SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. JOSEPH'S COLLEGE (AUTONOMOUS) DEVAGIRI, KOZHIKODE

ST. JOSEPHS COLLEGE (AUTONOMOUS), DEVAGIRI KOZHIKODE-673008,
KERALA
673008
www.devagiricollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Envisioned by the Congregation of Carmelites of Mary Immaculate and established in 1956, St. Joseph's College (Autonomous), Devagiri, is a Christian minority-aided higher education institution affiliated to the University of Calicut. The college that spreads across twenty five acres of land is situated on a small hill of scenic beauty known as 'Devagiri', the 'Hill of God'.

True to its Motto, PRO DEO ET PATRIA (For God and Mother Country), the institution is committed to create a just and humane society, upholding national integration and religious harmony. Recognized as a "College with Potential for Excellence" by the UGC in 2010 and 2014, the institution was elevated to the status of an Autonomous College in 2014. It is a matter of pride that in every NAAC accreditation, the institution has maintained the highest score: 'A' Grade in 2004, 'A' grade with a CGPA of 3.63 in 2011, and 'A++' grade with a CGPA of 3.76 in 2016. The college has been within the top 100 colleges in NIRF rankings from 2017 onwards and secured 59th position in 2023. The institution was conferred with Mentor College status under PARAMARSH Scheme. RUSA granted a funding of Rs. 5 crores in 2018. Four Science departments of the college are supported by the Star College Scheme, the Department of Biotechnology.

With 8 research centres, 13 postgraduate programmes, 25 undergraduate programmes and 70 unique certificate/value-added courses, the institution maintains its reputation for diversification. It currently has 3545 students, a staff strength of 180 teaching and 100 non-teaching staff. The period records a total of 34 research projects, the discovery of 4 New Plant Species and 12 Insect Species by the researchers of the college.

Two of our alumni participated in Tokyo and Beijing Olympics. As many as 27 students secured medals in national sports events and 40 NCC cadets secured achievements at the International, National and State level. The college consistently is either champions or runners-up in the University-level Arts Competitions. Initiatives like 'Compassionate Devagiri,' 'Devagiri Skill Development Hub,' and 'Devagiri Life Savers' showcase the commitment of the college to the holistic student development.

Vision

- To form leaders who are intellectually competent, spiritually mature, morally upright, psychologically acceptable, who will champion the cause of justice, love, truth and peace and who are ever open to further growth.
- To create a just and humane society where dignity of the human person is respected, where unjust social structures are challenged, where our cultural heritage of ahimsa, religious harmony and national integration is upheld and where the poor and the marginalized are specially taken care of.

Mission

- To build up a community of staff and students committed to the common pursuit of truth and moral excellence.
- To help students achieve self-discipline, cultivate good habits and become open to the Spirit.

- To train students in clarity of thought and accuracy of expression and develop in them leadership qualities.
- To promote a healthy modern outlook among the students while drawing inspiration from ancient cultural heritage and tradition.
- To become an instrument of social change and force for integration among linguistic, religious and caste groups and inspire young men and women to eradicate social evils.
- To instil in the students a sense of responsibility to the nation and ensure their creative involvement in building up a new India.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Esteemed college legacy and heritage of 67 years and brand recognition
- Dedicated and highly qualified faculty
- Disciplined and academically excellent students
- Forward-thinking, proactive management team
- High demand ratio for all the programmes
- 25 undergraduate and 14 postgraduate programs
- Peaceful, conflict-free campus environment
- Outstanding exam performance by students in competitive examinations
- Over 75 vocational, certificate, and additional courses
- High rates of student progression and job placement
- Significant research focus, with 8 equipped research centers and numerous scholars
- Notable research output, including publications with significant impact and species discoveries
- Advanced Green Library with modern amenities
- Top-notch sports and games infrastructure
- Multi-purpose Indoor Stadium
- Engaged PTA and alumni support networks
- Support of DBT STAR/RUSA/PARAMARSH Schemes
- Accommodation in men's, women's hostels and staff quarters
- Staff welfare through a cooperative society
- Vast and strategically located campus
- Modern, technology-enhanced smart classrooms
- Tailored training for arts and sports excellence
- Exceptional student achievements in academic, sports, arts, NCC, and NSS programs

Institutional Weakness

- Limited faculty from other states or countries
- Need to enhance collaborative research with external institutions
- Patents and start-ups below expected levels
- Faculty training required for corporate training delivery
- Necessity to leverage autonomy privileges despite external challenges
- Insufficient funding for the next development phase

Institutional Opportunity

- Faculty with international exposure, capable of multidisciplinary research
- Strengthening industry-academia partnerships for enhanced training
- Autonomy to launch new-generation programs
- NEP presents opportunity to switch over to learner-centric, multidisciplinary education
- Academic freedom to develop and offer MOOC courses
- Opportunity for elevation to deemed-to-be university status
- International collaboration for research, and student/faculty exchanges
- Capability to expand student body to 6000

Institutional Challenge

- External challenges to fully leveraging academic autonomy.
- Offering cutting-edge accommodation and standardizing program equivalence to draw international students.
- Access to well qualified, experienced faculty for new-generation programs.
- Delays in approving faculty and administrative positions in the aided sector.
- Budget limitations for infrastructure and development needs.
- Increased migration of students to overseas destinations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Joseph's College (Autonomous), Devagiri, has placed utmost importance on the periodic restructuring of its curricula in alignment with its core values. With a steadfast commitment to providing relevant, holistic, adaptable, and student-centric education, the college ensures that the curriculum evolves to meet the changing needs of the world. By actively incorporating feedback from students, faculty, employers, and other stakeholders, the college tailors the curriculum to equip students with the knowledge, skills, and competencies necessary for success in today's ever-changing world.

- Both undergraduate (UG) and postgraduate (PG) programs underwent periodic revisions, with a major overhaul occurring in 2019. Furthermore, the curriculum has recently undergone another significant restructuring in anticipation of the implementation of the National Educational Policy in the upcoming academic year.
- During the assessment period, ten new UG programs and three new PG programs were introduced to meet the developmental needs at local, regional, national, and global levels.
- A total of 390 new courses were introduced, with a focus on enhancing employability, fostering entrepreneurship, and promoting skill development.
- POs, PSOs, and COs are meticulously defined, and the attainment of the outcomes is properly assessed with OBE software.
- The Choice-Based Credit System for UG offers elective courses, second languages, audit courses, and open courses, all of which are choice-based. Similarly, for PG programs, elective courses, ability enhancement courses, and professional competency courses are also choice-based.
- Cross-cutting issues such as gender, environment, human values, and professional ethics are integrated

into the curriculum through core courses, elective courses, and research projects. Furthermore, 20 credits are designated for courses and practical experience exclusively focused on cross-cutting issues.

- With a view to promoting skill development and employability, field projects, internships, or student projects have been incorporated into the curricula of all the programs as a mandatory component.
- The college offers 79 certificate /Value Added Courses aimed at providing skills applicable in real-world scenarios, thus enhancing students' employability and adaptability. As a best practice, each student completes a certificate course every year.
- The IQAC collects feedback on the curriculum annually from students, faculty, alumni, and employers and submits reports to relevant bodies, leading to curriculum revision.

Teaching-learning and Evaluation

The institution endeavours to serve students with diverse backgrounds and competencies through effective teaching-learning experiences, including learner-centric and ICT-integrated pedagogies.

- Average enrolment percentage is 97.04 with 90.85% of seats filled against reserved categories.
- Percentage of full-time teachers against sanctioned posts is 100%, with an average experience of 11.49 years.
- 96 teachers (55.8%) hold PhD or Post-Doctorate Degrees.
- Full-time Teacher-student ratio is 1:19.7.
- Mentor-mentee ratio is 1:20. Systematic mentoring using Mentor's Diaries is supported by the best practice, 'Mentoring with Parents'.
- Learning levels assessment of students occurs in two phases online and offline, namely general competency tests as part of department-level induction and students' Grade Point Average (SGPA) at the end of the first semester.
- Special programs designed for slow learners include Student Support Programs, Bridge Courses, Remedial classes, ASAP, Self-Help Groups, Residential camps, basic skill development courses.
- Advanced learners are offered additional opportunities such as Walk with Scholar, value-added and vocational courses, field projects, internships, industrial visits, paper presentations, start-ups and training for competitive examinations such as Civil Service, NET, GATE, JAM, and CAT.
- Learner-Centric methods include internships, industrial visits, on-the-job training, laboratory exercises, management meet, film festivals, media production, field trips, surveys, Self-help groups, Quiz, focused group learning, group discussions, paper presentations, Business plan presentations, flipped classrooms, case studies, etc.
- ICT-enabled facilities such as 150 smart classrooms, Audio Visual Theatre, E-Classrooms, G-Suite Media labs, LMS platform, Licensed SPSS, Tally Prime, E-Views, Turnitin Similarity Checker.
- Compliance with the academic calendar and teaching plans are well-monitored by IQAC.
- Result publication occurs within an average of 12 days after the last semester-end examination.
- Average overall pass percentage is 90.6.
- Examination reforms are implemented periodically by improvising ICT-integrated examination management systems.
- Learning outcomes are integrated into the assessment process, and the attainment is assessed through OBE software.
- Student satisfaction surveys are annually conducted among the students, and appropriate actions are taken to improve the weak areas pointed out.

Research, Innovations and Extension

Research in the College has been given strong emphasis, placing it on par with teaching and learning. The College has bolstered its research capacity and significantly increased research output over the last five years.

- The college has well-functioning Research Advisory Committee and Research Ethics Committee. All research-related activities align with the well-defined Research Promotion Policy of the college.
- The College has eight Research Centres, 35 Research Guides, and 114 Research Scholars.
- During this period, a total amount of 27.11 lakhs was provided as Seed Money. 16.46% of teachers received financial support for research.
- A total amount of 291.10 lakhs was received from external funding agencies for research.
- Turnitin, plagiarism detection software, and Grammarly are available for students and teachers.
- A total of 34 research projects were carried out during this period.
- Instituted the best publication award for teachers.
- Recognition as one of the World's top 2% scientists by Elsevier Stanford University, selection as a fellow of the Linnean Society of London, and receiving the Bronze Medal Award by the Indian Liquid Crystal Society are some of the major recognitions received by our faculty for their contributions in research.
- Seven faculties with H-index 10 or above and 3 faculties with above 1000 citations
- The researchers in the college discovered 4 New Plant Species and 12 Insect Species during this period.
- The College received a 'Regular Member Certificate' from the ICT Academy of Kerala.
- The IEDC Innovation and Entrepreneurship Development Centre of the college was recognized by the Kerala Start-Up Mission.
- Incorporated Traditional Knowledge System into the curriculum and offer Yoga Trainer Certification Course and Beginner's Yoga Course.
- The IPR Cell organizes regular workshops and seminars on patent filing, copyright protection, and trademark registration.
- 116 research articles were indexed in Scopus/Web of Science/UGC Care List, and 761 chapters/books with ISBN during the assessment period.
- The college publishes Devagiri Journal of Science (DJS) and a Research Magazine, namely, DHOLE.
- Generated 35.72 lakhs rupees through consultancy.
- Introduced an extra credit system for the Social Service Programme (SSP).
- The College conducted 120 major social outreach programmes during this period.
- 'Compassionate Devagiri' is one of the best practices of the college.
- More than 95% of the students participate in Extension Activities.
- College has 44 functional MoUs at present.

Infrastructure and Learning Resources

The expansive college campus, boasting a built-up area of 20,019.33 square meters and spanning over 27.45 acres of land, is adorned with lush greenery. It provides ample infrastructure and facilities to facilitate the seamless execution of academic, curricular, and co-curricular activities, all designed to foster students' holistic development.

- 150 ICT-enabled classrooms (100%)
- The majority of classes are equipped with triple boards, including Black Board, Green Board, and Interactive Board/LCD projectors.

- Botanical garden & Aromatic garden
- Internationally INDEXED HERBARIUM
- Zoology Museum & Zoology Digital Museum
- Specialised Research labs such as Cell Culture Facility, Plant tissue culture lab, Biochemistry Lab, Plant Systematics Lab, Molecular biology Lab
- 6 Computer labs with 444 computers, printers, projectors
- 18 workstation Desktop PCs (Intel Core i9 13th gen) and 5 Workstation laptops
- Fully WiFi-enabled campus with 2 BSNL dedicated lease lines with a bandwidth of 300 mbps, and 5 other optical connections.
- Media labs (2D and 3D Animation Labs), 3 Audio-Visual Theatres documentaries
- Reprographic Centre and a Student Facilitation Centre.
- Licensed software including MS Office, SPSS, Tally Prime, and E-Views
- Learning Management System (LMS) platform including OBE module
- Campus Automation/ERP Software (Campus Bridge)
- Air-conditioned Auditorium, Open Auditoriums, Mini Auditoriums, and Open Air Theatre
- Air-conditioned Seminar Halls and Conference Rooms
- AC Multi-Gymnasium
- Indoor Stadium (1650 m2) which facilitates 8 badminton courts, 2 volleyball courts, 1 basketball court, and 5 table tennis courts.
- Outdoor volleyball court, basketball court, cricket ground, and indoor cricket ground for net practicing.
- An eight-lane 400 meters track stadium and a turf football field
- College Bus and Jeep for transportation
- A Yoga Hall
- Solar power units (42.5 kW) and two 125 KW generators
- Centralized Air-conditioned library (35234 sq.ft) which is fully automated with KOHA
- 67,800 books, 700 bound volumes of periodicals
- Braille computers and JAWS software
- Turnitin plagiarism detection software, Grammarly, Pearson E-Books, Sage Publication E-Journals
- INFLIBNET N-List
- 85 individual cubicles for research scholars
- Two Hostels for boys and girls and Staff Quarters
- Facilities for vocational Courses: One large fishpond (400,000 liters), a well-equipped Gas Tungsten Arc Welding Lab, 10 aquariums, 6 Ornamental Fish Hatcheries, 30 apiaries, and a micro nursery cum laboratory

Student Support and Progression

The college makes every effort to provide necessary assistance to students, enabling them to gain meaningful learning experiences and facilitating their holistic development.

- Students receive support from both government and non-government scholarships. Non-government scholarships are mainly sponsored by the management, private individuals, alumni, and the PTA.
- Scholarships/free ships are awarded to financially and socially backward students, as well as based on meritorious performance in curricular and extra-curricular activities.
- During this period, 6223 students received government scholarships, and 3097 students secured non-government scholarships.
- An annual Management Scholarship of 10 lakhs was established.

- Overall, 66.26% of students benefited from scholarships and free ships over the last five years.
- Final-year students receive career counselling and guidance for competitive exams such as UGC/CSIR-NET, PSC, UPSC, IELTS, CA, JAM.
- As many as 256 students qualified for various state/national/international level competitive exams in the last five years.
- During the assessment period 872 students were placed, demonstrating effective guidance provided by the Placement Cell.
- Systematic training by renowned trainers promotes student talents in sports and cultural activities.
- Students have secured 225 awards/medals at international/national/state/inter-university levels for sports, arts, NSS and NCC during the period.
- As many as 27 students secured medals in national sports events and 40 NCC cadets secured achievements at National and State level.
- The College organized 148 skill development programs under four schemes during this period, enhancing employability and progression.
- The College ensures a conducive environment by providing avenues to register grievances online/offline to respective grievance addressing cells.
- The Anti-Drug Squad, Equal Opportunity Cell, Anti-Ragging Cell, Students' Grievance Redressal Cell, Internal Assessment Grievance Redressal Cell, and Internal Complaints Committee actively address student issues.
- The Students' Council takes a leading role in organizing academic, cultural, and sports events on campus and represents students in Academic and Administrative Bodies.

The college's registered alumni society supports the institution through monetary contributions (Rs. 89.84 lakhs over the last five years) and offers non-monetary assistance such as career training, e-counseling, sessions on skill development, and career opportunities.

Governance, Leadership and Management

The participatory, democratic, and value-oriented governance and management of the institution, guided by its vision and mission, drive its growth. The efficacy of this governance structure and management is evident in the institution's progressive development and achievements.

- Statutory bodies such as the Governing Body, Academic Council, Boards of Study, and Finance Committee collaboratively formulate strategic plans, policies, curriculum, and programs aimed at achieving quality and excellence, ensuring comprehensive oversight and implementation.
- The successful execution of the Rs 5 crore RUSA project and the construction of a state-of-the-art indoor stadium exemplify the institution's participatory planning and execution processes within its governance framework.
- Well-defined policies covering all significant areas of activities ensure clarity and guidance in curriculum, teaching-learning, research, extension, infrastructure, and more.
- Adding 13 new programs during this period has been a major target in the Perspective Plan of the college.
- Automating all administrative transactions, documentation, and data management procedures through the implementation of a Campus ERP system, Campus Bridge.
- Important staff welfare measures include insurance schemes, festival bonuses, staff quarters, staff co-operative society, annual staff tour, two months' paid vacation, maternity and paternity leaves, and awards for best performers.

- During the assessment period, the institution conducted Annual Academic and Administrative Audit, Green Audit, Energy Audit, Environment Audit, and Gender Audit
- 51% of teachers received financial support to attend conferences and workshops. An average of 55% of teachers have attended FDP annually.
- The institution has obtained ISO Certification and secured DBT Star College scheme.
- Consistently ranking within the top 100 colleges in NIRF from 2017 onwards, with the college positioned at 59 in NIRF ranking 2023.
- Mentoring three institutions towards successful NAAC accreditation through the PARAMARSH scheme.
- Conducting internal and external financial audits periodically.
- Efficient allocation of budget, mobilization, and management of resources are meticulously carried out by the financial administrator and finance committee.
- Mobilizing 122.19 lakhs from philanthropists and 89.84 lakhs from alumni during this period.
- The IQAC functions as a catalyst to enhance the institution's quality through its reviews, interventions, collaborations, institutionalization of best practices, and quality audits.

Institutional Values and Best Practices

The institution strives to equip our students with the responsiveness needed for cross-cutting issues like gender equity, environmental concerns, sustainability, inclusivity, and professional ethics through various programs and the adoption of best practices

- The Women's Welfare Cell and Equal Opportunity Cell conduct an Annual Gender Audit and implement gender equity initiatives.
- A mandatory 4-credit audit course on gender issues has been introduced. 224 courses directly addressing gender-related components.
- Female students are ensured proportional participation and opportunities on campus. 23 women NCC cadets participated in International/National/State camps.
- Alternative energy facilities, including solar and biogas technologies, LED bulbs, and power-efficient equipment, have been established.
- An MoU has been signed with Northams NVM Solutions, a certified agency, for comprehensive waste management systems.
- Recycling measures, such as a paper recycling unit, bio-composter pots, aerobic bins and a rotary evaporator for segregating chemical solvents for reuse, have been implemented.
- Water conservation efforts include maintaining natural water bodies, bore-well recharge, sufficient tanks and bunds, and rainwater harvesting with a capacity of 320,000 litters.
- Green campus initiatives encompass pedestrian-friendly pathways, bicycles provision, single-use plastic items ban, restricted automobile entry, green protocols, and maintenance of gardens.
- The college has received prestigious Best Green Campus awards twice.
- Quality audits, including Green audits, energy audits, and environmental audits, are regularly conducted.
- Students are encouraged to engage in organic farming and vegetable cultivation on campus.
- The institution offers a disabled-friendly environment with ramps, elevators, accessible washrooms, teaching aids, tactile paths and signposts, an accessible website, screen reading software, and scribe services.
- Inclusiveness is promoted through programmes such as traditional arts with SPIC MACAY, Ekbharath Shreshtha Bharat, and Satsangs.

- Leadership in organizing programs on Constitutional obligations, rights, and values is taken by NCC Army and Naval wings, National Service Scheme, College Union, and Social Service Programme office.
- Induction programs include training on codes of conduct and professional ethics.
- Best practices namely, 'Compassionate Devagiri' and 'Devagiri Skill Development Hub' showcases institutions commitment for the holistic development of the students.
- 'Devagiri Life Savers' initiative, a distinctive performance of the institution aims at transforming every Devagirian a life saving hero.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. JOSEPH'S COLLEGE (AUTONOMOUS) DEVAGIRI, KOZHIKODE
Address	ST. JOSEPHS COLLEGE (AUTONOMOUS), DEVAGIRI KOZHIKODE-673008, KERALA
City	Kozhikode
State	Kerala
Pin	673008
Website	www.devagiricollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	BOBY JOSE	0091-9605254544	9605254544	-	sjcdevagiri@yahoo.co.in
IQAC / CIQA coordinator	ANTO N J	0495-2355901	9562410045	-	antodevagiri79@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Status 1.pdf
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	25-09-1956
Date of grant of 'Autonomy' to the College by UGC	22-07-2014

University to which the college is affiliated

State	University name	Document
Kerala	University Of Calicut	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	09-03-1958	View Document
12B of UGC	01-01-1959	View Document

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

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	14-01-2014
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	ST. JOSEPHS COLLEGE (AUTONOMOUS), DEVAGIRI KOZHIKODE-673008, KERALA	Urban	27.45	20964.72

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,Economics,Economics and Mathematics	36	PLUS TWO	English	24	24
UG	BA,Economics,Economics	36	PLUS TWO	English	60	59
UG	BA,English, English Language and Literature	36	PLUS TWO	English	44	44
UG	BSc,Mathematics,Honours in Mathematics	36	PLUS TWO	English	24	18
UG	BSc,Mathematics,Mathematics	36	PLUS TWO	English	48	47
UG	BSc,Botany, Botany	36	PLUS TWO	English	36	36
UG	BSc,Zoology,Zoology	36	PLUS TWO	English	36	35
UG	BSc,Physics, Physics	36	PLUS TWO	English	51	51
UG	BSc,Chemistry,Chemistry	36	PLUS TWO	English	49	49
UG	BCom,Commerce,Finance	36	PLUS TWO	English	66	66
UG	BSc,Psychology,Psychology	36	PLUS TWO	English	47	47
UG	BCom,Business Managem	36	PLUS TWO	English	60	60

	ent,Professional					
UG	BBA,Business Management,	36		PLUS TWO	English	51	51
UG	BBA,Business Management,Honours	36		PLUS TWO	English	52	52
UG	B.S.M.,Business Management,	36		PLUS TWO	English	32	32
UG	BCom,Commerce And Management, Computer Application	36		PLUS TWO	English	62	62
UG	BCom,Commerce And Management, Finance	36		PLUS TWO	English	63	63
UG	BCom,Commerce And Management, Honours	36		PLUS TWO	English	42	42
UG	BA,Language And Literature,English Language and Literature	36		PLUS TWO	English	46	46
UG	BA,Language And Literature,Functional English	36		PLUS TWO	English	42	42
UG	BCA,Computer Science,	36		PLUS TWO	English	44	44
UG	BSc,Computer Science,Computer Science	36		PLUS TWO	English	43	43
UG	BSc,Comput	36		PLUS TWO	English	25	25

	er Science,Computer Science and Mathematics					
UG	BA,Media Studies,Journalism and Mass Communication	36	PLUS TWO	English	41	41
UG	BA,Media Studies,Animation and Graphic Design	36	PLUS TWO	English	24	24
PG	MA,Economics,Economics	24	DEGREE	English	20	17
PG	MA,English, English Language and Literature	24	DEGREE	English	23	23
PG	MSc,Mathematics,Mathematics	24	DEGREE	English	20	18
PG	MSc,Botany, Botany	24	DEGREE	English	11	11
PG	MSc,Zoology,Zoology	24	DEGREE	English	14	14
PG	MSc,Physics, Physics	24	DEGREE	English	12	12
PG	MSc,Chemistry,Chemistry	24	DEGREE	English	13	13
PG	MCom,Commerce,	24	DEGREE	English	23	23
PG	MA,Malayalam,Malayalam Language and Literature	24	DEGREE	English	22	22

PG	MSc,Psychology,Psychology	24	DEGREE	English	10	10
PG	MSc,Computer Science,Computer Science	24	DEGREE	English	12	12
PG	MSW,Social Work,	24	DEGREE	English	20	20
PG	MSW,Social Work,Batch II	24	DEGREE	English	20	16
PG	MSc,Statistics,Statistics	24	DEGREE	English	13	13
Doctoral (Ph.D)	PhD or DPhil,Economics,	60	POST GRADUATION	English	12	6
Doctoral (Ph.D)	PhD or DPhil,English,	60	POST GRADUATION	English	30	23
Doctoral (Ph.D)	PhD or DPhil,Mathematics,	60	POST GRADUATION	English	4	2
Doctoral (Ph.D)	PhD or DPhil,Botany,	60	POST GRADUATION	English	12	9
Doctoral (Ph.D)	PhD or DPhil,Zoology,	60	POST GRADUATION	English	16	10
Doctoral (Ph.D)	PhD or DPhil,Physics,	60	POST GRADUATION	English	8	3
Doctoral (Ph.D)	PhD or DPhil,Chemistry,	60	POST GRADUATION	English	20	6
Doctoral (Ph.D)	PhD or DPhil,Commerce,	60	POST GRADUATION	English	4	0

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	2				11				76			
Recruited	2	0	0	2	11	0	0	11	37	39	0	76
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				9				74			
Recruited	0	0	0	0	8	1	0	9	55	19	0	74
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				31
Recruited	16	0	0	16
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				46
Recruited	31	15	0	46
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	1	0	0	1
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	15	6	0	21
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	14	1	0	25	20	0	62
M.Phil.	0	0	0	2	0	0	5	10	0	17
PG	0	0	0	1	0	0	21	47	0	69
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	2	0	0	2	4	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	13	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	7	17	0	24

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	1158	16	12	3	1189
	Female	1738	15	5	1	1759
	Others	0	0	0	0	0
PG	Male	57	1	0	0	58
	Female	380	2	1	0	383
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	13	0	0	0	13
	Female	46	0	0	0	46
	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	101	94	83	74
	Female	213	203	186	178
	Others	0	0	0	0
ST	Male	21	19	22	22
	Female	30	37	36	36
	Others	0	0	0	0
OBC	Male	545	388	368	301
	Female	890	847	711	645
	Others	0	0	0	0
General	Male	492	504	469	393
	Female	889	885	846	769
	Others	0	0	0	0
Others	Male	88	58	38	18
	Female	120	86	57	41
	Others	0	0	0	0
Total		3389	3121	2816	2477

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	[View Document](#)
Business Management	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Commerce And Management	[View Document](#)
Computer Science	[View Document](#)
Economics	[View Document](#)
English	[View Document](#)
Language And Literature	[View Document](#)
Malayalam	[View Document](#)
Mathematics	[View Document](#)
Media Studies	[View Document](#)
Physics	[View Document](#)
Psychology	[View Document](#)
Social Work	[View Document](#)
Statistics	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NEP 2020 emphasizes the need of a more holistic and multidisciplinary approach in Higher Education. India has a long tradition of holistic and multidisciplinary learning in ancient Universities such as Takshashila and Nalanda. NEP 2020 aims at bringing back this notion of "knowledge of many arts". The committee appointed by the college to study the modalities to implement NEP 2020, suggested introducing interdisciplinary and multidisciplinary UG programmes. In the following sessions of Academic Bodies the curriculum was developed offering multiple options for multidisciplinary programmes. Interdisciplinary Programmes are offered jointly by two or three specific disciples. The credits of core courses shall be

	distributed among the constituent disciples so as to get core competence in the interdisciplinary programmes. The Multi Disciplinary Options included in the revised Curriculum of the college to be implemented from 2024-25 academic year(as part of NEP implementation) are the following. Major with Multiple Disciplines Pathway: This pathway may be recommended for students who wish to develop core competency in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/subjects. Major with Minor Pathway: This pathway may be recommended to those students who wish for an in-depth study in more than one discipline with a more focus on one discipline (Major) and relatively less focus on the other (Minor). The concept of Minor is relevant only when there is a Major discipline. Major with Vocational Minor Pathway: This pathway may be recommended to those students who wish for an exposure in a vocational discipline in addition to the in-depth study in the Major discipline. Double Major Pathway : This pathway may be recommended to those students who wish for an in-depth study in two disciplines to more or less equal extent. The college encourages interdisciplinary research work. We have research projects jointly undertaken by Chemistry Botany, Chemistry Physics and Chemistry Zoology.
2. Academic bank of credits (ABC):	St. Joseph's College (Autonomous) Devagiri is always committed to advancing educational practices that prioritize student success and institutional excellence, and through the implementation of the Academic Bank of Credits (ABC) system, we aim to enhance academic management, promote student mobility, and strengthen industry connections, thus fostering a more dynamic and responsive learning environment. The journey towards ABC implementation began with a meticulous review of guidelines provided by the University Grants Commission (UGC) and user manuals related to the ABC system. Armed with a clear understanding of the requirements, St. Joseph's College established an ABC cell, appointing Capt. Shinto P. Mathew as the Nodal Officer to spearhead implementation efforts. Technical staff received specialized training on platform navigation, data entry, and management on the National Academic Depository (NAD) platform,

	laying a solid foundation for seamless integration. A pivotal step in the process was the creation of an institutional account on the National Academic Depository (NAD) platform. This involved rigorous verification and activation processes to ensure compliance with NAD requirements. Subsequently, the college uploaded and verified the academic record details of the 20-21 batch of students, ensuring accessibility of their certificates through their DigiLocker accounts. Building on this success, St. Joseph's College generated unique ABC IDs for all currently enrolled students, facilitating smooth integration into the ABC system. Simultaneously, efforts are underway to upload and verify the academic record details of the 21-22 batch, ensuring continuity of data accuracy and accessibility. Looking ahead, the institution is planning orientation sessions and workshops for both faculty and students, underscoring its commitment to stakeholder engagement and empowerment. These sessions will provide comprehensive guidance on the ABC system, its benefits, and how to effectively navigate its functionalities, fostering a culture of adaptability and collaboration.
3. Skill development:	In alignment with the National Education Policy's (NEP) vision, St. Joseph's College (Autonomous), Devagiri, continues its unwavering commitment to advancing skill development initiatives. Building upon existing avenues, such as our comprehensive range of vocational and certificate courses, and our strategic partnerships with industry leaders, we embark on a journey to deepen our impact and foster a culture of lifelong learning and skill enhancement among our students. At St. Joseph's College (Autonomous), Devagiri, we pride ourselves on offering a comprehensive array of vocational and certificate courses, totaling an impressive 79 options. These courses cater to diverse interests and career paths, ranging from technical fields like Python programming and Flutter development to specialized training in data analytics tailored for computer science students. Moreover, we go beyond traditional academics, offering hands-on vocational training in areas like apiculture and aquaculture. Our facilities include a large fishpond, numerous apiaries, and a well-equipped Gas Tungsten Arc Welding Lab, ensuring that students gain practical skills that are

	highly sought after in today's job market. Our commitment to Outcome-Based Education (OBE) ensures that students not only acquire knowledge but also develop the essential attributes and skills needed to excel in their chosen fields. Through strategic partnerships with leading companies and institutions, as well as initiatives like the Innovation and Entrepreneurship Development Center (IEDC) and Devagiri Startup and Incubation Cell (DISC), we provide students with opportunities to hone their skills and nurture innovative ideas. The IPR Cell organizes regular workshops and seminars on patent filing, copyright protection, and trademark registration. The IQAC conducts workshops on IPR for faculty members every year, collaborating with industry experts and legal professionals to facilitate knowledge exchange and address complex IPR issues. The Career Guidance and Placement Cell at St. Joseph's College (Autonomous), Devagiri, spearheads initiatives aimed at honing essential life skills, professional competencies, and effective communication abilities among our students. Through meticulously organized workshops and training sessions, we empower our students with the requisite skills to navigate the complexities of the professional world with confidence and poise. Furthermore, in our relentless pursuit of fostering skill development, we are forging strategic partnerships with key innovation promotion stakeholders of state government such as the ASAP Additional Skill Acquisition Programme Kerala, Kerala Startup Mission, Kerala Knowledge Economy Mission, ICT Academy Kerala, and tech parks in Kerala. These partnerships serve as conduits for enriching our educational ecosystem with contemporary insights, resources, and opportunities. We are ready to embrace changes outlined in the National Education Policy (NEP), prioritizing skill development as a cornerstone. Our institution emphasizes this commitment through rigorous Ability Enhancement Courses (AEC) totaling nine credits, Skill Enhancement Courses (SEC) totaling 12 credits, and Value Added Courses (VAC) totaling nine credits over three years, underscoring our dedication to nurturing well-rounded and skilled graduates.
4. Appropriate integration of Indian Knowledge	St. Joseph's College (Autonomous) Devagiri is

system (teaching in Indian Language, culture, using online course):

dedicated to nurturing a deep appreciation for India's cultural heritage among its students, aligning closely with the principles outlined in the New Education Policy (NEP) 2020. Guided by its motto "PRO DEO ET PATRIA" (For God and Country), the college's mission is to foster an environment where truth, moral excellence, self-discipline, and leadership qualities flourish. At the heart of this mission lies a commitment to providing students with a holistic education that encompasses both academic excellence and cultural enrichment. Through a diverse array of courses, students are given profound insights into India's rich cultural and intellectual traditions. For instance, in the language departments, courses in Hindi and Malayalam serve as gateways to India's literary treasures, allowing students to explore timeless epics and literary masterpieces. In the BA English and MA Malayalam programs, students delve into topics such as Indian aesthetics, folklore, Dalit and tribal literatures, ancient and medieval Indian poetry, and intellectual history, fostering a deep understanding of India's cultural heritage. In the field of science, students in the MSc Zoology program study Traditional Ecological Knowledge with a focus on the subcontinent, gaining insights into natural history and traditional sustainable ecological practices in India. Complementary courses in Indian constitution and politics and Indian economy introduce students to the evolution of India's administrative system, democratic processes, and economic history. The college's commitment to bilingual knowledge transfer is evident in its classrooms, where courses in Hindi and Malayalam are taught in the respective languages. The college strictly follows the Kerala Government norms for using vernacular language while preparing office files, and official communication is made through vernacular language. In addition to that, the Bharana Bhasha Mathrubhasha Cell (Official Language—Mother Tongue Cell) functioning in the college trains the faculty to use formal vernacular judiciously in teaching and learning activities. Seminars on Indian literature in Sanskrit further enrich students' understanding of India's cultural and spiritual heritage. Acknowledging the significance of holistic well-being, we provide a Yoga Trainer Certification Course and a Beginner's Yoga Course, supported by exclusive practice facilities. Moreover,

	we annually commemorate Yoga Day, advocating its importance to both students and faculty, embracing traditional wellness practices. . The college provides avenues and training for students to perform indigenous dance forms such as Thiruvathira, Margamkali, Parichamuttukali, Mohiniyattam, folk dance, and Oppana. Additionally, the college also hosted an State Level exhibition on indigenous millets supported by the government, shedding light on traditional knowledge of indigenous healthy diet practices. Moreover, a separate section of the library is earmarked for books on traditional knowledge systems, ensuring that students have access to valuable resources that document India's intellectual heritage. A herbal garden, fully funded by the government and managed by the botany department offers students the opportunity to learn about traditional medicinal systems and instills respect for nature.
5. Focus on Outcome based education (OBE):	In line with NEP 2020, the institution has transitioned from focusing on input to outcome-based education, aligning with national and discipline-specific requirements. Participative processes involving stakeholders are employed to define Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), ensuring collective involvement. POs are identified by the IQAC through stakeholder analyses, considering industry expectations and balancing general and discipline-specific skills. These are then approved by the Academic Council. PSOs are aligned with POs and tailored to each discipline, verified and approved by the Board of Studies (BoS) and Academic Council. COs are crafted by course teachers in consultation with external experts, industry professionals, and syllabi of premier institutions. They are presented in department meetings, approved by BoS, and ratified by the Academic Council. An Outcome-Based Education (OBE) platform facilitates mapping POs with PSOs and COs, allowing for continuous updating and monitoring. Dissemination of POs, PSOs, and COs occurs through various channels including training programs for teachers, faculty meetings, and the OBE platform by Mastersoft. These outcomes are prominently displayed on the college website, department notice boards, and in classrooms. Attainment evaluation is

	conducted through diverse assessment methods such as traditional exams, assignments, seminar presentations, and quizzes, all aligned with specified learning outcomes. Bloom's Taxonomy is integrated into assessments to cover a range of cognitive levels. Clear criteria and rubrics are developed for assessment, ensuring consistent and fair evaluation. Formative assessments provide ongoing feedback to students and instructors, while summative assessments evaluate overall achievement of learning outcomes. Various reports are generated to measure learning outcome achievement, including Program Evaluation Reports, Course Assessment Reports, and Attainment Reports, facilitating continuous improvement and refinement of educational practices.
6. Distance education/online education:	Our institution has always successfully integrated Information and Communication Technology (ICT) into education, championing a blended learning approach that combines traditional classroom instruction with online resources and platforms. This innovative pedagogical model has been instrumental in achieving our goals of Outcome-Based Education (OBE) while leveraging technology to enhance the teaching and learning experience. Amidst challenges such as the COVID-19 pandemic and the Nipah outbreak, our institution swiftly transitioned to blended learning methodologies, ensuring continuity in education and minimizing disruptions to academic progress. The adoption of platforms like Microsoft Teams proved invaluable, enabling remote collaboration, communication, and instruction, thus mitigating the loss of academic hours during times of crisis. In our classrooms, interactive boards have revitalised the learning process, offering students and educators dynamic and engaging opportunities to explore and interact with course content. Furthermore, the implementation of Learning Management System (LMS) software, such as Master Soft, has facilitated seamless integration of online resources, enabling efficient delivery of instructional materials, assessments, and feedback. Teachers have embraced digital content creation, producing instructional videos and multimedia resources that complement in-classroom learning and provide students with additional support and resources outside of traditional lecture settings. These resources are readily accessible through both social media

platforms and the LMS, ensuring flexibility and convenience for students in their learning journey. Our institution actively encourages students to take advantage of online learning platforms such as SWAYAM, edX, Coursera, and Pearson, offering a diverse array of courses and certifications beyond the confines of their disciplines. Additionally, we organize regular certificate courses and training sessions conducted online, providing students with opportunities for skill development and enrichment without disrupting their academic schedule. Access to online journals, magazines, and plagiarism detection software further enhances the academic experience, empowering students to engage in research and uphold academic integrity. Through our commitment to blended learning, we strive to create a dynamic and inclusive educational environment that aligns with the objectives of the National Education Policy (NEP) and prepares students for success in the digital age.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	An Electoral Literacy Club (ELC) started function in the college from the academic year 2019-20 with the objective of promoting civic and electoral awareness among the students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The ELC was constituted at the behest of Election Commission of India (ECI) and is actively functional since 2019 in our college. The club started with Dr. Sanathanan Velluva, Associate Professor of Department of Economics as the Coordinator (Nodal Officer). The club has all the students from all semesters as its members. ELC is representative in character as its members are chosen across different programmes, years and genders. The teacher nodal officer and three student ambassadors to coordinate ELC activities at College level. Students become a member by registering at the beginning of first semester in the academic year. After registration, she/he is recognized as a member till they complete their graduation course. The club is run by an elected body from amongst the ELC member students with elected representatives from each of the classes. The elected representatives constitute the executive

	committee of the ELC. The executive committee, under the guidance, consultation and supervision of the nodal officer is responsible for organizing the activities of the ELC. Election of representatives to the executive committee is conducted every year in the beginning.
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.	The primary objective of ELC is to promote awareness of 'Right to vote' among students and to sensitize them about the electoral process. Therefore all activities of the club aim at strengthening the culture of electoral participation among young and future voters and maximize the ethical voting by following the principle 'Every vote counts' and 'No voters to be left behind'. ELC of the college organize voter awareness guest lectures conducted for in-house students. Other programmes and initiatives include conduct of mock parliament, quiz competitions, voter awareness programmes, and the observation of national voter's day (25th January). ELC works to educate the future voters about enrolment, and other electoral process like EVM/VVPAT. Every year, the ELCconducts debates to celebrate Indian Constitutional Day. This program aims to make students aware of the sanctity of the preamble of the Indian constitution. Programmes are conducted to enable critical thinking on issues related to election rights, democracies and its processes. The ELC plays a critical role in enrolment of new voters from the campus. Through this club, the college notifies students above 18 years old who are yet to be enrolled as voters in the electoral roll to get their names registered as eligible voters from time to time.
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.	ELC of our college is committed to support all initiatives of the national and state election commissions to ensure the participation of youth & future voters who are pillars of Indian democracy. Recently in the year 2023, as part of an election awareness drive, St. Joseph's College (Autonomous), Devagiri had the fortune to participate in the megathiruvathira (with 300 ELC participants of the college) and a state level floral carpet competition conducted by State Election Commission Kerala towards the awareness for students to the process of registration and voting. Our college stood first in this all Kerala floral carpet competition.
5. Extent of students above 18 years who are yet to be	The College makes every effort to sensitize its

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.	students about the electoral process. Voter registration drives for students under the initiatives of the ELC are conducted at the college for above 18 years of age. Through this club, the college notifies students above 18 years old who are yet to be enrolled as voters in the electoral roll to get their names registered as eligible voters from time to time. Student volunteers of ELC extend their support at the community level to register new voters.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3389	3121	2816	2477	2262
File Description		Document		
Provide Links for any other relevant document		[View Document](#)		
Institutional data in the prescribed format (data		[View Document](#)		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1011	885	717	710	679
File Description		Document		
Provide Links for any other relevant document		[View Document](#)		
Institutional data in the prescribed format (data		[View Document](#)		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
172	157	142	126	116
File Description		Document		
Institutional data in the prescribed format		[View Document](#)		
Certified list of full time teachers		[View Document](#)		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 236

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
571.32	462.75	358.08	498.63	569.35

Other Upload Files	
1	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

In **2019**, the college implemented a comprehensive restructuring of its syllabus, aiming to equip students with skills that enable them to contribute to local, regional, national, and global development needs. The syllabi included the introduction of **mandatory audit and ability enhancement courses across all disciplines**, aiming to equip students with societal-relevant skills. The restructuring involved setting up Programme outcomes (POs) and Course Outcomes (COs) ensuring that even theory-focused students acquire essential skills. Such an approach aligns programme and course outcomes with developmental needs at multiple levels, reflecting a comprehensive educational strategy.

Local /Regional Developmental Needs

- Regional Culture and Heritage & Promotion and preservation of local languages and literature (English, Malayalam)
- Collaboration with community (MSW)
- Local Environmental Issues , Disaster Management and Preparedness, (Audit courses, science programmes)
- Address social issues & Gender Studies (Audit courses, english, Malayalam, mass communication, MSW)
- Promote entrepreneurship and small business development tailored to local markets and needs.(Commerce, management)
- Vocational courses (certificate programmes)
- Extension activities (SSP, NSS, NCC)
- Agriculture and rural development, specific agricultural practices , the importance of sustainable and modern agricultural techniques.(Zoology, Botany, Chemistry)
- Self-employment (MSW)

National Developmental Needs

- Digital Literacy and Technology Skills such as Artificial Intelligence, Data Analytics, and Cyber Security.(B.Sc CS, BCA, M.Sc CS, Graphic Design, Certificate courses)
- Sustainable Development and Environmental Conservation, sustainable practices, environmental conservation, and renewable energy sources.(Zoology, Botany, Chemistry, Physics, audit course, Economics)
- Entrepreneurship and Innovation (B Com, BBA, M.Com, Computer Science, BSM, Open Course

of B.Com, Entrepreneurship clubs)
- GST, Financial Literacy and Economic Awareness (Economics, B Com, Certificate Courses)
- Healthcare and Public Health: health awareness, disease prevention, and healthcare management.(BSM, Zoology, Psychology, MSW)
- Civic Education and Responsible Citizenship, democracy, and civic engagement(MSW/Politics/History/ Audit Course)
- Gender Equality and Social Inclusion(Literature courses/ General English/ Second Language/ Audit Course/MSW)
- Heritage and Cultural Awareness: cultural awareness and heritage education ,promote the country's diverse traditions.(History, Language)
- Critical Thinking and Problem-Solving: Critical thinking, analytical skills, and problem-solving abilities.(Mathematics, Statistics, Computer Science, Management Courses)

International Developmental Needs

- Global Citizenship Education: Promotes the concept of global citizenship, emphasizing values such as respect for diversity, cultural understanding, human rights, and environmental sustainability. (MSW/audit course/ general English/ second language/ French/ BBA honours/ all science programmes)
- Global Environmental Challenges: Address global environmental issues, such as climate change, biodiversity loss, and resource depletion. (audit course, all science programmes,)
- International Relations and Geopolitics: Provide insights into international relations, geopolitical dynamics, and global governance structures. (BBA Hnours)
- International Economics and Trade: Introduce students to international trade, economic interdependence, and the role of India in the global economy(Economics, Commerce, BBA)
- Digital Globalization and Connectivity: Expose students to the impact of digital globalization, technological advancements, and the role of information technology in connecting the world.(Computer science, Physics)
- Cultural Exchange and Language Learning(English, French)
- Migration and Refugee Issues: Discuss the complexities of migration, refugee challenges, and the importance of providing humanitarian support to displaced populations.(MSW, Economics)
- International Collaborations and Partnerships United Nations Sustainable Development Goals (SDGs): all programmes, all audit courses
- Global Health and Pandemic Preparedness: Zoology

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

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The curriculum overhaul during these years marked a significant shift in undergraduate and postgraduate programs towards employability, entrepreneurship, and skill development, aligning with new educational policies from Central and State governments. Statutory academic bodies were directed to design curricula and courses that foster employability, entrepreneurship, and skills sought by employers among the students. The strategy marks a commitment to aligning education with evolving job market requirements. Steps were also taken to achieve the desired goals by providing necessary supplementary initiatives. Glimpses of such adaptations in this spirit are given below.

- All the courses in 2019 curriculum revision are having Activities/Content with a direct bearing on **Employability/ Entrepreneurship/ Skill development**
- **Ability Enhancement Course & Professional Competency Course** with 4 credits each was made mandatory for all Post Graduation Programmes.
- **Ability Enhancement Course (AEC)** consists of Internship / Seminar presentation / Publications / Case study analysis / Industrial or Practical Training /Community linkage programme / Book reviews etc.
- **Professional Competency Course (PCC)** tests the application level of different softwares such as SPSS/R/ Econometrics / Python/Any software relevant to the programme of study/ Translations etc
- Set Objectives and Learning Outcomes in align with contemporary requirements, skills and competencies needed in the respective field. Software module hired to measure the realisation of learning outcome.
- **360-degree feedback on curriculum**: Feedback is collected from faculty members, subject experts, students, industry professionals, employers and curriculum specialists to shape the content accordingly.
- The revised curriculum **mandates projects** on topics of current relevance or **internships** for all undergraduate and postgraduate programmes
- Majority of the departments have functional MoUs with industries and skill development agencies.
- Faculty members are expected to update their specialized courses to incorporate contemporary requirements. Additionally, teachers participate in professional development or refresher programmes at least once annually
- With the support of **Star College Scheme** Advanced Laboratory Practices were incorporated in the curriculum

Supportive Initiatives

- '**One Year, One Certificate**' is established as a best practice. Every student is required to complete an add-on or certificate course each year. The college offers **79 such courses** designed to enhance employability, entrepreneurship, and skill development
- Various Clubs functioning in the college such as Devagiri Placement Cell, Entrepreneurship Development Club, Devagiri Incubation and Start up Cell (DISC), Innovation and Entrepreneurship Development Centre registered with Kerala Start Up Mission, Additional Skill Acquisition Programme, Entrepreneurial Development Club, Institution Innovation Council (IIC), IPR Cell, Young Innovators Programme(YIP) organises Industry Academia interactions, softskill development and pre-placement training programmes, hands on training and business plan presentations.

- Vocational courses like Botanical Illustration and Photography, Plant Identification and Herbarium Preparation, Photographic Techniques, Indoor Gardening, Mushroom Cultivation, Tissue Culture Techniques, Ornamental Fish Farming, Honey Bee Maintenance, Aquarium Setting and Yoga Instructor Training equip students with employability skills and entrepreneurial opportunities.
- Memorandums of Understanding **(MoUs)** with foreign institutions, including **Virginia Commonwealth University, USA**, and the **Intelligence Research Institute, San Diego, USA**, have been instrumental in aligning our curriculum with international standards.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 42.44

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 390

1.2.1.2 **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 919

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

In the latest restructuring of the curriculum   due weightage was accorded to the cross-cutting subjects presented in **SDGs** and **New Education Policy 2020**.

- To align with Sustainable Development Goals, an **extra credit system was** introduced, requiring undergraduates to earn **16 credits** in the first four semesters through courses on key issues like **gender, environmental studies, disaster management, gerontology, human rights, intellectual property, and consumer protection.**
- Additionally, students must **gain 4 credits from social service programs**, fostering human values and environmental appreciation.
- There are **549 courses** covering **Professional Ethics, 224 Courses on Gender, 394 on Human Values, and 385 on Environment and Sustainability**.
- Courses on plant propagation, Terrace Farming, and Ornamental Fish and Aquarium Setup are included to emphasize environmental awareness.

Important Cross cutting issues enshrined in SDGs and NEP 2020 included in programmes under different STREAMS

Language & Literature

- Gender as a social construct, gender sensitive curriculum, stories highlighting human values, issues pertaining to the marginalized, the voices of women, Dalit, Transgender and children, Subaltern theory, pluralistic perspective of culture and literature in a multicultural society, rights of minorities such as children, animals and the disabled, critiques of race, spirit of universal brotherhood, xenophobia, humanist dimensions of literature and media, laws and ethics of new media.

Science

- People in environment, Renewable and non renewable resources, ecosystems, equitable use of resources for sustainable lifestyles, biodiversity and its conservation, energy flow in the eco system, value of biodiversity, India as a mega diversity nation, hotspots of biodiversity, threats to biodiversity, endangered and endemic species of India, environmental pollution, waste management, disaster management, climate change, environment protection act, wildlife protection act, forest conservation act, Human population and environment, Social issues and Environment

Commerce and Management

- Ethically and socially responsible behaviour in Management, Ethical issues and ethical dilemma in business, Corporate Social Responsibility (CSR), Corporate Philanthropy, Managing company

ethics and social responsibility - Indian Ethos for Management - Value-oriented Holistic Management, ethical dimensions of conducting applied research, BUSINESS ETHICS, Environmental Issues, Ethics in work place, Discrimination, Harassment, Protecting rights and interests of consumers, Ethics in Accounting and Finance,

Arts and Social Work

- World hunger, social legislation and human rights, legislation for the protection of children and women, aged, disabled and weaker sections, community health care, poverty and unemployment in India, environmental & sustainable development, response to environmental issues, issues of externalities, Programmes towards Poverty Alleviation, Multidimensional poverty index, Global warming, Earth summit, Basic features of the Indian Constitution.

Supportive Initiatives in the Campus

- Clubs such as the Blood Donors' Forum, National Service Scheme, National Cadet Corps, Bhoomitra Sena, Nature Club, Green Club, Women's Welfare Cell, and Equal Opportunity Cell conduct a multitude of programmes on campus that address cross-cutting issues and aim to inculcate values among students
- The **Honesty Shop**, **Home for a Friend initiative, value education workshops, Social Service Programs (SSP), and village adoptions** are some of the initiatives aimed at nurturing values within the student community.

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

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 77

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 (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 38

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 38

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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: 97.04

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
1329	1250	1197	1011	875

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

2022-23	2021-22	2020-21	2019-20	2018-19
1409	1278	1233	1026	889

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[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: 90.85

2.1.2.1 **Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
272	270	263	215	201

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
319	295	283	233	214

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the 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 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The institution assesses the learning levels of the students and organises special programmes to differential learning needs of the student

Learning Level Identification Process

Post UG/PG admission process, during the first phase of the course, the teaching faculty assesses the

learning levels of the students in two phases

Phase I

- **Administering the Test** soon after the induction programme. The questions selected are discipline specific. Online/offline modes are used.
- **Result Sheet**: Results are compiled and analyzed to identify students' performance levels.
- **Classification**: Students are classified into two categories: "Slow Learners" and 'Advanced Learners' based on their performance in the screening test.

Phase II

- **Assessment Report / SGPA List**: Student's Grade Point Average (SGPA) in the first semester is collected from CoE
- **Lists Creation**: Based on the SGPA the existing list of slow and advanced learners' list is revised

Special Programmes for Slow Learners

- Bridge Courses are offered in the initial phase for difficult subjects.
- Remedial programmess are provided after the first internal examinations.
- The Scholar Support Programme (SSP) is organized effectively to give special attention to needy students.
- Evening classes are available for slow learners.
- The institution also offers the Additional Skill Acquisition Programme (ASAP) with the objective of equipping students with skills in communication and IT.
- The Equal Opportunity Cell (EOC) is entrusted with ensuring opportunities for students from socially, economically, and physically disadvantaged groups.
- Guidance and emotional support are provided to slow learners through the Mentor-Mentee System.
- The performance of the students is tracked by tutors through the Tutorial System.
- Certificate courses that complement the core curriculum are offered to slow learners
- Students form Self-Help Groups (SHG) in view to support slow learners by the peers.
- The smart classrooms facilitate effective methods of teaching catering to the diverse learning needs of the students.
- **Three-day residential camps** to get acquainted with the resources and support systems available

Special Programmes for Advanced Learners

- Certificate/value-added courses including vocational courses to strengthen their competency and skills (76 such courses are offered at present)

- Various coaching programmes including Civil Service coaching and UGC/CSIR NET/JRF/ JAM /GATE/ CAT/ CMA/ACCA coaching are provided
- Opportunities for field projects, internships, industrial visits and to participate and present papers in workshops, conference and seminars.

- MOOC/SWAYAM courses
- INFLIBNET supports advanced learners by providing access to digital resources, research databases.
- The College offers Software packages like SPSS, EViews, MATLAB which are essential tools for advanced learners.
- The Guidance Cell extends helps to get admission for doctoral and postdoctoral programmes.
- The Career Guidance & Placement Cell organizes career counselling and placement drives.
- As an encouragement to and appreciation of the efforts on the part of the students, various Scholarships and awards for the best performers have been introduced.
- Start-Up and Incubation centres provide resources, mentorship, and networking opportunities, aiding advanced learners in developing entrepreneurship.
- Certificate Programmes for Advanced Learners (VCU, IIT-Bombay, CDIT)

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

2.2.2

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

Response: 19.7

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

Response:

Experiential Learning

- **Summer Internships/ Projects and Social Surveys** mandatory requirements in curriculum
- **Study Tour and Field Trips to historical sites/ Industrial/ Academic/ Research Institutions and tourism destinations for all the students**
- **Media Production and Publishing, Website and Web application Designing and Development** facilitated by Multi Media lab, studio and software labs.
- **Film Festivals and movie reviews** conducted under the auspices of Film club and Literature departments.
- **Management Meet**/ **Exhibitions and Fests/Hands on Training and Workshops on software/ trading apps/ equipment and technology**. *Nirvana*, is one of the prestigious intercollegiate management fests in South India.
- **Business Simulation Games**/**Mock Interviews/ GDs/ Elections/ Anti-Drug Campaigns and Tests**
- **Botanical Garden/ Zoological Museum & Herbarium are centres of experiential learning even for students from other institutions.**
- **Eco-friendly practices and activities of clubs like Bhoomitra Sena/ Green club/Nature club** facilitates experiential leaning in their areas.
- **Vocational Courses** such as Botanical Illustration and Photography/ Indoor gardening/ Plant identification and Herbarium techniques/ Tissue culture techniques/ Ornamental Fish Farming.

Participative Learning

- **Peer Teaching and Learning (Self Help Groups) / Group Projects/ Group Discussions/ Brain Storming and Debates**
- **Seminars/ Conferences and Workshops** organised by faculty in association with student associations.
- **Laboratory Exercises** for the arts, commerce and management students as well.
- **Blended and Flipped Classrooms** are successful practices in the college
- **Quiz and Reverse Quiz sessions conducted by the students.**
- **Subject specific events and competitions for students as part of department association activities.**
- **Students broadcast Campus News and Magazines** (digital and print) Devagiri news letter etc
- **20% of the class hours** are set apart for students' seminars as per curriculum
- **Audit courses are self learning courses**
- Flashmob/fieldvisit/ rural camp etc for social work programme
- **Paper presentations and Publications** by students
- **Budget presentation sessions** by students
- **Rural appraisal programmes/community organisation/ group work/ case work** by social work students
- **Social extension activities** mandatory for all students

Problem Solving Methodologies

- **Business Plan** Preparation and Presentation and **Brainstorming Sessions**
- **Case Study**
- **Life skills training**
- Software like chemtools, Mathlab used to solve problems
- Hackathon Events, Software Debugging and Execution Processes
- Project Works on Research problems

- Sessions on analytical and problem solving skills
- Troubleshooting and Optimization

ICT-enabled tools in teaching and learning process

- **128 smart classrooms to facilitate innovative teaching-learning practices.**
- **Audio- Visual Theatre**
- **E-classrooms on Microsoft Teams/ Google Meet/ G Suite and Moodle.**
- Licence for Microsoft , SPSS, Tally Prime, E-Views and Turnitin similarity checker.
- **Wifi campus**
- **4 Computer labs with LAN with high-speed** Wi-Fi connectivity at **300 mbps**
- **Media labs (2D and 3D Animation Labs)**
- LMS platform including OBE module (Mastersoft & Linways)
- Training/ FDPs to navigate digital tools and adapt to technological advancements.
- Examinations conducted using LMS platform
- Feedback on the use of ICT tools in classes by teachers are collected from students on regular basis.

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

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The College is committed to fostering a supportive learning environment where students can thrive academically and personally. One of the key initiatives in achieving this goal is the implementation of mentor-mentee schemes.

Under the guidance of the college IQAC, mentor-mentee diaries are issued to facilitate structured interactions between mentors and mentees. These schemes are designed to address both academic challenges and psychological well-being, ensuring that students receive holistic support throughout their academic journey.

Programme Structure and Implementation:

The mentor-mentee schemes at our college are structured to provide ongoing support to the students. At the beginning of each year, mentors and mentees are paired based on compatibility and mutual interests in **20:1 ratio**. The IQAC oversees this process by Policy Formulation, training, ensuring effective matching,issuing appointment orders to the mentors,monitoring and evaluation.

- **MENTOR'S DIARIES**: In addition to the basic details printed, mentor enters additional notes

based on interaction. Diaries are kept with mentors

- Four pages as **MENTEE'S DIARY** in handbook where areas of improvements are marked by mentor teacher.
- **Mentor Mentee Meetings**: Mentor mentee meetings on a regular basis help students in establishing clear goals, active listening, feedback exchange, knowledge sharing, and challenging comfort zones with confidence.
- **Group Meetings:** Mentor meets all the mentees and explains the focus areas and gives general instructions
- **MENTORING WITH PARENTS** is a best practice of the college which goes hand in hand with mentor-mentee system. Mentors keep close contact with the parents and seek their support whenever needed.
- Identifying students in need of financial support and recommend them for Management Scholarship, Principal's Charity, Student Welfare Fund etc.
- The mentors help solving personal issues faced by students and directing those in need of professional counselling to expert councillors.
- Identify mentees' Academic level and suggest remedial and supportive measure to be taken
- Tracking academic performance, examination results, attendance, and classroom participation and giving necessary directions.
- Ensuring that students are participating in the competitive exams relevant to their disciplines.
- Mentors guide students to various clubs and forums after assessing their aptitudes and skills.
- Mentors encourage students to engage in internships, placement trainings, and other opportunities to gain practical experience and enhance their career readiness
- During the Flood Crisis ninety two students were identified and provided financial support from Principal's Charity through an effective mentor system.
- During Covid '19, two hundred and eighty students were provided with either mobile phones for online classes or study kits through the intervention of mentors.
- Academic Support: Mentors offer guidance on course selection, study techniques, and time management. They assist mentees in understanding complex concepts, preparation of exams and improving academic performance.
- Psychological Support: In addition to academic support, the mentor address psychological well-being. Mentors are trained to recognize signs of stress, anxiety, or other psychological issues, lend a supportive ear and offer strategies for coping with challenges.
- The IQAC in its Academic Audit assess the functioning of the mentor mentee system, collects feedback from the students and gives necessary guidelines for the improvement of the system.

File Description	Document
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the

institution.

Response:

Academic Calendar

- By the end of every academic year, a committee is constituted for the preparation of the Academic Calendar for the ensuing academic year.
- The committee consists of the Principal, the Vice Principals, the IQAC Director, Academic Coordinators and the Controller of Examination.
- The Academic Calendar approved by the Academic Council consists all the important dates related to the commencement and end of each UG and PG Semesters, the Internal and External Semester examinations, Valuation Camps, Academic Audit, Academic Events, Vacations, Government holidays, other important events, feedbacks from the stakeholders and days to be observed and celebrated in the college.
- The Calendar is made available to the Staff and students and the same is provided in the college website, college handbook, college notice board and in the student portal.
- The institution functions strictly adhering to the Academic calendar. In case of any change in schedule, it should be approved by the College Council.
- The IQAC gently provide timely reminders to the departments to stick on to the Academic Calendar.
- At the end of the year the compliance of the institution to the Academic Calendar is evaluated by the IQAC as a part of the Academic Audit.

Department Calendar

- In line with the college academic calendar, the various departments prepare their department calendar.
- The Head of the Department in consultation with the members on the faculty formulate a plan as regards the activities of the department for the year to be entered in the calendar.
- Activities entered in the calendar includes meetings of Board of Studies, programmes organized under the department association, certificate courses, internships, field visits, workshops, seminars, conferences and PTA meetings.
- The Department Calendar is displayed on the notice board for the easy access of the staff and the students.
- At the end of every academic year, an evaluation of the effective implementation of the Calendar is done based on a consolidated report presented to the authorities.

Teaching Plan

- To make the teaching learning process extremely beneficial for the students and also for the timely completion of the syllabus, a Teaching Plan is prepared by the respective course teachers at the beginning of each semester.
- The plan is formulated in the format provided by the IQAC.
- The Teaching Plan gives information regarding the topics taught, different modules on the syllabus, the Learner-centric pedagogy used, Reference materials, Internal Assessment dates, the mode of teaching and hours assigned for each topic.
- The Teaching Plans charted out by the individual teacher verified and ratified by the Head of the

Department and then submitted to the IQAC.
- Once approved, the teaching plan is uploaded in the LMS and made visible to the students.
- As per the teaching plan, content is delivered through offline classes and activities, and also E-content through LMS.
- Adherence to the teaching plan is evaluated by the students in students' feedback.
- Besides, compliance to the teaching plan is reviewed by the IQAC and also by external Academic Audit Team.

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

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 100

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
172	157	142	126	116

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[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 Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 40.68

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

Response: 96

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 11.49

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1977

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 74.14

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 86

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[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

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

Response: 11.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	13	9

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 4.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
123	119	118	123	110

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3376	3119	2782	2483	2254

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

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

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

The College has undergone significant reforms in its examination procedures and processes, leveraging the integration of Information Technology (IT) and implementing a robust Continuous Internal Assessment (CIA) system. These reforms have streamlined various stages of examination management, from notification to result publication, and have significantly enhanced the overall efficiency, transparency, and accuracy of the examination system.

Reforms in Continuous Internal Assessment (CIA) System and Impact

- **Centralised Internal Examination system** at the mid of every semester is introduced and implemented with software support for seating arrangements, duty assignments, and timetable generation. This practice increased the seriousness of the exams, effective monitoring, timely conduct and foretaste of end semester examination. The question papers are generated from **software supported question bank**.
- **Assignments through LMS**: Assignments are **allotted and submitted** though **LMS** as per teaching plan. Timely submission, transparency, convenience and quality of the work are the outcome.
- As per the revised curriculum, 20% hours of every course shall be utilised for **seminar presentation by students using the ICT facilities**. The learning became student centric and presentation skills improved.
- **Real time attendance and Classroom Participation** is supported by attendance module. 20% marks in internal assessment is assigned for attendance and classroom participation and its management is streamlined **through an online portal**, with teachers **recording attendance via mobile devices** and **view is** available in students portal.
- **Software aids** in calculating scores for internal assessment component. Students can view their internal marks through the **student portal and address grievances directly** with course teachers for necessary corrections. The **software calculates weightages** and integrates internal scores into the total score before result publication.

Qualitative Changes in External Examination and Impact

Processes/Procedures integrating IT:

- The College has seamlessly integra**ted IT into all stages of examination procedures**, starting from the notification of examinations to the downloading of score sheets.
- A well-functioning examination module facilitates student notifications, online application and payment of examination fees, and access to score sheets. Furthermore, seating arrangements and invigilation duties are efficiently managed through software.
- **High-speed digital machinery** is employed for printing quality question papers, and all backend processes, including calculations and report generations, are automated through software.
- **Centralised Valuation camp with online mark entry and verification**.

Examination Procedures:

- Our College boasts a well-functioning **Examination Management System, fully automated and IT-supported**.
- Students can access a**ll examination-related services through their student portal,** including applying for examinations, fee payments, timetable viewing, hall ticket issuance, exam hall allotment, and result checking.
- Examination halls are **centrally monitored via CCTV cameras** to ensure the integrity of the examination process. The examination of audit courses is conducted online through the college's **Learning Management System (LMS),** further enhancing efficiency and accessibility.
- SGPA and CGPA calculations, along with the uploading of student details and marks to the university portal, **are seamlessly managed through software** integration.

Question Bank:

- College set up question bank supported by **software for all the programmes**. Questions module in LMS helps to set question papers based on blooms taxonomy, difficulty level and marking its contribution to course outcome.

File Description	Document
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

In line with NEP 2020, the institution has shifted its focus from input to outcome to match the skill requirements of the country. POs, PSOs, and COs are meticulously defined and documented through a participative process based on the vision and mission of the college, and disseminated to all stakeholders through college website and syllabus. The OBE module in LMS platform helps to evaluate the attainment levels of stated outcome.

Development Process of POs, PSOs & COs

POs, PSOs & COs are defined by aligning institutional goals with national and discipline specific requirements.

- POs are identified by the IQAC of the college by conducting stakeholder analyses.
- Identified POs are then approved by **Academic Council**.
- In alignment with POs, Programme Specific Outcomes (PSOs) are prepared by the **Department** considering the objectives of each discipline and approved by the **BoS** and presented in the **Academic Council**.
- Inputs from external experts in BoS, industrialists, syllabus of premier institutions in the country and faculty expertise play a pivotal role in tailoring COs of each discipline.
- The CO's developed are approved **by BoS a**nd ratified in **Academic Council.**
- The OBE platform procured from mastersoft give provisions for **Head of the Departments** to **update** PSOs and to map POs with PSOs.
- Course teachers are given provision in LMS to enter Course Outcomes and to map COs with PSOs adding due weightage. HoDs can view and verify the COs entered by the course teachers in his department.

Attainment Evaluation

- **Assessment Methods**: Assessment components are aligned with specified learning outcomes

giving due weightage.

- **Internal and End semester exams** assess a range of learning outcomes, with each exam questions aligned to different outcomes with different levels of complexity.
- **Bloom's Taxonomy** is integrated with each assessment method to ensure that outcomes encompass a range of cognitive levels.
- **Assessments done based on Criteria and Rubrics**: Clear criteria and rubrics are developed and implemented by the teachers to assess student performance against the learning outcomes.
- **Formative Assessment** for ongoing feedback to students and instructors and **Summative Assessment** at the end of a course is practiced to evaluate overall student achievement of the learning outcomes.
- **Reports: Program Evaluation Reports, Course Assessment Reports, Semester wise Attainment Report, Course wise/ Semester wise/Session wise Gap Analysis** are generated for measuring the attainment level.

Communication of POs, PSOs & COs

- **OBE platform by Mastersoft:** Provide Documentation, Online Resources, the Course Outcomes for each course are mentioned in syllabi of program.
- OBE platform displays PSOs and COs in **student dashboard**.
- Outcomes are displayed in **college website**,
- POs and PSOs are exhibited in the Departments **notice boards and Class rooms**,
- OBE **attainment reports are made available** to students, teachers, principal and administrators through OBE platform.
- **Training programs for teachers**: Organised by college on Outcome Based Education (OBE) for helping faculty duringcurriculum development,workshop on OBE, College promotes teachers to take FDP on OBE.
- **Faculty Meetings**:Department level discussions and presentations.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 97.23

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 983

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / 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

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Establishing a 'Research Culture' on campus and transforming it into a centre for knowledge creation is a key focus area of the college, as reflected in the perspective plan and the volume of research activities taking place on campus.

Administrative Arrangement

- Three key committees, Research and Development Council, Research Advisory Committee, and Ethics Committee, with representatives from administration, faculty, and researchers, oversee academic research matters.
- RDC and RAC biannually assess research needs at various centers, submitting reports to the finance administrator.
- RDC aids faculty in securing external funding from agencies like DBT, DST, KSCSTE, SERB, RUSA, and UGC, monitoring fund utilization.

Advancements in Research Facilities

- All the research laboratories were renovated with new facilities and advanced equipments during this period.
- A total amount of **50 lakhs** under DBT Star Scheme was spent exclusively for the updation of equipments in the science laboratories
- The college procured laboratory equipments to the tune of **331 lakhs** rupees during the last five years.
- **Specialised Research Laboratorie**s established are Cell Culture Facility, Plant tissue culture lab, Molecular Microbial Ecology Lab, Biochemistry Lab, Plant Systematics Lab, Molecular biology Lab

- Establishment of a **Cancer Cell Culture facility** and Molecular Biology lab.
- Procured state-of-the-art equipments and technologies such as cell culture incubators, PCR machines, Class II A Biosafety cabinet, Zoom stereoand inverted microscopes with imaging facility etc
- The college has procured **Turnitin, Grammarly**, and Plagiarism Checker X and **N-List**
- Wi-Fi connectivity was enhanced by upgrading the bandwidth to **300 mbps**.
- 8 Research Departments and each one is provided with research rooms/laboratories with the latest equipments for the scholars such as FT– IR spectrophotometer, UV-Vis Spectrophotometer, Thermo Gravimetric/DTA Analyser, and Polarizing Optical Microscope with Camera.
- **85 individual cubicles for research scholars** were provided
- Periodic improvisations were made in the facilities of Botanical garden & Aromatic garden,

Internationally INDEXED HERBARIUM and Zoology Museum & Zoology Digital Museum (https://sites.google.com/view/devagiridigitalmuseum?usp=sharing)

- Seed Grant was introduced during this period and distributed to the faculty based on the merit of their proposals.

Milestones and Outcomes

- 8 Research Centres, 35 Research Guides and 114 Research Scholars at present.
- 116 research articles indexed in Scopus/Web of Science/ UGC Care List and 761 chapters/books with ISBN during the assessment period
- Generated 35.72 lakhs rupees through consultancy
- A total of 34 research projects both minor and major were carried out during this period.
- Institutional Scopus h-index is currently 15 with **7 faculties having h-index 10 or above**
- **4 new Plant Species** and **12 new insect Species** were discovered during this period.

Research Promotion Policy

- The implementation of well-defined policies for research promotion, as uploaded on the college's website, further highlights the institution's dedication to supporting and incentivizing research activities.
- These policies clearly outline criteria for research funding, faculty promotions based on research output, support for interdisciplinary collaborations, and guidelines for research ethics and integrity

File Description	Document
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 26.1

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
6.86	4.56	3.24	4.75	6.69

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 16.53

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 39

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 291.10

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.14

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 34

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
Copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 16.28

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 28

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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:

Intellectual Property Rights (IPR) Cell:

- **IPR Cell**, serves as a dedicated hub for raising awareness about intellectual property among students, faculty, and researchers.
- The IPR Cell organizes regular workshops and seminars on patent filing, copyright protection, and trademark registration.
- The IQAC conducts workshops on IPR for faculty members every year, Collaborating with industry experts and legal professionals to facilitate knowledge exchange and address complex IPR issues.

Incubation, Startups, Technology Transfer & Patents:

It has been our constant endeavor to create a nurturing environment for aspiring innovators and startups.

- **Devagiri Incubation and StartUp Centre (DISC)** supports students and faculty members in transforming innovative ideas into scalable ventures by providing startup mentorship, seed funding, industry partnerships, entrepreneurial events, and success story showcases.
- **Innovation and Entrepreneurship Development Center (IEDC)** nurtures entrepreneurship through workshops in programming and robotics, empowering students with essential skills for launching and expanding prototypes and startups through hands-on training.
  - IEDC unit at the college received **2 lakh rupees from Kerala Start Up Mission**. Programmes such as workshops on robotics, residential boot camps, 24 hour Hackathon were organized .

- **Strategic Partnerships:** Our institution's MOUs with state government innovation stakeholders, including ASAP Kerala, Kerala Startup Mission, and ICT Academy Kerala, foster entrepreneurship and innovation .
- The College received a **'Regular Member Certificate'** from the **ICT Academy of Kerala**.
- The IEDC Innovation and Entrepreneurship Development Centre of the college was **recognized by the Kerala Start-Up Mission**
- **Showcasing success stories** of startups nurtured within our incubation program, featuring alumni entrepreneurs, serves to inspire and motivate aspiring individuals in their entrepreneurial endeavors.

Promoting Indian Knowledge Systems (IKS)

- **Cultural Exploration:** Courses in Hindi, Malayalam, and English literature delve into India's rich literary and cultural heritage through modules on Indian Epics, Indian aesthetics and traditional knowledge systems.
- In science programs, courses explore Indian knowledge systems like in the zoology course where students learn in detail Traditional Ecological Practices in India.
- **Bilingual Education:** Vernacular language usage in classrooms along with English also in official communication, supported by the *Bharana Bhasha Mathrubhasha* Cell.
- **Yoga and Wellness:** Yoga Trainer Certification Course, Beginner's Yoga Course, and annual Yoga Day celebrations promoting traditional holistic well-being.
- **Cultural Immersion:** Training in indigenous dance forms, hosting State Level exhibitions on traditional practices, maintaining a library section on traditional knowledge systems, and managing a herbal garden funded by the government.

In our pursuit of excellence, we strive to uphold the rich cultural heritage of India while driving innovation and entrepreneurship through strategic partnerships and holistic educational initiatives, positioning our institution as a beacon of transformative change.

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

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 1

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 28

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

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

Response: 0.47

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

Response: 111

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

3.4.4

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

Response: 3.22

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 761

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[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](#)

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 6.99

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)

3.4.6

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

Response: 15.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 35.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.14	7.04	5.56	5.80	5.19

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
CA certified copy of statement of accounts as attested by head of the institution	**View Document**
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

Rooted in the ethos of "For God and for the Country," our college's extension activities embody this motto by nurturing a deep sense of social responsibility and holistic development among students.

Case Study 1

Adopted Ashakiran- School for Differently-Abled Children

- The college adopted Ashakiran, a school for differently-abled children located adjacent to the campus.
- The Students play a lead role in organizing an array of activities: cultural programmes sports events and celebrations. They are actively involved in cleaning the premises and organizing.
- Students guide them during rallies and assist in creating paper articles such as gift boxes, paper bags, files, and writing pads.
- Through their association activities, students mobilized funds to establish a divyangjan- friendly library and contributed musical instruments, sports equipments and physiotherapy equipment to Ashakiran.

Impact

- The students of Ashakiran are honored as special guests during the college's major celebrations.
- The college has contributed a paper recycling unit to Ashakiran, providing the students there with opportunities for self-employment.
- Devagiri College students have fully welcomed Ashakiran students into their extended family

Case Study 2

Devagiri Flood Response Team

- Devagiri Flood Response Team was formed in response to the devastating floods in 2018 and 2019.
- Started as a collection center, it quickly transformed into a crowd-sponsored distribution center.
- The team was exceptionally well-organized and active both years, with significant involvement from students, staff, and alumni.
- Student volunteers actively participated in cleaning 120 houses affected by the floods.

Impact

- The team successfully reached out to 2,276 families, providing them with grocery kits to aid in starting anew after the flood devastation.
- A total of Rs. 783,538 was mobilized in funds, and essential supplies valued at approximately 27 lakhs were distributed.
- The response team has been retained and strengthened by adding new volunteer batches, ensuring preparedness for future calamities.

Case Study 3

Swayampoorna- Adopted Panchayaths fore-literacy

- "Swayampoorna" is an e-literacy campaign conducted by computer science students in two panchayats.
- Phase I at Peruvayal Panchayath targeted mothers for digital skills enhancement.
- Phase II in Mavoor Panchayath focused on using government websites.

Impact

- Peruvayal Grama Panchayath was declared Kerala's first e-literate panchayat, showcasing the campaign's effectiveness.
- Panchayath authorities acknowledged the college's efforts with appreciation letters.
- Students recognized their potential impact, boosting their enthusiasm and societal involvement.

Case Study 4

Adopted Villages

- The college adopted Thazhekappu and Melekappu colonies in Wayanad district as part of the Unnat Bharat Abhiyan.
- In collaboration with local leaders and tribal representatives, students engaged in activities such

as training classes, medical camps, cultural programs, residential summer camp and Football coaching camps for village students.

- Mobilizing fund from students, college contributed jerseys, boots school kits and also rented a hall for village students.

Impact

- The involvement in these activities not only benefited the tribal communities but also enriched the college students' educational and social experiences.
- Students developed a deeper understanding and empathy towards the challenges faced by tribal communities

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

3.6.2

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

Response: 120

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	25	7	17	18

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 (data template)	[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](#)

3.7 Collaboration

3.7.1

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: 39

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 (data template)	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

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The sprawling college campus, with a built-up area of 20019.33 square meters and spread over 27.45 acres of land, is covered with lush greens. The campus offers adequate infrastructure and facilities for the smooth conduct of academic, curricular, and co-curricular activities, aimed at nurturing students' skills for their overall development.

Facilities for teaching learning

- More than **150 spacious classrooms enabled with ICT facilities** to facilitate innovative teaching-learning practices.
- Black Board, Green Board and Interactive Board in majority of classes
- Physics, Chemistry, Zoology, Psychology and Botany labs are functional with the latest equipments of sufficient quantity.
- **6 Computer labs** with LAN and of adequate seating capacity facilitate computing processes with **444** computers, printers, projectors and high-speed Wi-Fi connectivity at **300 mbps**.
- **Media labs (2D and 3D Animation Labs)** with the facilities for recording and airing the programmes.
- There is a computerised Library with more than **68,500 documents** and access to reputed periodicals and journals
- Classrooms and Library are well connected to the Reprographic Centre and the Student Facilitation Centre.
- **Turnitin similarity checker** available for the students free of cost
- **85 individual cubicles for research scholars** in the Library
- **Botanical garden & Aromatic garden**
- **Internationally INDEXED HERBARIUM**
- **Zoology Museum & Zoology Digital Museum**
- Live Media studio for audio visual recording
- Braille computers and JAWS software
- Specialised research laborataries with advanced equipments

ICT enabled facilities

- A large number of classrooms with **Interactive Panel Boards** and the remaining with **LCD Projectors.**
- **444** computers available for students
- 18 workstation Desktop PC(intel core i9 13 gen) and 5 Workstation laptops
- The college has procured the **licence** for **MS office, SPSS, Tally Prime and E-Views**
- **LMS** platform including OBE module (Mastersoft & Linways)
- **Campus Automation Software (Campus Bridge)** developed by the College
- **3 Audio- Visual Theatres** for screening movies and documentaries
- **E-classrooms on Microsoft Teams/ Google Meet/ G Suite and Moodle.**
- **Turnitin**, Grammarly, Pearson E-Books, Sage Publication E-Journals
- **N-List**
- **Wifi campus**
- **6 Computer labs with LAN of high-speed** Wi-Fi connectivity at **300 mbps**
- **Media labs (2D and 3D Animation Labs)**

Facilities for Co-curricular and Extracurricular Activities

- **Air-conditioned Auditorium**, Indoor stadium with the state of the art stage and sound system, Open Auditoriums, Mini Auditoriums and Open Theatres for the conduct of cultural programmes.
- **Air conditioned Seminar Halls** and Conference Rooms.
- A fully functional **AC Multi-Gymnasium**
- The campus has an **Indoor Stadium (1650 m2)** which facilitates 8 badminton courts, 2 volley ball courts, 1 basketball court and 5 table tennis courts.
- **Outdoor volley ball court, basketball court, cricket ground and indoor cricket ground for net practicing**.
- An **eight-lane 400 meters track** stadium
- **A turf football field** for outdoor sports and games.
- **A Yoga Hall** with adequate number of mats
- The college uses solar power units and two **125 KW** generators.

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

4.1.2

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

Response: 37.92

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
204.01	193.55	137.86	193.55	204.01

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Devagiri Green Library which occupies **35234 sq.ft area**, celebrated as one of the state's top college libraries for over six decades, has recently undergone a comprehensive renovation and expansion to meet international standards. This revitalization has transformed it into a highly automated and digital hub, equipped with a broad array of modern facilities and a centre of attraction for both the students and the faculty.

Automated Library with Digital Facilities

- OPAC Search Counters, Automatic Footfall counting system, Gate-Register Digital (Access control system), Display Board, Bio Metric Devices
- Computerised circulation System, Quick Information through SMS/Email, Library self service-Book check in/out with Barcode, Auto Renewal facility, Computerised catalogue, New Arrivals Electronic display,
- News Display TV, DTP facilities, Prepaid Printing Facility (with Network), Email Browsing Centre,
- Scan Desk with Mobile scanning system and Click scan machine(iball), Bar code and QR code

Application
- Software Centre, Language Lab, Audio Library, CD/DVD Library , Studio for Blinds.
- Maintaining its versatility, the library houses books, periodicals, journals, and non-print media like CDs, E-Books and E-Journals.
- The library provides open access to its rare collection of resources.
- There are 67800 books, 700 bound volumes of periodicals and a special collection of books for students preparing for competitive examinations.
- The library has subscribed Turnitin plagiarism Checker and Grammarly to support research

Integrated Library Management System (ILMS)

The college library got automated in the year 2000 with Integrated Library Management System. All in-house activities in the library, including acquisition, cataloguing, circulation and serials-control are fully automated using the latest version (23.05) of Koha Library Management System software.

- The Library is automated with the open source software, Koha. Koha is designed to work on Linux. It is released under General Public License (GPL).
- Online Public Access Catalogue (OPAC) module provides a simple and clear interface for users to perform tasks.
- Full catalogue module enables the library staff to capture details of all library documents.
- It is MARC compliant, and also z39.50 compliant, which simplifies data entry and exchange
- Circulation module, integrating with the OPAC, fully automates borrowing and item management.
- Acquisition module assists librarians in acquisitions and budget management.

Subscriptions to E Resources And Journals

- Subscription to **N List e-resources**.
- College has subscribed Pearson e-books and Sage Publication e-books
- Institution Depository(D Space) and Digital Documentation Depository(Greenstone).
- E-Library with 28 computers
- Remote access is available for e-resources,

Optimal Use of Library

- The renovated library is a centre of attraction for both the teachers and students.
- The working hours of the library span from **8 am to 8 pm.**
- Modern and attractive features like centralised air condition, Spiral Tower Library, Steps for sit and read, space for Exhibition, cafeteria, WiFi facilities and charging facilities for every seat etc. encourage students and staff to spend more time comfortably in the Library.
- 84 individual research cubicles in the library are optimally utilised by the scholars.
- On average, there is a daily footfall of 850 in the library.

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

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.36

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
6.19	7.65	9.75	4.83	5.01

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Keeping in mind the interest of students and teaching staff, the institution has well-equipped computer laboratories with the latest configuration desktops. The institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection.

The institution has a well defined IT Policy and it frequently upgrades its IT facilities.

Computer and Media Facilities

- The institution maintains a total of 444 computers for students and staff.
- 18 workstation Desktop PC(intel core i9 13 gen) and 5 Workstation laptops
- There are 6 computer labs featuring LAN and high-speed Wi-Fi connectivity.
- Media labs include facilities for 2D and 3D animation.

Classroom and Teaching Technologies

- Every classroom is well-equipped with interactive smart boards or built-in projectors, and speakers.
- E-classrooms are supported on platforms such as Microsoft Teams, Google Meet, G Suite, and Moodle.
- Three audio-visual theatres are available for screening movies and documentaries.

Library Services

- The library offers 28 computers and features an e-library.
- The library's computerized circulation system supports quick information delivery via SMS/Email, Self-service book check-in/out with barcode, auto renewal, a computerized catalogue, and new arrivals electronic display.
- Additional library amenities include a news display TV, DTP facilities, prepaid printing, an email browsing center, a scan desk with mobile scanning system and Click scan machine (iBall), and barcode and QR code applications.

Software and Online Resources

- Licenses are procured for MS Office, SPSS, Tally Prime, and E-Views, Institution also possesses an open-source operating systems like Ubuntu, and other software tools.

- The Learning Management System (LMS) platform includes an OBE module (Mastersoft & Linways).
- Turnitin plagiarism detection software, Grammarly, Pearson E-Books, and Sage Publication E-Journals are also available.
- Campus automation software (Campus Bridge) developed by the college.

Connectivity and Office Facilities

- LAN Connectivity is available in every classroom, department, and office, supplemented by WiFi.
- All staff rooms and offices are equipped with printing and photocopying facilities.
- The college maintains a WiFi-enabled campus.
- The institute periodically purchases printers as per the needs of the departments. 30 laser printers and 3 advanced scanning cum printing machines were also purchased.
- Biometric Attendance System for the non teaching staff

Bandwidth

- It upgrades the internet connection and its bandwidth every year as per the requirements.
- At present there are 6 internet fibre connections including two dedicated lease line connections.
- 2 BSNL dedicated lease lines of fiber optical with a bandwidth of 300 mbps each
- 1 Asianet dedicated lease lines of fiber optical with a bandwidth of 50 mbps
- 3 Jio fiber optical connection with 1GB, 512 mbps and 200 mbps respectively
- The institution provides high-speed Wi-Fi facility
- 26 access points for WiFi on campus provided by Asianet Fiber.
- To safeguard the vital data in the event of unexpected power failures, all the main machines have been backed up with Uninterrupted Power Supply (UPS) and two 125 KV generators.
- Networking Peripherals: The institution has networking switch provided by CISCO SG 350.

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

4.3.2

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

Response: 7.63

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

Response: 444

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](#)

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Devagiri Live Media

Devagiri Live Media makes resourceful pedagogical interventions to enhance the talents of the students in the media sector. With the Green Screen Studio and the audio recording as its highlights, Devagiri Live Media supports the teaching-learning process by creating multimedia content, such as videos, animations and interactive simulations which enrich the learning experience.

Devagiri Live Media has the following latest equipment/facilities

Facilities

- The studio is equipped with state-of-the-art **high-definition video cameras**, strategically positioned to capture lectures, presentations, or multimedia content at the highest visual quality.
- **Green screen or customizable backdrop** for the creation of diverse visual backgrounds during post-production or live presentations.
- **Digital Audio Workstation (DAW)** with audio software like Pro Tools and Logic Pro for recording, editing, and mixing audio tracks to digitalise teaching-learning content.
- **Post-production workstations** equipped with industry-standard video and audio editing software, such as Adobe Premiere Pro and Final Cut Pro, are available for the post-production editing and refinement.
- **Graphics and Animation Software applications** for the creation of graphics, animations, and on-screen text overlays are used for enhancing visual content.
- There is a **Visual Theatre** meant for screening movies and documentaries to meet the academic objectives of the syllabi of various programmes.

Audio Visual Centre

Canon 700D Camera with 18-55mm & 55-250mm lenses	
Nikon D3200 Camera with Nikkor 18-140mm & 55-300mm lenses.	
Sony ILCE 6400 2 Camera with 16-50mm & 18-135mm lenses	
Sony ILCE 7M3 Camera with 24-105mm Sony & 35mm Sigma lenses	
Canon EOS R7 Camera with 85mm & 50mm lenses	
Sony PXW Z90 4K Video Camera	
Godox SL 60 LED lights	
2 Tripods	
4 Lapel mics	
Wireless Rode mic	
Weebils gimbal	
Teleprompter	

Mixing equipments

Audio mixer
2 Yamaha Studio monitor speakers
Cardioid condenser Studio Mic
2 Yamaha Studio monitor speakers
Cardioid condenser Studio Mic
Tascam DR 40X professional audio recorder
Rode NTG4+ Shotgun microphone
Sennheiser Wireless ENG Kit
Audio Technica wired over ear headphones

Editing Facility

Windows i9 processor Editing workstation
iMac Studio
Dell Workstation laptop
Dell editing workstations
Transcend card reader

Lecture Capturing System

Canon 700D Camera with 18-55mm & 55-250mm lenses	
Nikon D3200 Camera with Nikkor 18-140mm & 55-300mm lenses.	
Sony ILCE 6400 2 Camera with 16-50mm & 18-135mm lenses	
Sony ILCE 7M3 Camera with 24-105mm Sony & 35mm Sigma lenses	
Canon EOS R7 Camera with 85mm & 50mm lenses	
Sony PXW Z90 4K Video Camera	
Godox SL 60 LED lights	
2 Tripods	
4 Lapel mics	
Wireless Rode mic	
Teleprompter	

Hardware and software for e-content development

Canon 700D Camera with 18-55mm & 55-250mm lenses	
Nikon D3200 Camera with Nikkor 18-140mm & 55-300mm lenses.	
Sony ILCE 6400 2 Camera with 16-50mm &	

18-135mm lenses	
Sony ILCE 7M3 Camera with 24-105mm Sony & 35mm Sigma lenses	
Canon EOS R7 Camera with 85mm & 50mm lenses	
Sony PXW Z90 4K Video Camera	
Godox SL 60 LED lights	
2 Tripods	
4 Lapel mics	
Wireless Rode mic	
Teleprompter	
Audio mixer	
2 Yamaha Studio monitor speakers	
Cardioid condenser Studio Mic	
2 Yamaha Studio monitor speakers	
Cardioid condenser Studio Mic	
Tascam DR 40X professional audio recorder	
Rode NTG4+ Shotgun microphone	
Sennheiser Wireless ENG Kit	
Audio Technica wired over ear headphones	
Lightbox for 2D sketching	

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

Response: 35.31

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
204.93	160.72	139.49	135.46	228.15

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The college is committed to the systematic maintenance and optimal utilization of all physical, academic, and support facilities through regular inspections and preventive maintenance schedules. The authorities ensure that all equipments and facilities are updated and functions efficiently to support our educational and administrative activities. Maintenance requests and issues are addressed promptly through a centralized tracking system that allows for effective communication and swift resolution.

MAINTENANCE OF PHYSICAL FACILITIES

- Two supervisors oversee the maintenance of physical facilities on campus, with dedicated staff for electrical work, plumbing, furniture upkeep, building maintenance, gardening, and housekeeping.
- Departments can record maintenance needs in an issue-raising book, and supervisors assign staff to address these issues promptly.
- Enhancements and repairs of systems like solar panels, water purifiers, lifts, air conditioners, UPS, fire safety equipments, CCTV, and generators are managed through AMC partners based on department requests.
- Guest rooms and the student utility centre are regularly maintained under the supervision of campus supervisors.
- A team of house-keepers monitored by security staff ensures that restrooms, classrooms, offices, and common spaces are kept neat.
- Two gardeners maintain and develop the college's flower gardens, green parks, and botanical garden.

MAINTENANCE OF ACADEMIC FACILITIES

- Supervisor addresses classroom maintenance needs based on the issue register book to ensure academic facilities remain intact.
- The IT team regularly monitors and resolves issues with ICT facilities in classrooms.
- Dedicated staff maintain facilities and furniture in conference and seminar halls, including audio-visual theatres.
- Lab technicians ensure the smooth operation of both science and computer labs.
- All equipments, new and existing, is accurately recorded in inventory books.
- Library staffs, under the librarian, manage assets with precise entries and stock verification.
- Equipment and digital facilities are maintained through AMC contracts.

Maintenance of Support Facilities

- Dedicated staff maintain the indoor and outdoor sports stadiums and courts.
- Supporting staff prepare and maintain the sports grounds, and manage sports equipment repairs and replacements.
- Supervisors oversee maintenance of NCC/NSS offices and the Yoga center.
- The financial administrator ensures that college-run facilities like the canteen, cafeteria, and reprographic centres maintain quality service.
- A qualified IT team ensures seamless IT services across campus.

UTILISATION OF FACILITIES

- The training sessions for teachers helped the faculty to optimally utilise the Interactive smart boards.
- Spaces serve as centres for distance education, corporate training, and competitive exams.
- A reservation system ensures all venues are fully utilized for curricular and co-curricular events.
- Laboratories are optimally used for practical learning by both our students and those from other institutions with permission.
- Library hours are extended 8 am to 8 pm, drawing high foot traffic due to state-of-the-art facilities.
- Research scholars extensively use individual cubicles in the library.
- All six computer labs are fully occupied, mainly for IT-related certificate programmes.
- Green parks are used for combined study, group discussions, and relaxation.
- Over 10% of students engage in professional sports; facilities like the playground and indoor stadium host various levels of sports meets.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[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: 66.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
1612	2349	1714	2186	1459

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 (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The College aims at providing professional skills to the students so as to become self-reliant. It empowers the students by providing career counselling, capacity development, skill enhancement and training for competitive exam. These objectives are achieved through various clubs and forums such as

Career Guidance and Placement Cell, Devagiri Civil Service Academy, Entrepreneurial Development Club, Institution Innovation Council, IPR Cell, Post Doctoral and Foreign PhD Registration Guidance Cell. The College also provides programmes on Additional Skill and Acquisition and various value-added courses which enhances employability.

The different dimensions adopted by the institution to foster career counselling and guidance are as follows:

Curriculum: The Curriculum of each programme is designed in such a way that it opens a wide range of employment opportunities for the students.

Guidance for competitive exams: The institution provides continuous coaching for UPSC exam/ NET/ JRF/ IELTS/ GATE/ PSC/ IBPS. The institution itself runs a Civil Service Academy where the students can get full year coaching.

Career Guidance and Placement Cell: The students are given an option to register in the Cell. A core committee controls the entire process and each Department is having a teacher and a student coordinator. Ample number of Campus Recruitment drives are conducted and the students are made well equipped to appear for the same through various programmes.

Certificate/ Value Added Courses: Addition to the syllabus, the institution provides 77 unique courses for the students in various fields which foster their knowledge.

MOUs and linkages: The institution have signed 44 MOUs with reputed agencies which helps in providing opportunities to undertake projects/ internships/ jobs for the students.

Special lectures and training are also organized on career aspects. Higher Studies and career building particularly concerning IIMs in India, career opportunity @ RBI, career and higher education opportunities in Economics, career path in Chemistry, the art of graphic designing, media conclave, Campus to Corporate, AI and Block Chain etc., are some of the activities which promoted the importance of career among the students. Ample number of programmes are arranged for advanced learners.

Mentor-Mentee System and E-Counselling: The institution is having a Mentor-Mentee System. The Mentor will keep track of student's performance in academic and other co-curricular activities. The Mentor help the students to frame his/ her career and encourages them to appear for Campus recruitments. Even after his studies in the institution, the mentor remains as a guardian and a counsellor till he/ she enters the next higher step of his career. The students are provided with online training sessions and group chat platforms are made available so as to discuss and clear their doubts with experts.

Outcome: All these initiatives have a positive impact on the career choice and skill enhancement of the students. Ample number of reputed organizations such as Accenture, Deloitte, Wipro, TCS, South Indian Bank, Federal Bank, ESAF Bank, HDFC, Asian paints, MRF have approached the institution for campus recruitment drive and out of the students registered in placement cell nearly 90% of the students are getting recruited successfully.

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

5.1.3

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

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 monitoring the activities and number of 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: 75.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
674	709	604	587	456

File Description	Document
Institutional data in the prescribed format (data template)	[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 out of the

graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 6.27

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
94	41	39	57	20

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[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 events during the last five years

Response: 225

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

2022-23	2021-22	2020-21	2019-20	2018-19
152	43	13	07	10

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

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The College appoints student Council every year. The representatives are elected through election procedure. The activities and functions of the students' Council are

- Supervises various academic and socio-cultural events in the college.
- Conserve overall discipline in the campus.
- Serves as a mediator between the students and college.
- Coordinate all extracurricular activities of the college.
- Raising of funds during necessary conditions
- Plays a significant role as volunteers in conferences, workshops, sports events and other functions.

The Student Council warrants maximum participation of students in various activities – academics, administrative and extra-curricular activities. They stand as a mediator between the students and the administration. The student council includes the Chairman, the Vice-Chairman, the Secretary, the Joint Secretary, the UUC, the Fine Arts Secretary, the Chief Student Editor, the General Captain, the Degree and PG Representatives and the various Association Secretaries. It is the responsibility of the Council to ensure that all events, activities and interactions on campus are conducted in a manner acceptable to the culture and norms of the institution. The Council will assist all clubs and committees on campus with their participation and steering of various other activities. Both academic and non-academic activities are structured by the student council. The main programmes organised includes the College Day celebration, social extension activities, various association activities, seminars, workshops, commemorative day celebrations etc. They also participate in public function, cultural activity, sports, debates and various competitions. Students are also allowed to give their feedback about teaching learning process, curriculum and other activities of department. They are allowed to register their grievances and interact freely through these councils.

In case of administrative bodies, the students are given a chance to have their representation. The IQAC

and the RUSA Board includes student representation. Committees such as Anti-Drug Squad, Bhoomithra Sena, Blood Donors Club, Canteen Committee, Career Guidance and Placement Cell, Devagiri Incubation Start Up Centre, Devagiri Quiz Club, Entrepreneurial Development Club, Equal Opportunity Cell, Ethics Committee, Fine Arts Committee, Institution Innovation Council, Internal Complaints Committee, Library Committee, National Service Scheme, Oratory Club, Ragging Prevention Committee, Students Grievance Redressal Cell, Students Welfare Committee, Tourism Club and Women's Welfare Cell which works as student support committees include student representation.

The major programmes organised by the Student Council can be categorised as follows:

A. Social Extension activities

- Organising Medical Camp
- Box of Love Cake Challenge (cake distribution to individuals of muscular dystrophy and spiral atrophy)
- Snehanidhi fund collection for the Institute of Palliative Medicine
- Annam mid-day meals for the poor and disabled ones on the road side

B. Career Guidance Training in association with the Career Guidance and Placement Cell

C. Organising Competitions

- Uzham debate
- Devagiri Fest
- Arts Expo
- Sports Day
- Inter Department Competitions

D. Days of Observation

Thus, the functions and activities of a Student Council support the aims and objectives of the institution and the welfare of its students. It works closely with the administration, teachers and students and consult periodically with the apex authorities.

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

5.3.3

The institution conducts / organizes following activities:

1. Sports competitions/events
2. Cultural competitions/events

3. Technical fest/Academic fest

4. Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 89.84

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
50.90	16.20	4.43	1.81	16.50

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

St. Joseph's College (Autonomous), Devagiri is having a cream of alumni who stands for the institution and a registered alumni works in the College on behalf of them. Those who are interested to have a good rapport with their institution can join the Alumni group through the provision available in the College website. Also, every student who pass out from this College contributes a small amount to their parent institution as a token of love and gratitude to their institution. Many Alumni of this College are well known in various fields such as Civil Servants, Industrialist, Entrepreneurs, Olympians, Educationists, Doctors, Engineers, Politicians, Judicial officials, literary fields, film industry, Social Work and so on. Different kinds of services are made available by these talented people. The College provides an opportunity for the present generation to have an interaction with these people and to learn from their experience by organising mega alumni meet – Devasangamam once in three years. Every year, the College entrust each Departments to conduct their Department Alumni Meet. The contributions made by the alumni are uncountable as it involves not only monetary contributions, but contributions in different dimensions.

The area of contribution of the Alumni can be listed as:

Academic Support

- Members in Board of Studies as educationist, industrialist and entrepreneur who shares their knowledge to get incorporated in the curriculum.
- Resource person in seminars, workshops, soft skill training programmes etc.
- Guest lecturers in various subjects
- Various Chapters abroad – US, UAE, Canada and Bangalore chapters providing educational consultancies for the students who are ready to have their higher studies abroad
- Helps in assuring the internal quality of the institution through IQAC

Monetary Support

- Contribution for construction of building
- Free ships for the students
- Ample number of Scholarships and prizes for the meritorious students in different disciplines and for those who excel in sports and extra-curricular activities
- A helping hand during the time of emergencies like Kerala flood and Covid 19 – pandemic situations.
- A helping hand for poor students in the form of donation for constructing house
- Giving contributions for the conduct of academic and non – academic fest

Non-Monetary Support

- Contribution for the purchase of Computers, Interactive Smart Boards and other technical gadgets
- Wheel Chair donation for helping the differently abled students
- Supply of learning materials to the needy.
- Providing Career orientation and placement training programmes
- Providing internship opportunity in their organisations for the present students
- Providing employment opportunities in their firms
- Honouring of the retired teachers by the Alumni members
- The Alumni band is always a centre point of attraction in all the cultural events.
- Acting as ambassadors of Devagiri and spread the fame of the institution all over the world.

Thus, Alumni Association acts as a part and parcel of the working component of the institution. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute.

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

Vision statement of the College

- To form leaders who are intellectually competent, spiritually mature, morally upright, psychologically acceptable who will champion the cause of justice, love, truth and peace and who are ever open to further growth.
- To create a just and humane society where dignity of the human person is respected, where unjust social structures are challenged, where our cultural heritage of ahimsa, religious harmony and national integration is upheld, and where the poor and the marginalized are specially taken care of."

Pro Deo et Patria (For God and for the Mother Country), the motto of St. Joseph's College, Devagiri, encapsulate the noble vision and mission of its founding fathers. The institution is involved in nation-building as generations of civilized, competent, morally uprightcitizens who uphold cultural and constitutional values and have deep love and loyalty to our motherland, India, are moulded and fostered.

NEP Implementation

- The objectives of NEP, the vision and mission of the college in terms of its thrust on human values, cultural values, heritage of the country, nation building etc.synchronise each other.
- TheGoverning Body appointed an**NEP implementation committee**
- The committee presented a roadmap for its institution level implementation.
- Meetings of BoSs and Academic Council were convened and tasks assigned.
- TheBoard of Studies prepared draft of syllabus as per the NEP guidelines.
- TheFinance Committee prepared a plan for augmenting academic and infrastructural facilities to meet the requirements of NEP.
- The Institution is now ready to switch over to the new system

Sustained institutional growth

The meticulous planning of the leadership which is enshrined in its **long term perspective plans**and its effective implementation through different bodies is reflected inthe remarkable growth of the college in terms of student strength, number of programmes, research facilities and outcome, infrastructure, academic and co-curricular achievements and community engagement.

Decentralization & Participation in the institutional governance

The college has well defined administrative structure as it is presented in its**organogram**.Ithas the policy to empower different bodies of the College which consists of representatives of different stakeholders and to establish organizational hierarchy and make them accountable to higher bodies. The leadership also sees to it that while encouraging autonomy, it is vital to ensure that all decisions align with the college's overall strategic goals and values.

Short term and long term institutional perspective plan

Case study: Based on the SWOC analysis in 2018, the IQAC identified the requirement of an Indoor Stadium and the Planning committee included it in its short term perspective plan (2018-23). Recognizing its importance in view of the institutional vision, the Governing body approved it with greater priority. The building committee which consists of representatives of management, administration and staff executed the project by 2020.

File Description	Document
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

- Subsequent to the third cycle of accreditation, the Governing body of the college constituted a **Planning Committee**with the Principal as the Chairman to prepare a short term perspective plan for five years (2018-2023) and a long term one for ten years (2018-2028). The committee consisted of the representatives of all the important stakeholders.
- **SWOC** analysis among the staff and students was the first step in this regard.
- Committee identified five thrust areas viz**., Institution Empowerment, Academic Enrichment, Student Capability Enhancement, Sustainability and Ecological Stewardship and Infrastructure Development**.
- **Strategic sub committees** were constituted for each of the thrust area.
- After conducting brain storming sessions at the Department levels, and consultation with various administrative bodies, perspective plans were prepared and submitted to the Governing body of the college.
- The governing body, after consultation with the finance committee prioritised and approved the projects in accordance with the institutional goals.

Various items in the perspective plan were entrusted to different bodies concerned for their effective and timely implementation.

- **Academic Council:** New programmes, student strength, International tie-ups, NEP implementation, Skill development programmes etc
- Building **Committee &Finance Committee**: Infrastructure projects
- IQAC**:** Academic distinctions, industry collaborations etc.
- **Research Committee:** Research scholars, research projects, Research Laboratories and equipments etc.
- **Office of Social Extension:** Village adoptions, Collaborative projects with district administrations etc.
- **Office of Academic Coordinators**: Faculty excellence, Innovative Pedagogy etc.

Case Study: One of the strategic targets in the perspective plan is to increase the number of **programmes to 50** and student **strength to 5000 by 2026**. As per the direction of Governing Body, Board of Studies designed and proposed new programmes every year ever since 2018 and academic council approved them and secured approval from the parent University while the Building committee ensured adequate facilities required in the campus. Within five years,the institution has an addition of **13 new programmes** and **1600 students**to the existing strength.

Functioning of Institutional Bodies

Each administrative body, from the Governing Body to the BoS, operates with a defined mandate, ensuring a focused approach to the governance and decision-making. The clarity in structure promotes accountability, transparency, and responsiveness that drive our institution's efficacy and efficiency.

Policies

Case Study: The Governing body approved the policy document on the green campus and entrusted the Principal and College council to implement it. The policy was disseminated among the staff and students through multiple means including awareness programmes. Waste management systems were implemented, best practices like replacing plastic bottles with glass bottles, Paper Recycling Unit etc. instigated.

Appointment& Service rules

The Governing Body strictly adheres to the UGC regulations, Kerala State Service Rules and its approved appointment manual in the appointment process. In the latest recruitment against 9 aided posts, all were NET/JRF holders, four were post doctoratefellows, and six were Ph.D. holders, the remaining pursuing Ph.D.

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

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

  1. **Administration including complaint management**
  2. **Finance and Accounts**
  3. **Student Admission and Support**
  4. **Examinations**

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:

Performance Appraisal System

The institution maintains the quality of teaching learning process and research by reviewing the

performance based appraisal system every year.

- All the teachers prepare an AnnualSelf-Performance Appraisal Report (SPAR) at the end of each academic year.
- HoDs evaluate the performance appraisal of all the members of the department using a Performance Appraisal Report (PAR).
- The students' feedback and the appraisal reports were reviewed by an appraisal committee and the IQAC prepare a report that acknowledges the achievements and mentions the areas to be focused on.
- The head of the institution examines the reports from the appraisal committee and the IQAC and briefs the recommendationsto the teacher.
- The performance appraisals are benchmark for the promotion of aided teachers and their salary increment as well as retention of unaided teachers.

The college provides multidimensional welfare measures for teaching and non-teaching staff. The welfare measures include

Welfare Measures for the staff

Statutory Welfare Measures

- Provident Fund
- Group Insurance Scheme (GIS)
- State Life Insurance Scheme (SLI)
- Maternity Leave
- Paternity Leave
- National Pension Scheme (NPS)
- ESI for non-teaching staff

Financial Support and Incentives

- Festival Bonus
- Salary Advancement Scheme during festival season
- 388instances of financial support for attending Conferences/Workshops
- 61 Faculty memberssupported with Seed money for Research
- Paid Vacationfor two months during summer, and 10 days each during Onam and Christmas holidays
- Advance salary scheme for guest teachers

3. Health and Wellness

- Free Medical Camps for the Staff
- Sports Competitions for Teaching and Non-Teaching staffs
- Covid-Vaccine Drive
- Medical insurance

4. Awards and Acknowledgements

- Awards for Best Faculty Researcher
- Honouring and acknowledging the retiring staff in special retirement function
- Preferential admission to Children of Staff in management quota

5. Other benefits

- Staff quarters
- Staff Co-operative Society for aided staff
- Jogging track, air-conditioned gymnasium and fitnesscentre
- Free WiFi, Free email addresses in institutional domain name
- ATM facility, Free Car Parking, Canteen facility, Post office, Bank
- Association of Retired Staffs (DART)
- Annual Staff Tour, Non-Teaching Staff Tour
- Onam/Christmas Celebrations of teaching and Non-Teaching Staffs
- Stress relief and counselling facility
- General alumni gathering once a year

Avenues for career development/progression

- Teachers Induction Programme (TIP) for newly appointed teachers
- Outbound training for teachers
- Financial support to attend conference/workshops/seminars and paper presentation.
- Opportunity to attend conference/workshops/seminars with paid leave.
- Faculty Development Programme for teachers
- Seed money for research
- Training programmes for non-teaching staff
- Incentives for publications
- E-content development facility

File Description	Document
Provide the 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: 51.61

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
111	101	86	25	45

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[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/workshops 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 teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 56.24

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
143	76	72	92	18

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 (data template)	[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

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The college has an effective system for fund mobilization and optimal use. The Finance Committee sets funding targets based on the perspective plan and annual expenses. The Financial Administrator's Office, Research Committee, Registered Alumni Society, and Parent-Teacher Association are responsible for fund mobilization. Expert advice from financial auditors helps to finalize budget volumes and assess loan feasibility. Both internal and external audit reports aid the Governing Body and Finance Committee in ensuring funds used optimally and in accordancewith budget allocations.

Government Schemes

The College receives Funds from Central government agencies such as DST (DST-SERB, DST-FIST, DST-MOEF), DBT-STAR, RUSA,Autonomous Fund, CPE fund, UGC (PARAMARSH, major and minor research projects) and State government (KSCSTE, SMPB, IEDC), Development Fund from PD account, Development Fund from MP's and MLA's fund (MPLADS and MLALADS).

- The IQAC and Research Committee of the College disseminate information regarding Government schemes to the faculty and the departments concerned. Seed money and technical support is provided for the preparation of proposals.
- Public Finance Management System (PFMS) receives and utilizes the funds.
- Purchases are done by a quotation/e-tender process and through comparative evaluation by the

purchase committee.

- Based on the directions from the planning committee, the building committee prepares detailed plan for the building and proceeds through the tender system.
- Utilisation of development fund from PD account is based on the requirement from each department which is evaluated by the finance committee and purchase committee.
- Funds under MPLADS and MLALADS are utilized for its specificity (eg., setting up solar power infrastructure)

Non Government Funds

- **Consultancy services**: The College has a well-defined policy to allocate the consultancy fee among the institution, the department and the consultant. The fund is utilised for enhancing research and consultancy facilities.
- Rental Income: Indoor Stadium, College Ground, Computer Labs, Examination Halls, College Auditorium, Seminar Halls etcincur income. The income is utilised for the maintenance and development of infrastructure.
- The management mobilises funds through **loans**and **corpus contributions from well-wishers and philanthropists**.
- The fund is utilised for major infrastructural developments of the college with the approval of the Governing Body of the Society.
- Scholarships from alumni and retired staff, PTA fund, alumni contribution, student scholarships from private institutions and companies, CSR fund from PSUs and private institutions,Student Welfare Fund by teachers are other sources of fund for the college.
- PTA fund is utilized for the students' curricular and extracurricular activities and various insurance schemes. The fund is audited at the end of the academic year.
- Funds from alumni are utilized for the alumni association activities as well as for the development of the college.
- Scholarships from the staff/alumni are disbursed to the deserving students in a time bound manner.
- CSR fund from institutions is used to support the students' curricular activities and other development based on the given specification.
- Student welfare fund collected from the teachers areutilised to support the financially weak/deserving students.

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

6.4.2

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

Response: 78.25

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise**

during last five years *(not covered in Criterion III and V)* **(INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	12.5	0	15.75	50.00

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The College maintains a transparent financial policy that emphasizes well-maintained and open financial dealings. The institution maintains the financial management by auditing the accounts regularly which helps to keep an efficient accounting system.

- The college keeps track of all the financial transactions made through the Principal in a cash account book.
- The accounts are managed with the latest version of **Tally software**.
- Funds for major and minor research projects from government agencies such as DST-SERB, DST-FIST, DST-MOEF, KSCSTE, grants received from the agencies like DBT, UGC, SMPB are audited separately at the end of the respective projects.
- The audited statement of expenditure and utilization certificate along with the Project completion report is submitted to the respective agency through the college office.

External Audit

(i) Government audits

(a) Periodical audit by the office of the **Department of Collegiate Education** scrutinises all the accounts involving government fundings. The process involves verification of audited statement of expenditure and utilization certificates of all government funds, the cash books, acquittances, vouchers, registers, bills, fee receipts etc.

(b) Periodical audit by the **Accountant General (AG)**Office, Trivandrum, audit the utilization of funds and grants received from all the government agencies such as DST-SERB, DST-FIST, DST-MOEF, DBT-STAR, UGC, SMPB, KSCSTE and Higher Education Department.

(ii) **Annual audit by an external chartered accountant appointed by the college**: Conducts a detailed auditing of all the funds (including the funds utilised for salary disbursal in the self-financing courses, PTA fund, alumni fund, other funds generated by the institution, contributions etc.)

- Quarterly statements prepared by the college are submitted to the Charted Accountant for verification with the supporting documents. The agency verifies the bills and vouchers submitted by the institution and prepare utilisation certificates and audited statements. They also prepare and submit documents for monthly GST Return Filing, TDS etc.

Internal Audit

- Internal audit is done by internal auditing committee which would verify the monthly expenditure statements which are collected from the allocated departments in every three months.
- The committee thoroughly scrutinises the utilization of the allocated amount and finally the committee audits the amount expended under different heads.
- The management reviews the accounting and audit report to ensure the policies and guidelines correctly implemented.

Settling up of audit objections

- The audit objections from government audits are first reported to the official auditor of the college. All the audit objections are subjected to a thorough analysis by the head accountant and an action plan charted (detailing of expenses under various heads, description of submitted bills etc.) to settle the query.
- The finance committee reviews every audit objection and discuss the settling plans. It is then submitted to the auditor for approval. Strategies are made to minimize the audit objections in the future.

The auditors' reports are taken into consideration for the proper allocation of funds in the annual financial budget at the beginning of every financial year.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

Internal Quality Assurance Cell of the college has a significant contribution for institutionalizing quality assurance strategies since the last NAAC accreditation.

1. One Year One Certificate Programme

- Identifying the gap between academia and industry, the IQACrecommended the implementation of 'One year One certificate' scheme for all the students.
- After consulting with industry practitioners,the IQAC recommended BoSstodesign skill based courses of minimum 30 hours that may bridge the gap between academia and industry.
- As per this practice, every student shall complete a certificate course or an add-on course every year. t
- There areinterdisciplinary, multidisciplinary and core programme relatedcourses offered.
- Currently a total of 79 courses are offered by the college. Students are free to choose the desired course and number of courses.
- Each course is assigned to a course coordinator, who is responsible to prepare curricula and syllabi, which were then reviewed, improved, and approved by the Board of Studies.
- The curricula are designed in such a way to incorporate hands-on sessions and industry visit as major components.
- Departments were entrusted to conductthe course, carry out the assessment and evaluation and submit the results to the Controller of Examination.
- The IQAC with the help of CoE distribute the certificates tostudents who successfully complete the courses.

Outcome

- All students secure a minimum of three certificates of skill based courses
- Enhances the employability skills and helps to get updated with the latest technology
- Gaining insights in start-ups and entrepreneurships in the respective fields.

- Useful for placement and selection for higher studies.

2.   Social Service Program (SSP)

- In the spirit of the vision statement of the college, the IQAC proposed an institutionalized system for social service whereby all the students of the college shall undertake social service activities as a part of the curriculum.
- Based on the recommendations of IQAC, the Academic Council included Social Service Programme(SSP) in curriculum of Undergraduate Programmes as a mandatory requirement.
- As per the new arrangement, every Devagirian is supposed to secure **four extra credits**through social work.Each student has to submit a certified proof at the end of each semester to claim the credit.
- IQAC also prepared guidelines on SSP and application forms for extra credits for the implementation of the same.
- The college entrusted the supervision of the programme toSSP faculty coordinator and the class tutors.
- The credit earned by the students through social service is highlighted in the score sheet.

Outcome

- Involvement of students in social work fosters understanding of social issues and diverse communities.
- Cultivates empathy, a steering quality for future professionals in any field.
- It helps the students to work in real-world problems and gain experience in communication, teamwork, and problem-solving.

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

6.5.2

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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The IQAC of the college reviews the teaching learning process and methodologies time to time and introduce the necessary modifications.

1. **Tech-enabled learning**

(i) Learning Management System

As COVID-19 emerged, teachers explored various methods for conducting online classes, encountering numerous challenges. The IQAC evaluated the situation and recommended a robust Learning Management System (LMS) that includes virtual classrooms, attendance tracking, login credentials for teachers and students, class monitoring, timetable management, and the facilitation of internal examinations. Initially, the college adopted Microsoft Teams, later transitioning to Mastersoft ERP solutions. The IQAC also organized training sessions to ensure effective implementation and subsequently integrated Outcome-Based Education into the LMS.

(ii)Smart Classrooms

To meet the technological expectations of modern students, the IQAC proposed transforming all classrooms into smart rooms. The departments submitted proposals, which were reviewed and approved by the purchase committee. The management installed interactive boards and provided faculty training on the new technology, enhancing student engagement and making learning more practical. Teachers developed e-contents as supplemental learning aids, while frequent quizzes and skill-based games revamped the students' learning approach.

Outcome

The initiatives of IQAC in this regard led to increased accessibility and flexibility, improved engagement, active learning, enhanced assessment methods, and better knowledge retention.

Multi-Level Stakeholder Feedback for Enhanced Teaching Quality

The IQAC monitors the entire feedback system in the college, reviews the feedback and implement the necessary reforms required in teaching learning process. As the IQAC assessed the students feedback is helpful only for a partial assessment of the teaching quality, it introduced a multi-level feedback system.

- Students' reviews on teaching learning: The IQAC of the college conducts online feedback from students on teaching methodology, faculty competencies and curriculum and learning outcomes at the end of every semester. It is done online via individual student's login and respective teacher can view the consolidated report ofthe feedback.

- Self-appraisal by teachers: Every teacher prepares a self-appraisal at the end of every year and submits to IQAC. It consists ofthe entire academic and research activities engaged by the faulty in the year. The self-appraisals are used for the career advancement as well.
- Appraisal from HoDs – The heads of each department submit an appraisal of individual faculty member to the IQAC based on their involvement in teaching learning process
- Peer Reviews: Colleagues provide feedback on the teacher's instructional methods, collaboration, and professional conduct.
- Parent Feedback: On the occasion of PTA meeting, feedback is taken from the Parents on teacher's impact of their children's learning and development.

Outcomes

- **Improved Teaching Quality:**Addressing feedback and focusing on pedagogy, teachers continuously improve their teaching methods.

- **Professional Development:** Feedback systems that address areas for improvement guide professional development efforts.
- **Culture of Continuous Improvement:** A strong feedback system fosters a culture of continuous improvement in the teaching and learning environment.

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

6.5.3

Institution has adopted the following for Quality assurance*:

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 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:

St. Joseph's College (Autonomous) Devagiri has been actively engaged in promoting gender equity through consistent gender audits and the implementation of various measures aimed at fostering a fair and inclusive academic environment. Our commitment to gender equity is evident in the safe, inclusive environment at the college where our student body is 62% female and 38% male, highlighting our success in supporting female students.

Gender Audit

- Our annual Gender Audit assesses metrics like gender ratios, student enrollment by category, and involvement in activities such as NCC/NSS.
- It evaluates changes over academic years, promotes a gender-sensitive curriculum addressing stereotypes, and includes topics like Gender as a social construct.
- A mandatory 4-credit audit course on Gender Studies is required for all UG programs

Measures for the promotion of Gender Equity

St. Joseph's College (Autonomous) Devagiri has actively promoted gender equity through various initiatives aligned with its Equal Rights Policy. Key measures include:

- **Curriculum Revision and Policy Implementation:** The institution revised its curriculum to incorporate gender-sensitive topics, like 'Gender as a Social Construct.' It established a Women's Welfare Cell and an Equal Opportunity Cell, providing counseling services and organizing events to dismantle gender misconceptions and myths.
- **Student Support Structures:** Structures such as the Students Welfare Committee, Grievance Redressal Cell, and Internal Complaints Committee, alongside the Devagiri Counseling Centre address gender-related issues. Surveillance enhancements and increased security personnel have improved campus safety.
- **Facilities and Services**: Every block features a Ladies Room with recent additions like sanitary vending machines and incinerators to promote menstrual hygiene. In 2022-23, the college distributed menstrual cups to further this cause.
- **Gender Sensitization and Education:** Mandatory Gender Studies courses for all UG students and regular gender sensitization sessions cultivate an inclusive culture. Celebrations like National Girl Child Day and International Women's Day, raise awareness on women's rights.
- **Empowerment through Activities:** The college's Women's Cell organizes activities such as

self-defense training, breast cancer awareness, and gender-based talks. Notably, participation in sports by female students has risen, achieving parity with male students in events like basketball, football, and more, supported by a full-time female physical education teacher.

- **Artistic and Cultural Engagement:** Female students largely contributed to the college's achievements in the University Fine Arts competitions, holding 64% participation in the 2022-23 academic year.The covered titles of the university Fine Arts were adorned by the female students.
- **Inclusive Representation in Clubs and Activities:** Special attention is given to equitable selection for clubs, forums, cells, NCC, and NSS, with female enrolment surpassing males. As many as **23 women cadets** participated **International/National/State NCC Army/Navy camps.**
- **Career Development and Opportunities:** The college ensures equitable training and opportunities for campus placements, with female students frequently securing more placements than their male counterparts.

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

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs of the facilities.	[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

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**

- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The institution has implemented comprehensive systems and facilities for the effective management of both degradable and non-degradable waste on campus, ensuring environmentally responsible waste handling and recycling processes.

- Plastic-free campus: Banning the use of single-use plastics and plastic banners, displaying posters at various locations to raise awareness, encouraging the use of reusable containers, water bottles, and coffee cups, water stations set up to discourage the use of bottled water.
- MoU with Northams NVM Solutions-certified agency for comprehensive waste management systems

1. Solid waste management

- Colour coded waste bins are kept in every corridors to segregate solid wastes to food, plastics and paper.
- Separate arrangements are made to collect E-waste, rubber and glass materials in every block.
- Paper wastes are collected separately and taken to the **paper recycling unit of the college**.
- *Harithakarma Sena* of **Calicut Corporation** collect Plastic Wastes, glass wastes, rubber wastes and plastic pens collected in separate boxes at multiple points.
- Food wastes are collected in **Bio composter Pots** placed in all corridors and convert to garden manure.
- **Aerobic Bins(Thumboormozhi model)** are placed in the campus whereby biodegradable waste is converted into compost.
- Sanitary Napkin dispenser and incinerators have been installed in different parts of the campus
- Glass waste containers with required specifications are set in laboratories to collect glass waste from laboratories.

2. Liquid waste management:

- **Hazardous Liquid Waste Collection:** MoU with Northams NVM Solutions – Collection drums with required specifications are placed in laboratories for collecting hazardous liquids.
- Northams collect them periodically and treat them in treatment plants and safely dispose.

3. Bio waste management –

- Cell culture media used in life science laboratories will be collected in **bio safety bags** and **autoclaved** and disposed in biogas plants.
- Three Biogas plants are installed in the campus after laboratory experiments.Animal samples used in laboratories are disposed in biogas plants and the biogas generated is used in the hostel kitchens.
- Food wastes are collected in Bio composter Pots placed in all corridors and converted to garden manure.

4. e-Waste management

- College has designated e-waste collection points for disposing electronic waste such as old computers, printers, and other electronic devices.
- Collected e-wastes are disposed off through tendering on a regular basis

5. Waste recycling system

- College has a **paper recycling unit** and the paper waste in the campus are used as raw material for producing hard bind sheets.
- Food wastes are collected in **Bio composter Pots** placed in all corridors and convert to garden manure.
- **Aerobic Bins(Thumboormozhi model)** are placed in the campus whereby biodegradable waste is converted into compost, which is used for gardening.
- Chemical solvents used for extraction will be segragated using a **rotary evaporator** and **reused**.

6. Hazardous chemicals and radioactive waste management:

- MoU with Northams NVM Solutions
- Collection drums with required specifications are placed in laboratories for collecting hazardous liquids.
- Northams Agency will collect them periodically and treat them in treatment plants and safely dispose.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[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](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The College has a clean and beautiful campus which spreads across 25 acres of land covered with green shady trees and lush vegetation. This achievement is the result of rigorous adherence to the green campus policy, encompassing a **green protocol** alongside numerous initiatives and campaigns spearheaded by bodies like the **Bhoomithrasena Club, Nature Club, and Green Club**. **Annual green audit** plays a crucial role in these efforts. Such dedicated endeavors have distinguished the college as a leading green campus, earning it the prestigious **Best Green Campus Award and Best Clean and Green Campus Award**.

- **Carbon free campus**: The entry of automobiles is restricted by arranging adequate parking facilities outside the main campus.
- **Sustainable Transportation**: There is a ring road in the campus and **pedestrian friendly pathways both sides**. Promote cycling and encourage the use of public transportation issuing concession pass.
- **Bicycles are provided** on the campus for student movement within the campus.
- **Plastic free campus**: As per the **green protocol,** there is ban on the use of single-use plastics on campus. Non-plastic posters and banners, reusable containers, introduction of Plastic-Free Events, Setting up water stations to discourage the use of bottled water are some of the initiatives in this regard.
- **Energy-saving measures**: 100% LED lighting, installing energy-efficient appliances, Sensor-based lights installed in different parts, every building with two side corridors allowing natural light and air to the class rooms and thus maintaining the energy consumption appliances to the minimum.
- **Botanical Garden** of the college is a sanctuary for a collection of rare and precious plants.
- The college's state-of-the-art **Herbarium** serves as a valuable repository of knowledge on rare plants.

- College has maintained a **garden for medicinal plants.**
- **Butterfly garden** of the college, a site of conservation of bio-diversity.
- **QR coded name boards** have been attached for all the plants in the campus
- **Vegetable cultivation**: Every year organic farmingin the campus under the leadership of students.
- **Renewable Energy**: 42.5 kW produced through solar panels to generate clean and sustainable power for the campus.
- **Natural Water bodies** are well maintained in the campus through proper fencing and water recharging arrangements.
- **Rainwater Harvesting** on the campus with a capacity of 3,20,000 Litters
- **Recycling arrangements in the campus:** Paper recycling machine, Bio composter Pots, Aerobic Bins(Thumboormozhi model), rotary evaporator.
- **The green spaces** covered with shady trees are well maintained.
- **Green Library**: Our recently renovated library is designed as a green library at the international standards with beautiful green coverage of plants, creepers etc
- **Green and transformative reformation**: a best practice to reform trouble making students. The offender plants a sapling, putfencing to it water it regularly take care of it as long as he/she is studying in the campus.
- **International Environment Leadership programme** seriesorganized in association with Institute of Bio-Eco Sciences, Virginia has moulded hundreds as Student Ambassadors of the Environment.

File Description	Document
Policy document on the green campus/plastic free campus	[View Document]
Geo-tagged photographs/videos of the facilities	[View Document]
Circulars and report of activities for the implementation of the initiatives document	[View Document]
Provide Links for any other relevant document to support the claim (if any)	[View Document]

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability 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](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

In our pursuit of inclusivity and equality, the college campus is meticulously designed and maintained to ensure accessibility for all, especially catering to the needs of **Differently-abled Divyangjan** individuals. Recognizing the importance of creating an environment that supports and empowers every student, significant investments have been made to develop facilities and services that facilitate ease of movement, learning and participation for students with disabilities.

- **Ramps/lifts**: **Lifts** have been installed **in all the blocks** in the campus ensuring seamless movement for Divyangjan. **Ramps** that comfortably accommodate wheelchairs and other mobility devices have been installed at all locations where steps could impede access.
- **Divyangjan-friendly washrooms**: Across all the fourteen restroom blocks on the campus, at least one restroomis designed to be accessible for individuals with disabilities, conforming to

established accessibility standards. Proper signage are given for those facilities. There are divyangjan-friendly washrooms in every floor in the library as well.

- **Tactile paving** are installed on roads starting from the two main entrances of the college which end with college building. These indicators provide tactile feedback to individuals with visual impairments, helping them navigate safely.
- **Braille and tactile** elements are installed on display boards to provide information to individuals with visual impairments
- **Assistive technology and facilities for Divyangjan:**The College offers assistive education software (JAWS) for students who are visually challenged. Every block provides adequate number of **wheelchairs**.
- **Divyangjan Accessible Website:**The College ensures web and digital accessibility for divyangjan by subscribing accessibility widget. It offers additional features such as contrast, highlight links, bigger text, text spacing , pause animations, Hide images, dyslexia friendly, cursor, tooltips, line hight, text align and saturation.
- **Facilities for Divyangjan in Library: (in new library)**Soft copies of reading material, screen reading, Brailey books, Special Reading/Reference Cabin in library forPhysically Challenged and Blind People. Our library has membership in Sugamaya Pustakalaya, India's Largest online library for blind. There is a Reference corner for blind students in the library.
- **Research Cubicles for Divyangjan**with required specifications
- **Admission**: One seat in every programme is reserved for differently abled
- **Security personnels** are instructed to assist differently-abled students for their easy accessibility and movements.
- **Service of Scribes**are provided to eligible students. Attendance and a nominal payment is given to those students. Additional time is allowed during the examination for the divyangjan students.
- **Grace marks** are granted to the differently-abled students under the supervision of the Controller of Examinations.
- **Equal Opportunity Cell for Physically Challenged** is a committee in the college which aims at ensuring that individuals with disabilities have equal access to opportunities and resources, enabling them to participate fully in all aspects of life alongside their peers.There is a teacher in charge for taking care of the special needs of the divyangjan students as well as staff in the campus.

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

7.1.8

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

Response:

Through targeted policies, specialized programmes, and dedicated support services, institution strive to create a campus culture that not only acknowledges but also celebrates the differences among the student

body and faculty. Reservation policies which are strictly followed in the college admission helps candidates belonging to different socio- economic-religious backgrounds to secure admission in the college.

Cultural

- Traditional Arts Exposure with **SPIC MACAY**: College organises every year, a week-long program featuring traditional arts from various states, complemented by student workshops, to preserve and promote India's intangible cultural heritage.
- **Cultural Showcase Programs**: Events like '**Rhythm**' and '**Nirvana**' highlight diverse global art forms, promoting cultural awareness and appreciation among students.
- Partnering with the **KAASH Foundation** and universities like **Kashmir and Gwalior** to honor the world's indigenous cultures, enhancing global cultural understanding.
- **Folklore Education**: Workshops on language, region, and culture with the **Kerala Folklore Academy** enrich students' knowledge of regional traditions and folklore.
- "**Ekbharath Shreshtha Bharat**" talks and webinars foster **national unity and cultural integration**, in line with the Government of India initiatives.

Regional

- Seat Reservation in admission for Lakshasweep, NorthEast and Jammu Kashmir students.
- College invites students from the backward states and provide them scholarships andfreeships.
- Nodal officer of ICSSR to take special care of the foreign students.
- Scholarships to students from other states and International students
- Lakshadweep /Northeast/J&K cornersin library
- Reservation for Lakshadweep and North East students in the college hostels

Linguistic

- **Hindi** is offered as a second language for promoting national language and for students of Hindi speaking states
- **Malayalam** is offered as second language for promoting classical language
- **Urdu** as second language for Kashmir students
- **French l**anguage is offered as a second language especially for international students
- The medium of communication in the campus is English to accommodate students from all states.
- **Braille language** scripted display boards and JAW software for Divyangjan
- Cultural competition on elocution, poem recital etc. in Tamil, Hindi, Urdu and Kannada

Communal

- Reservation for minorities namely Syro-Malabar Catholics, Latin Christians, Muslims, and backward communities in Hindu religion
- Embracing religious diversity by celebrating festivals like **Onam, Christmas, Holi and Bakrid** on campus, fostering a sense of community among students.
- There is no worship place for any religion within the campus as a gesture to promote secularism and treat students of all religions equally.
- Satsang gatherings are conducted at Hostels on a daily basis.

Socio-economic

- Reservation for backward category students during admission
- Reservation for backward category and minorities in appointments
- Equal Opportunity cell for OBC and SC/ST students
- Management scholarships to the tune of 10 lakhs foreconomically weaker students.
- Students welfare fund, Principals charity, Golden Jubilee Insurance scheme andFree Meals for poor students

Other diversities

- Programmes to combat gender discrimination and promote gender equality under the auspices of Women's Welfare Cell and Equal Opportunity Cell .
- Transgender option is provided in the admission portal
- NCC/NSS and other forums are instrumental in creating inclusive environment.

File Description	Document
Any other relevant information	[View Document](#)
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Faithful to its guiding principle, as encapsulated in its motto 'For God and for the Mother Country,' the college is deeply committed to nurturing responsible citizens at every stage of their education.The institution regularly sensitise the students and employees regarding constitutional obligation and responsibilities.The working day in the college begins with the National Anthem to which the entire campus render utmost respect.

- **The NCC Army and Naval wings** of the college,thetop-performing units of the state, distinguished by the high number of cadets chosen for international, national, and state-level camps and the breadth of activities they initiated both on and off-campus take a lead role in promoting patriotism and responsible citizenship in the campus.
- **The National Service Scheme (NSS)**, with its two active units in the college, plays a pivotal role in shaping hundreds of students into responsible citizens. Through its diverse array of programs,

the NSS fosters a culture of civic engagement and social responsibility among students.

- Kargil Vijay Divas Commomoration, Tricolour Theme Contest in association with Independence day celebration, talk on *Mera Desh Mera Abhiman*, Republic day celebration,Flag Hosting ceremony, *Mera Jeevan Ki Mera Sandesh hei*.
- Gandhi Jayanthi Celebration, National constitution day celebration, Seminar on Constitutional morality, Navy day Webinar ·
- Seminar on equality, human rights, quiz competitions in connection with Indian Army Day, Salaam India Speech competition in connection with the Republic day.
- **The institutional ethics** is clearly defined in the handbook of the College which includes constitutional obligations such as values, rights, duties and responsibilities of citizen
- Followed by the Induction programme College organize invited talks on **social justice, drug awareness campaigns** in collaboration with **Kerala State Excise Dept, Kerala Police, Anti Narcotic Club**.
- **Anti Corruption Awareness Programme** in collaboration with Vigilance and Anti Corruption Department
- *Puthulaharikku oru vote*(**Vote for creative forms of intoxication**) programme organised in collaboration with the District Administration.
- **Election awareness programmes** and **Voters ID registration camps** are organised in collaboration with the District administration
- The college's **Blood Donors Forum** guides approximately **500 students annually** to donate blood in addition to organizing numerous **blood donation camps** and **awareness programs**.
- The '**Honesty Shop**' fosters honesty and integrity among the students.
- **Audit courses** such as **Gender Studies**, **Environmental Studies**, **Disaster Management, Gerontology**, **Human Rights, Intellectual Property Rights and Consumer Protection** carrying 16 credits are incorporated in the syllabi.
- Implementation of **Swach Bharath Mission**
- The **Annual Union election**, held in a **presidential mode** at the college, serves as a solemn celebration of democratic values and the constitutional rights of citizens.
- **Social Service Programme(SSP)** which carries four creditnot only educate students about their duties as citizens but also encourage them to contribute positively to society.
- **Village Adoption (Tribal village) and Panchayath Adoption** projects of the college help creating social responsibility among students.
- '**Devagiri Life Savers**'(**DLS**) is a best practice of the college, by which all the students in one way or other trained to save lives**.**

File Description	Document
Any other relevant information	[View Document](#)
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other

staff and conducts periodic programmes in this regard.

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

PRACTICE 1

'COMPASSIONATE DEVAGIRI'

Objectives of the Practice

1. To Inculcate Social Responsibility among Students
2. To cultivate a strong value system that emphasizes empathy, respect, and ethical behaviour
3. To institutionalize the social service programmes of the college
4. To increase the participation of students in social service

The Context

- This initiative marks a significant evolution in the college's approach to social outreach.
- Previously, a substantial portion of the student community remained unengaged in any extension activities.
- "Compassionate Devagiri" has evolved into a systematic, meticulously monitored, and comprehensive social service program, distinguished by its unique features.

Practice

Social extension services for the students were restructured with a view to making it Institutionalized-participative-collaborative and outcome oriented

- **Institutionalised**: In 2019 curriculum revision, Social service Programme (SSP) was made mandatory carrying a total of 4 credits
- **Participative**: Since social service became mandatory to successfully complete the programme, all students could involve in this initiative.
- **Collaborative**: College initiated collaborations with District Administration, Local Panchayath, NGOs etc to organise extension programmes.
- **Outcome Oriented**: Outcome of the services of the students ensured and impact of the services properly assessed.

The College identified key institutions and areas for student engagement in social services

1. Ashakiran School for Differently Abled Children

- College adopted Ashakiran, adjacent to campus involving students in an array of initiatives to support them.

2. Blood Donor's Forum

- The college's Blood Donors Forum encourages student blood donations through a robust system. It collects and updates blood group data, uses innovative UT code software to match donors with recipients.

3. Swayampoorna- Adopted Panchayaths fore-literacy

- "Swayampoorna" is an e-literacy campaign conducted across two panchayats
- Peruvayal Panchayat, where e-literacy classes were conducted for mothers.
- Mavoor Panchayat, focusing on classes about services available through government websites.

4. Adopted Tribal Villages under UBA

- St. Joseph's College adopted Thazhekappu and Melekappu tribal villages in Wayanad, launching initiatives in education, healthcare, and skill development.

5. Adopted Old Age Home (Asha Bhavan)

- Signed an MoU with the Women and Child Development Department adopted Asha Bhavan, an old age home.

Evidence of Success

- The social service program, mandatory for successful completion and worth four credits, achieved 100% student involvement.
- Our social service initiatives have significantly enhanced community well-being in adopted tribal colonies.
- Students contributed musical instruments, sports articles, and physiotherapy equipment for Ashakiran students.
- Annually, 500 students volunteer to donate blood, significantly aiding emergency patients.
- Peruvayal Grama Panchayat was declared the first e-literate panchayat in Kerala.
- Engaging in community service has developed students' sense of civic duty and social responsibility.

Problems Encountered and Resources Required

- A full-time coordinator and support staff are required to organize extension services, manage student assignments, track activities, and compile reports effectively.
- Besides allocated college funds for social services, additional fundraising programs should be organized, with strict accounting and oversight.
- Establishing and maintaining strong network and rapport with NGOs and local authorities is essential.

PRACTICE 2

DSH-DEVAGIRI SKILL DEVELOPMENT HUB

Objectives of the Practice

- Equip students with practical skills in specialized fields to enhance their employability.
- Foster entrepreneurial skills through hands-on experiences in starting and managing small businesses.
- Bridge the gap between academia and industry by offering vocational courses aligned with market demands and standards.

The Context

- There is a growing sense of self-reliance and self-earning among students in our country. However, our curriculum remains largely theoretical and does not directly foster employability

skills.

- Students lack opportunities to develop their entrepreneurial skills. We need to foster these skills and mindsets, enabling students to start their own businesses and pursue self-employment opportunities in their fields of training.
- Employer feedback suggests that our students lack practical skills, despite their excellent academic performance.

The Practice

- The "One Year, One Certificate" initiative mandates that every student complete at least one add-on or certificate course annually.
- As directed by the Academic Council, Boards of Studies collaborated with external experts to draft syllabi for vocational and skill-based courses with at least 30 hours of instruction.
- By 2022, 79 vocational/skill-based certificate courses were approved and implemented by the Academic Council, with departments overseeing their operation.
- Resources acquired include a large fishpond (400,000 litters), a well-equipped Gas Tungsten Arc Welding Lab, 10 aquariums, 6 Ornamental Fish Hatcheries, 30 apiaries, and a micro nursery cum laboratory. Computer labs were equipped with licenses for MS Office, SPSS, Tally Prime, and E-Views for various skill courses.
- The general coordinator of the DSDH hands over the Tabulation Report to the Controller of Examinations, who then issues certificates to students who achieved the required scores
- Key vocational courses include Plant Propagation and Terrace Farming, Fish Farming, Ornamental Fish Farming & Aquarium Setting, Beekeeping, Assistant Yoga Instructor, Gas Tungsten Arc Welding, Botanical Illustration and Photography, Indoor Gardening, Mushroom Cultivation, and Tissue Culture Techniques.

Evidence of Success

- The practice to introduce a good number of diverse courses giving practical knowledge in their respective domains and employability skill make remarkable change in the academic environment of the college.
- At present there are 79 vocational/value added/ certificate courses are offered for the students in the college.
- Every student in the college has joined in this drive voluntarily and completes one certificate course in an year.
- A remarkable increase in the campus placements and new entrepreneurial initiatives by the students bear witness to the success of this practice.
- After acquiring skills from certificate courses, some students have launched small initiatives and begun to generate income.

Problems Encountered and Resources Required

- Initially, financing the necessary facilities for these courses was challenging.
- Designing skill-based/vocational courses was not entirely within the faculty's expertise on campus.
- For certain courses, students were taken to off-campus facilities and plant nurseries to receive hands-on training and fieldwork experience.
- Meticulous planning is required to schedule sessions for the courses, avoiding clashes in dates

and facilities.

Link: https://ssr.devagiricollege.org/home?id=144

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:

Devagiri Life Savers (DLS): Every Devagirian a life saver

At the heart of Devagiri's ethos lies a profound commitment to foster leadership that is not only intellectually accomplished but also spiritually grounded, morally steadfast, and psychologically well-rounded. At its core, 'Devagiri Life Savers' is designed to empower students with the knowledge and skills necessary to make a significant, positive impact in emergency situations.

The goals of the Initiative: To transform every devagirian a life saving hero by equipping them with necessary skills to respond effectively to emergencies, thereby making a significant difference in critical situations.

Through practical training sessions, workshops, and awareness campaigns, students are equipped with life-saving skills such as first aid, CPR, emergency response techniques, and disaster management strategies.

Background of the Initiative

The devastating floods in Kerala during 2018 and 2019 showcased the potential of youth in leading rescue operations during disasters. Our students responded spontaneously by initiating fund mobilization drives, establishing collection centers, and organizing distribution teams, with exceptionally high participation.

The increasing number of sudden cardiac arrests across all age groups during the post-COVID period, along with various accidents, suggests that many deaths could be prevented through timely intervention by individuals trained in basic life skills.

Given the rising frequency of natural disasters and epidemics in the state, the realization emerged that training all our students in life-saving skills could have a significant impact.

Basic Life Support Skill (BSL)

- The college has signed an official MoU with the School of Resuscitation of Aster MIMS, supported by George Washington University, USA, to provide Basic Life Support Skill training to our students.
- Approximately one hundred trainers, equipped with the necessary manikins and support devices, deliver hands-on training on Basic Life Skills to various student batches in the college's indoor stadium.
- The training covers skills such as Adult and Pediatric BLS, Adult and Infant Choking, AED Operation, Accident Care including log roll, C-spine protection, helmet removal, splinting, hemorrhage control, and transport of amputated parts.
- Training is conducted annually for incoming students.
- All students and faculty members who successfully complete the training receive Certificates in Basic Life Support Skills.
- The college has acquired manikins and dummies for ongoing training.
- The Department of Physical Education organize life skills training every year.
- Around 5,500 students have undergone Basic Life Support skill training, equipping themselves to save lives in critical situations.
- For the last three academic years, 100% of students have been certified as BLS holders.
- This achievement has received media coverage, inspiring many other colleges to adopt similar practices.
- Some students have become trainers in Basic Life Skills.
- Testimonies from students who have intervened and saved lives serve as an inspiration.

Fire& Safety Training

- In collaboration with the Department of Kerala Fire and Rescue Services, the College organise training for all the second year students on skills to handle fire situations and accident situations every year
- Training is on the following area: Understanding Fire, Prevention Practices, Emergency Preparedness, Evacuation Plans, Emergency Communication, Practical Skills Training Using Fire Extinguishers, Stop, Drop, and Roll, situations where clothing catches fire, Crawl Low in Smoke, First Aid and Basic Life Support, Live Demonstrations and Simulations, Fire Drills

Devagiri Flood Response Team

- In the context of catastrophic floods in 2018 and 2019, Flood Response team was formed.
- The Team consists of faculty members, non teaching staff, students and alumni. Opened separate bank account, face book account and other social media networks.
- Classes were conducted on key steps to be taken to open Flood relief centre such as organisational work assignments, engaging local authorities, assessment of requirements, mobilisation of fund and materials etc
- During the second flood in Kerala as many as three thousand students reached out the society and extended valuable service.
- The College opened collection centres, students segregated items and prepared kits
- Students in different groups transported essential materials various flood hit areas in and outside the district.
- The team successfully reached out to 2,276 families, providing them with grocery kits to aid in

starting anew after the flood devastation.
- A total of Rs. 783,538 was mobilized in funds, and essential supplies valued at approximately 27 lakhs were distributed.

Flood Rescue Force

- A flood rescue force was also formed. Selected students received training in swimming and fundamental skills in rescuing individuals who get drowned.
- Awarded certificates to the trainees. The basic tools required for the rescue efforts were procured by the college.

Epidemic Response Team

- Considering the vulnerability of Calicut district towards epidemics in the recent past as in the phase of Covid 19 pandemic, Epidemic Response Team was formed.
- As Covid 19 broke out, students produced sanitizers and masks in the college under the supervision of teachers and distributed to the needy.

Blood Donors' Forum

- The college has established a system to guide students in donating blood at nearby medical colleges and hospitals.
- A Blood Donors Forum operates under the supervision of two teachers. At admission, the forum collects blood groups from new students and organizes identification camps for those whose blood groups are unknown. It maintains and updates a blood directory, with separate directories for college hostels.
- The forum has developed software equipped with a UT code feature to identify donors with matching blood groups.
- Donor details are meticulously recorded, and donors receive attendance relaxations.
- The forum also organizes blood donation drives and awareness sessions with guest experts.
- Each year, through the Blood Donors Forum, an average of 500 students volunteer to donate blood, assisting in emergencies. The nearby medical college and city hospitals have recognized this service with **appreciation letters** to the college.

Contribution to the Priority and Thrust of the Institution

- Demonstrated the vital role educational institutions play in community service and disaster preparedness.
- Fostered social responsibility, shaping students into agents of positive change.
- Developed a strong value system emphasizing empathy, respect, and ethical behavior.
- Encouraged a shift from virtual to real-world engagement, promoting genuine human connections.
- Empowered communities for effective emergency response, ensuring resilience in crises.

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

5. CONCLUSION

Additional Information :

International Collaborations

1. The college has initiated a twinning program with Virginia Commonwealth University, USA. Students pursuing BBA, MA Economics, M.Sc Statistics, MSc computer Science and M.Com have the opportunity to continue their program with the fifth/third semester at Virginia Commonwealth University. VCU will accept credit for completed courses. Three student batches have benefited, with the majority of the first batch placed in the US.
2. Memorandum of Understanding with Intelligent Research Institute (IRI), San Diego, USA, for joint conferences, presentations, and knowledge sharing.

Infrastructure Augmentation

There is a substantial increase in the infrastructure of the college during the last five years. Major facilities created are the following.

1. An Indoor Stadium (1650 m²) that facilitates 8 badminton courts, 2 volleyball courts, 1 basketball court, and 5 table tennis courts.
2. An air-conditioned Green Library occupying 35234 sq.ft area, meeting international standards.
3. A 9-floored Academic block with 35 classrooms, department rooms, activity rooms, seminar halls, and restroom blocks.
4. A new Sports Pavilion.
5. A Student Utility Centre.
6. Two well-furnished, air-conditioned Seminar Halls.

Institution Expansion

1. The college introduced 13 new programs, leveraging its autonomy. The student strength substantially increased. Seventy-nine unique certificate/vocational courses were introduced to enhance practical and employment skills.

Residential Camp for Freshers

1. The college organizes a three-day residential camp for first-year students, introducing the college's vision, core values, campus, code of conduct, code of ethics, professional ethics, goal setting, and learning methods.

Concluding Remarks :

Stemming from a profound vision, St. Joseph's College stands as a beacon of holistic education, shaping leaders imbued with intellectual prowess, spiritual depth, moral integrity, and psychological resilience. Our ethos, encapsulated in the motto "Pro Deo et Patria" (For God and for the Mother Country), underscores our commitment to nurturing individuals who champion justice, love, truth, and peace, while continually embracing

personal growth.

At the heart of our mission lies the aspiration to foster a just and humane society, where the dignity of every individual is upheld, unjust structures are challenged, and our rich cultural heritage of ahimsa, religious harmony, and national integration is celebrated. Moreover, we prioritize the welfare of the marginalized, reflecting our unwavering dedication to inclusivity and social equity.

With a student body of 3500, supported by 180 dedicated educators and 100 non-teaching staff, our institution maintains a demand ratio of 1:8 for its programs, boasting one of the highest cut-offs in the state. Our students excel academically, with a commendable track record in securing prestigious scholarships and accolades, including the INSPIRE Scholarship and Central Sectoral Scholarship. Furthermore, we take pride in nurturing a vibrant research culture, empowering our students to explore innovative frontiers and contribute meaningfully to their fields.

As we embark on our journey towards greater heights, we remain steadfast in our commitment to providing exemplary facilities and opportunities for our students' holistic development. With a firm resolve to evolve as a premier hub of knowledge and enlightenment in our region, we eagerly anticipate the next phase of our growth, aspiring to leave an indelible mark on the landscape of education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.3.2	**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :77
	  Remark : DVV has made changes as per the report shared by HEI and taken multiple certificate with the same name as one.

2.5.2	**Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**
	
	    2.5.2.1. **Number of complaints/grievances about evaluation year wise during last five years**
	Answer before DVV Verification:
	
	(table below)
	
	Answer After DVV Verification :
	
	(table below)
	
	2.5.2.2. **Number of students appeared in the examination conducted by the institution year wise during the last five years**
	Answer before DVV Verification:
	
	(table below)
	
	Answer After DVV Verification :
	
	(table below)
	
	    Remark : DVV has made changes as per the report shared by HEI and taken data as per the Supporting document provided.

2.6.2	**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)** 2.6.2.1. **Total number of final year students who passed the examination conducted by**

2.5.2.1 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
194	154	112	97	71

2.5.2.1 — Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
123	119	118	123	110

2.5.2.2 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3376	3119	2782	2483	2254

2.5.2.2 — Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3376	3119	2782	2483	2254

	Institution during the latest completed academic year: Answer before DVV Verification : 992 Answer after DVV Verification: 983 Remark : DVV has made changes as per the report shared by HEI and taken only those students who has Cleared the final exam and qualified to obtain degree.
3.4.2	**Number of candidates registered for Ph.D per teacher during the last five years** 3.4.2.1. **Number of candidates registered for Ph.D during the last 5 years:** Answer before DVV Verification : 59 Answer after DVV Verification: 28 Remark : DVV has made changes as per the report shared by HEI and taken only those candidates who has been recognised as research Guide for Ph.D
3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.3.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification : 116 Answer after DVV Verification: 111 Remark : DVV has made changes as per the report shared by HEI and taken only those Research paper which are notified on UGC CARE List.
3.7.1	**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 :39 Remark : DVV has made changes as per the report shared by HEI and taken only functional MOUs taking 2022-23 as a Base Year

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:** Answer before DVV Verification : 237 Answer after DVV Verification : 236