison manages academic and administrative responsibilities through staff members and stakeholders.
- Vice Principal assists the Principal in the aspects of administration and academics of the college.
- College council is the apex decision making body.
- IQAC ensures and enhances the quality of education and promotion of research and innovation through continuous monitoring and evaluation.
- Various bodies like NSS, NCC, Clubs, Cells, PTA, Alumni plays a crucial role in shaping a holistic educational experience by promoting values, community engagement and collaboration between various stake holders.

POLICIES, SERVICE RULES AND PROCEDURES

The college abides by the clearly defined policies and procedures in all areas pertaining to employees, including hiring and promoting them in accordance with directives and guidelines periodically released

by the UGC, Government of Kerala, M G University, Devaswom Board Management and College.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

WELFARE MEASURES

- **Employees Co-operative Society-** Through the society banking services like SB accounts, chitty, fixed deposit scheme and loan facility are provided. The society gives appreciations to the children of staff members who pass out 10th Level and Plus Two in flying colours.

- **GIS**
- **SLI**

- **MEDICEP**

- **NPS**
- **Festival Advance-** With the intention of spreading the joy of festive occasions to all its staff members, the institution provides refundable advances to the guest lecturers and non-teaching staff.

- **Facilitation of Provident Fund loans –** Catering to the needs of the staff, the college provides paper less facilities to avail PF loan. This is convenient for the staff to avail loans.

- **Health Club -**In order to maintain the physical health of both the staff and students of the college, a health club function in the college. Teacher's fitness and the student fitness is given priority and a gym is functioning enable them to maintain the physical fitness.

- **Token of appreciation for achievements-**The institution appreciates the staff and students who are bringing out excellence in various fields.

- **Maternity Leave –** The college grants Maternity Leave of 6 months to have quality time with their children.

- **Work from Home –** In the pandemic situation as most of the classes were in online mode, the institution with its staff friendly approach took all the possible measures to let the maximum employees to work from home. The special categories including those with severe diseases and mothers whose children were below 2 years were allowed to work from home.

- **Celebrations**-The institution is very much keen in the mental well-being of its employees in addition to the physical well-being. The staff club organises various programmes like Onam celebrations, Christmas celebrations, Staff day in the college.

- The Staff Council provides financial support to non-teaching staff at times of medical emergencies.

- The security staff of the college are provided with free accommodation. More over banking services are available to them through the Employees Co-operative Society.

- Canteen and Cafeteria facility for teaching and non-teaching staff

APPRAISAL SYSTEM OF TEACHING AND NON-TEACHING STAFF

The institution follows the appraisal suggested by UGC through Performance Based Appraisal System (PBAS). In this scheme, the performances are classified into different categories like teaching learning and evaluation related activities, Co-curricular, extension activities and Professional development and academic contributions. On the basis of the scores obtained in each categories, the faculty members are promoted to higher academic level.

At the end of each year, feedback is collected from students. The feedback forms in the form of questionnaire collect information about teachers and different aspects pertaining to the teaching process. As per the suggestions recorded, teachers improve their teaching strategies every year.

The performance appraisal of non-teaching staff is done by Principal and reports are send to the management. The suggestions for improvement are provided to them in their meetings. Their promotions are based on departmental tests conducted by the government and decisions of the management.

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

6.3.2

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

Response: 25.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	13	21	16	8

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

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

Response: 20.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	13	19	16	8

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	10	11	17

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Mobilisation and utilization of resources

1. Fund mobilisation

- The institution has a well-thought-out strategy and procedure in the form of financial policy for the administration of funds
- Planning Committee ensures the proper allocation of funds overseeing the requirements
- Purchase Committee manages the purchase procedures
- As the college is a grant-in-aid organization, a major amount of the money it receives from the State Government as employee's salary.
- The college utilises the contingent funds for allocated heads such as purchase of lab equipment, books and journals for the library, financial assistance and infrastructure maintenance.
- Fund of Rs. 2 Crore from RUSA for research and infrastructure augmentation
- Support of Rs.80 Lakhs for college under FIST Program of DST
- KSCSTE funding for the conduct of programmes
- Support of Kerala State Biodiversity Board for Biodiversity Club
- Government funding for programmes like WWS, SSP, NCC, NSS etc.
- Student scholarships and grants
- College encourages alumni and retired teachers to institute memorial prizes, endowments and donations.
- The institution seeks to generate revenue from stake holders by raising staff fund.
- It seeks patronage from local organizations like bank, corporate houses, shops and start-ups of the

locality

2. Human resource utilization- As part of strategy employed for academic excellence, faculties undertake professional development courses to enhance their skill, to keep updated on educational trends and to improve job performance. Technology integration through ICT is entertained to enhance efficiency and time saving. To optimize the utilization of students as human resources, encouraged their active participation in various aspects of college life. Their involvement enriches campus community and provides diverse perspectives.

3. Space utilization- Efficient space utilization is crucial in college to create an optimal learning environment. Institution utilizes its space effectively for

- RUSA research, Innovation and Incubation centre
- Star garden
- Butterfly garden
- Roof top solar panel
- Cricket net
- Basketball court
- Gym
- Ground for commencing the construction of lady's hostel.

Through resource sharing and technology integration college incorporates effectiveness of space utilization.

Audits

Audits are conducted internally and externally

External

- Accountant General Office Thiruvananthapuram (AG's) Audit
- Deputy Directorate (local) Audit
- Management Audit

Internal

- PTA Audit

The external audit of the college is entrusted with three different agencies that include Accountant General Audit, Deputy Directorate of Collegiate Education, Ernakulam (local fund Audit) and Devaswom board (management fund) Audit. All the agencies verify the bills and vouchers submitted by the institution and issue audited statements.

Various clubs and student support schemes functioning in college like NSS, NCC, women cell, funded seminars, WWS and SSP have their own external audit.

 Major internal financial audit is that of PTA. The PTA audit committee comprises of two members from teaching staff and an external auditor.

All internal audits conclude, with a statement of expenditure. Institution has a specific procedure for overcoming audit objections.

The College also conducts 'Internal Annual Stock Verification' in departments, laboratory and library. The Annual Stock Verification is conducted at the end of March. Discrepancies, if any at the Department level, can be easily rectified in the same realm.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Vision

To ensure quality education that encourages the pursuits of the stakeholders of the college.

Mission

- *To channelize and systematise the efforts and measures of the institution towards academic excellence.*

- *To be the driving force for ensuring the quality of education.*

- To develop quality systems for conscious and consistent action to improve the academic and administrative performance of the College.
- To promote measures for institutional functioning towards quality enhancement

Members

The composition of IQAC of the college consist of an IQAC co coordinator and members from various stakeholders who collectively work towards developing a quality culture in the institution ensuring continuous improvements in various aspects like curriculum, teaching learning process, research and overall institutional functioning.

Functions of IQAC

Since IQAC ensures a comprehensive approach to quality assurance and continuous improvement across administrative, teaching learning and program related aspects of the institution, the activities of IQAC is segregated under the following three main traits.

1. Administrative management
2. Teaching Learning
3. Program Initiatives

Administrative management

Efficient administrative management is crucial for the overall success and effectiveness of the college, IQAC encompass a range of responsibilities including

- Preparation of academic calendar
- Action plan
- Academic and administrative audit
- Annual academic presentations
- Preparation of AQAR

Teaching Learning Process

Teaching learning process involves a dynamic interaction between teachers, students and content, IQAC continuously monitors and takes initiative in maintaining and improving the teaching learning experience of the college by applying mechanisms for regular monitoring, assessment and feedback. For ensuring transparency and accountability in teaching learning process IQAC takes effort to maintain the habit of chronicling the process in a day by day basis through various measures such as

- **Maintaining Teacher's diary**- To organize and plan the instructional activities.
- **Mentoring**- To foster growth and development in academic, in professional and in personal contexts
- **Tutoring**- To enhance students understanding and skills in specific subjects related to academics
- **Feedback**- To get a reflection of teaching learning process which helps to refine strategies and materials in future.

Programme Initiatives

College undertake number of dynamic and multifaceted endeavours designed to cultivate a supportive and vibrant campus community where every stakeholder can reach their fullest potential. Some common programme initiatives of IQAC include

- Conduct of Induction programme to first year students
- Medha Webinar Series

- MoU's , extension activity and collaborations
- Conduct of social awareness programmes
- Student and faculty empowerment programmes
- Green initiatives
- Best practices
- Institutional distinctiveness

These programmes are aimed at fostering a culture of quality assurance, continuous improvement and excellence in higher education.

Another major initiative by IQAC is the preparation of AQAR to access the quality parameters and performance of the institution. By a structured process, IQAC ensures a systematic monitoring, evaluation and enhancement of quality standards in the college, leading to continuous improvement in overall performance and outcome of the college.

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The institution has carried out several gender audits and has come to several key findings based on the gender audit reports. One of the findings of the report was that the female students outnumbered the male students in several programmes in Science, Arts and commerce. This trend continues in PG programmes as well. In teaching faculty too, female teaching faculty out number male teaching faculty. However, in the case of administrative staffs this trend tends to reverse. In order to raise awareness of gender equity among the students and staffs several programmes were conducted during the period from 2018 to 2023.

IQAC of the college played a pivotal role in initiating gender sensitising campaigns. The seminar on "Gender Equality: A Conceptual Outlook" was a step taken by the IQAC to sensitise against gender discrimination practices among the student community of the campus. Several webinars were also organised during the pandemic times to spearhead the gender equity awareness. "Break Silence to Avoid Violence" organised in collaboration with Kudumbasree Mission, Kottayam, and "Indian Legislature Protections for Women" were webinars organised IQAC Devaswom Board College IQAC cell for promoting this cause.

The women cell unit of the college also plays an active role in empowering women of the campus as well as of the locality. The cell organised several classes on stitching, embroidery and driving. These classes were highly beneficial for women attendees and enabled them to acquire new skill sets. Besides these, training sessions on self-defence and yoga were also organised exclusively for the women of the campus. These ventures helped to improve the physical and mental strength of the female students.

During the pandemic times several webinars on cookery and menstrual hygiene were also organised in the campus. *'Sthreepaksha Navakeralam'* a gender sensitising campaign by Government of Kerala to nurture an awareness against dowry and violence towards women in the society was fully embraced by the students of our campus. On International Women's Day our NSS volunteers prepared food and donated it to orphanages and shelter homes for the mentally challenged and socially marginalised women of the locality. As part of spreading awareness about Indian constitution among students of the campus several awareness programmes were initiated. Different classes on important laws like the POCSO Act, the Dowry Prohibition Act, and the Protection of Women from Domestic Violence Act were organised in collaboration with different NGOs.

Female students of our college actively engage in various sports and games such as throw ball, cricket, badminton, basketball, and athletics. Our women Kho Kho team has won many prizes in intercollegiate competitions. Besides the female students of our college actively participate in interdepartmental arts and

sports competitions within our campus. Around 150 girl students actively engage in various sports activities in the campus. Some of them even got selection to the university sport teams.

The Women Cell of our college has got a KSWDC (Kerala State Women's Development Corporation) project from the Kerala state government. The aim of the project was to provide a platform for women to share their experiences and views about gender inequalities and their status in society and suggest ways to empower themselves. Programmes such as summer camps for students and seminars for '*Kudumbhasree* members' were also organised under this project.

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

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution focusses in cultivating a new generation of young individuals who possess noble attitudes and moral responsibility. In order to create such an environment, the college actively organizes a variety of activities that includes Arts day celebration, Regional Day celebrations, State, National and International day celebrations, Online and offline Seminars and workshops.

In addition to the academic and cultural endeavours, the college is invested in the comprehensive infrastructure for diverse kinds of sports activities, thereby promoting the physical development of our students. Students regularly win prizes in Football, Cricket and Kho Kho and make the college proud.

The events such as Independence Day, Republic Day, Gandhi Jayanthi etc. are organised in the college. The commemoration of such notable days provides opportunities to promote unity and social harmony among the students. The institution had arranged an interaction between a high

ranking military personal, Captain Riju Krishnan of the Indian Army, on the topic 'The role of Student Organization in Nation Building', as part of the Independence Day celebrations.

The institution places significant emphasis on sensitizing both the students and the employees to their constitutional obligations. The college organizes various curricular and extracurricular activities like 'Kathir', a project of Kerala Forest and Wildlife Department, that expects to improve reading habits among the tribal communities and support tribal youth in skill development through training and activities. SVEEP, that is, the Systematic Voters Education and Electoral Participation Program, SPC organizes blood donation camps.

Our institution takes pride in nurturing future leaders through yearly Student Council Elections, where the elected representatives undergo leadership training and collaborate with the fellow student volunteers to organize college programs. Additionally, we actively encourage student engagement in the National Cadet Corps (NCC) and the National Service Scheme (NSS) on a national scale, fostering stronger bonds and relations across the country.

Biodiversity Club, Bhoomithrasena, Media Club, Debate Club, Dance Club are some of the groups that aid our students in co-curricular activities.

In our continuous effort to develop responsible citizens, we undertake various initiatives such as awareness programs, orientation programs, training sessions, seminars, and workshops. The college had conducted an anti-drug awareness program, covid protocol campaigns, traffic awareness programs and anti- dowry campaigns. Our college had associated with Vaikom Taluk Legal Services Committee and had conducted a legal awareness class on 'Cyber Security Laws for Women'. We have a well-maintained Ladies resting room in our campus, equipped with a sanitary napkin vending machine. Women Cell and NSS actively conduct different programmes for the well-being of the women in our college. Women Cell had organized Driving class for women, Breast Cancer awareness program, Menstrual cup Distribution, Self-defence training programmes, Legal Awareness programmes etc.

Our institution has made efforts to improve physical accessibility for individuals with disabilities. These include the construction of wheelchair ramps and accessible washrooms in the buildings and campus. Through a comprehensive approach encompassing education, activities and awareness campaigns, we endeavour to equip our students and staff to become proactive, knowledgeable and socially accountable members of our nation.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

Title

 'Devasparsham'- Divine Touch

This title encompasses all charitable and socially relevant activities by the students, faculty, alumni, and supporters of our institution, promoting compassion and unity. The institution's foremost social obligation is to elevate the educational advancement of incoming students. From campus initiatives to outreach programmes, every effort towards creating a better world is embraced and valued.

Objectives

- To provide quality education regardless of socio economic status
- To extend our helping hands to the needy people in the society
- To create a good rapport between the institution and the society
- To ensure the practice of inclusiveness by unifying diversity.
- To address societal challenges and contribute to positive social change
- To promote environmental sustainability and responsible stewardship
- To encourage students to participate in volunteer activities

Context

Nestled in the heart of a rural landscape, Devaswom Board College, Thalayolaparambu stands as a beacon of hope, catering to the needs of the economically and socially underprivileged. Guided by an unwavering vision and mission, the institution embraces diversity and weave a tapestry of compassion through an array of charitable and socially relevant activities each year.

In this altruistic endeavour, entire campus gets united as one, contributing their heart and soul to create an exceptional impact. Even during the tiresome times of the Covid pandemic, everyone continued in this venture, organizing and implementing such noble initiatives, extending a helping hand to uplift the society.

Our charitable ventures go beyond mere gestures; they embody a profound commitment to fill the gaps in the areas where public resources may fall short. As we tread this path of benevolence, we are sowing seeds of change and nurturing a brighter future for those in need. Together, we continue to carve a legacy of compassion, inspiring others to join us in this transformative journey. An effort in this direction is also initiated in the campus by the name ***Harithasparsham*** aiming at biological control, natural water

harvesting,biodiversity conservation, wind breaking and microclimate.

The Practice

- Supplying learning materials to school students reflects the institution's commitment to enhancing educational opportunities and empowering the younger generation.
- Visits to old age homes demonstrate compassion and respect for the elderly
- Providing "Pothi Choru" (mid-day meals) to old age homes not only meets basic nutritional needs but also promotes dignity and well-being among senior citizens.
- Engaging NCC cadets in cleaning activities at the community health centre promotes environmental stewardship and supports the health infrastructure of the locality through blood donation camps.
- NSS volunteers' initiatives towards societal betterment underscore the institution's focus on instilling values of service and citizenship among students.
-

Constraints

Major constraints behind this practice is that a great majority of students involved in the activity are also hailing from economically backward condition. Even then they tried to continue the effort as a commitment to the society.

Evidence of success

By the conduct of this initiative, the institution has made a step forward to developing a positive transformation in society. As students transition out of the institution, they not only join society but also find within it a sense of belonging akin to that of a home. Through the cultivation of empathy, equality, and social responsibility, all individuals involved in this endeavour exhibited a profound ability to approach challenges with compassion, fairness, and a commitment to inclusivity, fostering a more cohesive and harmonious community.

BEST PRACTICE II

Title

 'Swasthyam' Being Healthy

Ensuring the health and well-being of every individual is prioritized within this initiative, aiming to cultivate a profound sense of responsibility towards personal health and the well-being of others. This approach is deemed essential for nurturing holistic development, particularly among students, as it equips them with the necessary tools to lead healthier and more responsible lives in the future.

Objectives

- To aim at physical, mental and social well -being of the students and staff of the institution
- To create general awareness about personal hygiene and healthcare
- Promote healthy lifestyles and reduce the prevalence of life style diseases
- Strengthen emergency preparedness and response mechanisms for natural disasters and

pandemics.
- Empower women and girls by addressing gender disparities
- Strengthen partnerships between government, non-governmental organizations, and the private sector for collaborative health interventions.

Context

Health plays a vital role in the overall development and well-being of students. It promotes the importance of regular exercise, proper nutrition, and maintaining a balanced lifestyle. In this context, IQAC and Department of Physical Education has decided to conduct a fitness programme aimed at reducing laziness among students and improving their physique. This initiative can lead to a generation that is more responsible and punctual.

The Practice

This comprehensive fitness plan is designed to holistically enhance students' well-being and academic performance. The programme emphasizes the significance of mental health, ensuring students can cope with academic stress and challenges effectively.

Awareness campaigns were organized about diet plans, healthy food habits, and various exercise patterns.

The Teacher's Fitness Challenge is a commendable initiative taken by the Department of physical education to emphasize the importance of physical well-being among educators.

Constraints

- Creating a successful fitness plan on a campus can be challenging due to the increased strength of students.
- Despite the effectiveness of the programmes, the participants may not show the same level of interest or engagement
- Students with disabilities or mobility issues face challenges in accessing the fitness programmes.
- Our institution has limited resources in terms equipment and funding for fitness programmes
- Students and faculty members are often busy with tight schedule and so finding convenient times for fitness classes or activities that scan be challenging.
- Ensuring inclusivity and accessibility is essential for the success of any campus fitness program.
- Ensuring the safety of participants during fitness activities is of great concern. Lack of equipment maintenance is a major constraint.

Evidence of success

Overall, the evidence suggests that the best practice has been highly successful in achieving its objectives of promoting physical and mental health, improving attendance and classroom engagement, fostering healthy eating habits, providing opportunities for competition and skill development, and reducing negative behaviours among students.

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

INSTITUTIONAL DISTINCTIVENESS

'Sukrutham'

"Good deeds done with good heart"

The institution has prioritized a comprehensive approach to education, aiming not only to impart knowledge to students but also to cultivate essential qualities and skills in students. The college has identified various domains to ensure that the students who come out of the institute shall imbibe qualities like self-discipline, open-mindedness, empathy and leadership, together with skills in communication, critical thinking, and quality management, all contributing to the holistic development of the individual. Holistic development nurture the individual as a whole, recognizing that education goes beyond academics to encompass emotional intelligence, social skills, and personal values.

Devaswom Board College serves as an effective platform in equipping the students with myriads of skill development programmes. The life skills that stays with students throughout their lives, proving beneficial in both personal, professional. Over the years, the college has consistently organized a multitude of activities, including seminars, workshops, and hands on training sessions, aimed at instructing and imparting the diverse skills necessary for students to excel in their future career.

SUKRUTHAM lies in its unwavering dedication to personalized learning, prioritizing a student-centric approach that places emphasis on cultivating a deep understanding of each learner's strengths, interests, and learning styles adopting an inclusive approach. Through these core values individuals are empowered to unlock their full potential, pursue their passions, and make meaningful contributions to society. The institution conducts a range of comprehensive programs dedicated to capacity development, skill enhancement, career counselling and ICT Skills leading to a holistic development of an individual.

Hands-on training sessions provide participants with practical, experiential learning opportunities that complement theoretical knowledge. This enhances the technical, artistic and craft skill development by allowing participants to actively engage with tools, equipment, or techniques. It also encourages collaboration and teamwork as participants often work together to achieve common goals or complete hands-on exercises.

Tailoring class, **Embroidery stitching class,** making of handicraft items out of natural and waste materials typically belongs to the category of artistic and craft skills. Embroidery stitching requires manual dexterity, creativity, and attention. Therefore, participating in an embroidery class not only enhances one's artistic abilities but also develops technical proficiency in this craft. Overall, embroidery class falls under the umbrella of both artistic and technical skills, making it a versatile and valuable skill to possess.

The objectives of **self defense training** is to empower individuals with the skills and confidence to protect themselves in threatening situations. It aims to teach participants in enhancing physical fitness, agility, and coordination, enabling individuals to respond quickly and decisively in stressful situations while promoting personal security, resilience, and empowerment.

Volunteer training offers individuals the opportunity to develop a wide range of skills, including communication, leadership, problem-solving, and project management. These skills are not only valuable for their volunteer roles but also transferable to their personal and professional lives. It is regularly practiced by **NCC and NSS** which was very much evident duting the pandemic period.

Through **Career counselling** sessions undertaken by **Placement Cell and NSS** through which individuals develop skills such as decision-making, self-awareness, and effective communication, empowering them to navigate their careers successfully. **MoUs established between the institution and ICM** provides ample skill development programmes in various IT based courses on **skill training and strengthening placement and career opportunities.**

Soft skills are interpersonal attributes and behaviours that enable individuals to interact effectively and harmoniously with others in various settings.. Soft skills play a crucial role in career success, as they enhance collaboration, conflict resolution, and the ability to work well within diverse teams. Cultivating soft skills involves self-awareness, active listening, and empathy, which are essential for building rapport and trust with others. Soft skills complement technical expertise and are increasingly recognized as essential for success in today's dynamic and interconnected world.

Giving **First aid training** to the students has been identified as another **unique feature of the institution.** This could be included under life skill. Institution takes great pride in **offering comprehensive first aid training to all students** upon joining. This distinctive feature not only equips our students with essential life-saving skills but also exemplifies our commitment to the well-being of society. By reaching out to the community through first aid education, we **foster a strong and positive rapport between our institution and the society** we serve. This inclusive practice empowers our students to become compassionate and responsible individuals, making a meaningful impact on the lives of others, both within and beyond our institution's walls. **Students completed Emergency Response and FIRST AID training course conducted by Devaswom Board College in collaboration with Indian Institute of Emergency Medical Services.**

This achievement provides a basic knowledge on first aid and to empower them to respond promptly and effectively to accidents or injuries, potentially saving lives. This practice was chosen as a routine exercise for those students who takes admission in the institution. **The main aim of the programme was to give training and a professional skill that instils confidence in students, enabling them to take control over stressful situations and make informed decisions during critical moments.**

First aid coaching emphasizes the importance of quick and effective communication during emergencies, helping students develop strong interpersonal skills. Students learn to assess the situations and prioritize actions, honing their problem-solving abilities and critical thinking skills. This training enhances students' awareness on potential hazards they encounter in daily life and teach them how to impede the vulnerability of accidents on spot before the victim collapse into more complicated stage. Thus in emergency situations, the immediate response of individuals with first aid training can significantly reduce the severity of injuries or illnesses. **Motivational and leadership training by NCC and NSS enhances the positive attitudes in students**

Sukrutham focuses on nurturing the individual as a whole, recognizing that education goes beyond academics to encompass emotional intelligence, social skills, and personal values.   *"By Education I mean an all-round drawing of the best in child and man in body, mind and spirit"- Mahatma Gandhi*

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

5. CONCLUSION

Additional Information :

Devaswom Board college Thalayolaparambu, adhering to its vision bridges the educational gap, offering educational opportunities to diverse communities, especially those facing socio-economic challenges. The college takes a proactive approach to improving academic quality. These efforts were accomplished as two postgraduate departments, Chemistry and Malayalam were elevated to the status of research centers and an integrated course in English language was introduced during 2020. Beyond the classroom, faculty enrich student learning through invited lectures, workshops, paper presentations, and soft skill development programs. The college's infrastructure has received a major boost with the completion of several new projects, including setting up smart class rooms with MLA Fund, a research block, a renovated seminar hall (both funded by RUSA), a new conference hall funded by alumni, and a cricket practice net, basket ball and throw ball courts and yoga centre. The college is embarking on a mission with plans to construct a ladies hostel, skill development training centre, a state-of-the-art library, and a new academic block. The college is eager to breaks new ground by introducing "new generation" courses. These innovative programs will equip students with the skills and knowledge they need to thrive in the ever-evolving job market.

Concluding Remarks :

Devaswom Board College Thalayolaparambu is a student-centred campus. While working amidst a host of challenges including dearth of funds, poor socio-economic background of students, many bearing subsistence responsibilities alongside demands of the curriculum, the college offers its student community a truly transformative education that positively fashions aspirations and their realizations, thereby, significantly improving not only their immediate socio-cultural capital but also of the generations that follow. This distinctive feature plays a major role in the campus's reputation. The OBE framework that the college adopts reflects in all teaching-learning practices including skill-based courses, open courses, MOOCs and choice of electives. Participative learning, experiential learning, problem solving methodologies, group discussions and technology empowered pedagogy are some of the integral components of the college's academic policy. An institutional culture for a spirit of inquiry, scientific temper, multicultural thinking and critical innovation is established and upheld by the college. Through creative endeavours, clubs and forums, the college hopes to achieve comparable international norms.

Despite the global disruption caused by Covid-19, Devaswom Board College was able to make a seamless transition to a virtual learning environment by engaging online classes as well as to involve in stress-relieving activities. Youtube channels, google classrooms, Moodle and other interactive online learning platforms are now extensively used by the faculty to boost the teaching-learning ecosystem on campus. The college believes that academic pursuit is futile when not supplemented by committed social action. For this reason, its two best practices—'Devasparsham' and 'Swasthyam'—are informed by the spirit of altruism and philanthropy. These practices are directed at the health and well-being of not only the students and staff of the college, but also the society at large.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
124	137	185	144	156

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
121	129	179	137	150

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
176	181	219	168	168

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
176	187	219	168	168

Remark : DVV has made changes as per the report shared by HEI.

3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	16	12	12

Answer After DVV Verification :

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

| 12 | 14 | 15 | 10 | 9 |

Remark : DVV has made changes as per the report shared by HEI.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification :
	Answer After DVV Verification :33
	Remark : DVV has made changes as per the report shared by HEI.
5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**
	5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
63	49	26	39	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	9	10	9

Remark : DVV has made changes as per the report shared by HEI.

6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*
	6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	13	21	16	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	13	19	16	8

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	10	11	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	10	11	17

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 133 Answer after DVV Verification : 189