DCSCHOOL OF MANAGEMENT AND TECHNOLOGY

VAGAMON

Policies for Learner Success. There are several policies/guidelines for learner success. These are also made after taking the opinion of those who are affected by the policy. They cover the following areas.

Miscellaneous Policies for Learner Success

1. Mandatory attendance requirement and compensatory classes to make up attendance Deficiency.

75 % attendance in every semester is required to become eligible to write the university examinations. A 10% waiver is permissible for health reasons for which a student has to apply for the waiver on their own well in time. It is the responsibility of the student to apply and get the waiver and not that of DCSMAT. If the attendance falls below 65% student cannot write the university examinations of the semester. Taking advantage of the residential nature, in some exceptional cases, the school may conduct additional classes to help a student who fall below 65% rule to make up classes. These will be formal classes taught and will be similar to a standard class. It is the responsibility of the student who meets this unfortunate eventuality to approach the principal and batch coordinator and make an application seeking additional make up classes. The student will pay Rs. 300 per session for the additional effort being put up by the faculty. The payment should be made in advance and the application made along with the payment receipt. It is the responsibility of the student to approach faculty to support their makeup classes and teach.

In a semester, usually there is approximately 300 to 400 hours of teaching. It is not possible to do more than 20 to 30 hours of makeup classes. Hence, as a guideline, make up classes should not exceed 30 to hours in a semester. Make up classes will be done only if the student approaches the principal on time to make it possible to deliver these sessions. All make up classes will be done after the formal working hours. It is the sole responsibility of the student to monitor the attendance through Campus 7 and seek make up classes.

Make up classes is not a right but is a benevolence and may be denied without assigning any reasons. If denied, the payment made will be returned immediately.

2. Fees related to dropping a semester and reattempting

Tuition fees for the dropped semester will not be refunded, irrespective of the reason for dropping. The hostel fee also will not be refunded. However, cost of food and laundry will be refunded provided such semester dropping is not result of any suspension or disciplinary actions. Fee for books for the subsequent semester may be reduced provided the student has been issued the book previously and the same book can be used in the new context. If fee arrears exist, clearance of the arrears must be done before rejoining to a dropped semester irrespective of the reason for dropping. For dropping due to medical reasons, the fee payment will be considered on a case to case basis by the management.

3. Scholarship policy

Scholarships are announced year to year and would normally be given in the website under each program. Grant of scholarship will be based on the projected amount that can be spent on scholarships for the ensuing academic year. When there are more bidders for a scholarship than the number of scholarships, the grant will be based on a competitive examination which will consist of 50% weight and remaining 50% weight for academic history (percentage scored in UG program, Class XII, Class X etc.). These will be specified along with the announcement of scholarships.

A scholarship holder will become ineligible for the scholarship if a serious disciplinary action leading to suspension occurs. In case of any act of moral turpitude such as unfair means in an examination or helping others to use unfair means, acts that has caused harm to the reputation of the school etc. the scholarship will be withdrawn. Scholarship will be automatically withdrawn immediately if the student fails to achieve the minimum attendance stipulated by the university including the 10% waiver for health reasons or fails in any university examination. If the student applies for re-valuation and gets pass marks, the withdrawal will be revoked. In order to operationalize the regulations on scholarships, the last instalment of the scholarship will be granted on completion of the course, e.g., the fee due will be held as fee pending and regularized on completion of the course. The completion of the course is defined as completing the examination and announcement of the results by the university.

4. Admission policy

Admission granted by the school will be provisional till the student fulfills all norms as per the university and other regulators, which term shall mean any agency which can issue an order on the subject. It is the responsibility of the student to ensure that they get the certificates on time for submission to the university/regulators to regularize the provision admission. If the student fails to produce certificates as required by the university on time, then admission is likely to be cancelled and student must take accountability for the same.

5. **Policy on discontinuing a program**

If a student discontinues a program for any reason, the process will be governed by the regulations laid down by the university and other regulating agencies, which term shall mean an agency that can issue any orders on the subject. It is the responsibility of the student to find out such regulations and apply though the school would provide whatever help that is possible for smooth transition. There should be no pending fees including hostel, fines and other fees when the student applies for such discontinuation.

6. Uniform policy

The school provides uniform for special occasions. This is a trouser, shirt, suit and tie/scarf. It is the responsibility of the student to report in writing and procure a receipt for the non-receipt intimation if the person has not received the uniform in 'reasonable time', which term shall mean three months from the date of joining the institution. The batch coordinators are responsible to assist the student to coordinate giving the measurement, checking the fitting and finally the signing off of receipt of the uniform. The student is required to ask for these services and report to the accounts and the principal and the office of the director, any lapse in issue of the uniform.

7. Placement training policy

There are several placement training activities that take place in the campus. These are long duration certifications such as Microsoft Excel Expert certification and shorter ones such as corporate talks and mock interviews. A student should take leave of absence for these if they are not able to be present for unavoidable reasons such as illness, death/serious illness or marriage of close family person. Evidence should be provided for these. Close relation means two levels of blood relation in direct lineage (e.g., level 1-parents or own children, level 2-grandparents) and two levels of lateral relationship (e.g., level 1 – siblings, whether direct or adopted and level 2- siblings of parents and their children, e.g., uncle's children). Events such as birthdays, or religious ceremonies will not be counted as valid as unavoidable reasons.

A student should attain 80% attendance for being eligible for placements. The permissible absence of 20% must be covered by approved leave. The rules and other penalties for absence from corporate talks included in the students' handbook stands. The normal attire for any placement related activities would be uniform (trousers, lounge suit, shirt, tie/scarf and matching formal shoes).

8. Policy on the use of narcotics substances and navigating out of the narcotics trap

The dangers and consequences of use of narcotics substances is well known. However, young people continue to be misguided and student community is particularly vulnerable. In order to prevent the use of narcotics the school will make effort to have campaigns and talks. While this may prevent those who are not into substance abuse, it may not be fully effective. Individual counseling by the faculty in the initial stages (or suspicion stage) and collaborative discussion with the parents (the student-parent-faculty trio) could be another effective measure. If a student is absent for the first one or two sessions of the day and if the person is found to be not attentive in these sessions or found to be sitting in a sleepy or drowsy mood, consistently (say for 5 to 6 days), despite enquiring the health, the faculty should prima facie suspect the use of substance and raise the discussion

with the student through the SOPs. The students' residence will be put under surveillance and if there is suspicion, the room could should be checked frequently. If required, assistance of the narcotics department could be sought to identify suspected complex materials such as chocolates. Once there is reasonable suspicion, but no concrete evidence, the faculty (SOP) should work with the student and invite the parents for an interaction with the collaboration of principal/director and discuss the issue in the true spirit of development of the student. Students who have been trapped into the narcotics trap must report the reality and seek assistance to get out of the trap. The school along with strong support from the parents will make efforts to put the student under counselling. The student should realize that there is no shame in reporting this and s/he will be respected and admired for their openness and effort to come on the right path. The school and faculty will make efforts to assist the student to see the path of reason and true development.

9. Placement policy

DCSMAT will make effort to facilitate placements, but the school itself is not a placement agency. Corporate placement is based on the individual developing competencies that are valuable to the corporate. The school makes every effort to facilitate this which is embodied in the T-shaped professional and the interventions that the school has (which may be modified from time to time). It is the responsibility of the student to learn from these, put in hard work and become fit for procuring the job. Since placements through the school implies that there is a covenant of trust between the school and the organization that recruits from the school, the school will not offer the students whose behavior mars this reputation. For example if a person is involved in acts that intimidate colleagues, a person showing misbehavior to the opposite gender or one who does not meet the attendance requirement mentioned in the placement training etc. It would be normal to place the student initially out of placement warning followed by putting the person out of placement if s/he does not improve. Acts such as lacking attendance and having to go through remedial to write an examination is also indicative of lack of discipline and will lead to removing the person from placements. When so removed, the person will be given a chance to appeal along with the parents to a board nominated for the same to seek concessions and if the board deems it fit it may recommend the same to the principal/director who may issue 'observe' orders and put the suspension from the placement process on hold giving the person a chance to remedy the behavior which shall be proved through appropriate attendance standards in subsequent semesters.

10. Reporting and Interaction

Students must report on time at the time of commencement of the program initially and subsequently every time after a vacation. When a person does not reach the school one day prior to the registration for a semester or at least on the day of registration before the first hour attendance call, and if the person does not have leave pre-approved by the principal/director, s/he shall report to the location along with the parents. This regulation is to prevent the residential student leaving home on the pretexts of coming to join the school but is spending time with friends or accomplices which is kept hidden from the parents. Leave of absence on the day a person is scheduled to arrive after a vacation would be applied jointly by the student and the parent, recommended by the

SOP and batch coordinator and be brought to the principal/director. Application for such leave will be made in handwriting by the student, after which the parent will record in his hand the need for such a leave and both shall sign the request. The scanned copy of the request will be sent to the SOP and Batch coordinator. The student shall not make a copy to the principal/director and if so done, it will be ignored and not replied to.

Student is responsible to seek mentoring/coaching discussion with the SOP and/or other faculty in the system for self-development. A schedule would normally exist but it is the responsibility of the student to take ownership for his or her own growth and seek such intervention.

Parents must also interact with the SOP and other faculty members to understand the progress of their ward besides the parent-teacher interaction that are formally put into place.

Parents should not take the view that they have sent the student to a residential program and thereafter absolve themselves of all responsibilities. Such approach is unethical and is abusive so far as the relationship with the ward is concerned. When the parents visit the school or interact with the faculty, t should be recorded in the mentoring log held with the SOP.

11. Parent-Teacher Interaction (PTI)

Parent teacher interaction once a semester is a norm. The purpose of this is to create a rapport with the parents and also to help them understand the progress of their ward since the student is in a residential mode. Usually this will be on a Saturday preferably a second Saturday. Not more than one batch should be involved in the PTI, lest it affects interacting with the faculty less effective. Normally the interaction will commence at about 10.30 a.m. and is expected to be completed by 1 p.m. followed by lunch hosted by the school. If required, bus service will be run between Thodupuzha and the school both for pick and drop.

12. Policy on faculty collegiality

Collegiality of the faculty is the key to success, more so in a residential school. The structure of the school is intended to be collegial with the FC being the center of planning and execution. This is a much decentralized system and efficient. But the efficiency itself would depend on contribution as an individual faculty, in area teams and in program teams. A corollary of this would be teaching team which is an informal structure that should emerge in due course. The teaching group should discuss the teaching of the semester and this would bring interdisciplinary teaching effectiveness. Faculty should be able to discuss things openly without fear or repercussions in the FCM. A suggestion may not be accepted as is the case but the right of being heard is absolute. A collegial system is effective and emerges over a period of time.

13. Working with the stakeholder trio – learner, faculty, and parents and the Batch Coordinator(s).

The stakeholder trio is critical in learner success especially when the learner is relatively juvenile as is the case with the UG program. The link is created by the batch coordinator who interacts with the parents and the student to ensure learner success. In the process at times, the students may demonstrate concerns but they should be educated about the importance of all the three remaining informed to facilitate timely intervention. In a fully

residential system, going on leave, absence, progression of studies etc. need to be jointly monitored. Though the mentor log is fairly elaborate, the log which is with the SOP is seldom seen by the parents except when they come for PT interaction. The parents of several children have limited education to understand the complexities of contemporary education and learner success and therefore the need for effective working of the trio. The method to do this is to have interaction through texting. Because of the employment of the father in the gulf and less education of the mother, the trio can be kept alive and effective only when the batch coordinator is effective. Since the parent may not be educated enough, occasional calls can help.

A. Number of Batch Coordinators

a) There will be one batch coordinator for a batch which may be combined in some eventualities'.
b) If the strength is more than 60 and if there are two sections or batches then there will be at least two batch coordinators with the senior one acting as the chief BC.

B. Responsibilities of the Batch Coordinators

a) Brief the batch on all matters.
b) Ensure that the calendar is being implemented.
c) Keep track of the attendance.
d) Approve leave of absence.
e) Assist in collecting fees.
f) Interphase with the parents in conjunction with the SOPs.
g) Counsel the student group.
h) Focus on Value added training especially those that have a direct impact on learner success such as Excel and aptitude.
i) Give attention and care when ill.
j) Collect, collate and load internal marks.
k) Ensure that the students get uniform appropriately fitted well on time.
l) Champion the cause of the top 5% with additional focus to achieve excellence.
m) Provide support to those who are struggling with academics and other development areas.
n) Collectively encourage use of English for conversation in the campus so that the less endowed in communication can learn from the more endowed. It is important to highlight that those well-endowed in English communication may tend to speak in mother tongue but this will put the less endowed at a disadvantage of peer learning.
o) Encourage participation in competitions.
p) Encourage club activities of the batch.
q) Interphase with the SOP mentors for development.
r) Work with the principal and director to provide exposure through participation in KMA and other activities.
s) Work with the placement coordinator to ensure adequate placement training.
t) Keep tag on the documentation through student affairs.

u) Interphase with the wardens to coordinate activities which involve entry and exit to the residences, adherence to the residency rules and such other activities.
v) Encourage sports and games of the batch.
w) Give late evening passes to the students for curricular or co-curricular activities.
x) Permit evening walk when SOPs are not available or on one's own discretion.
y) The duties and responsibilities of the batch coordinator is to ensure learner success. It is an important role and central to the effective functioning of the trio.

14. Clubs, co-curricular and extra-curricular activities, the DCian way.

There are 9 traditional clubs in DCSMAT. A student is encouraged to be part of one club. The student has the choice of not being part of any club but this can affect the growth negatively. The membership of the clubs is based on request cum selection. The clubs create major opportunities to showcase leadership and other competencies such as planning, resource mobilization, coordination and execution. The clubs in the school are very competitive both to enter and to function. The earlier students of the club are often referred to as club alumni and they make efforts to ensure smooth functioning of the club and also support the club members through reference for jobs. The clubs are:

i. **MAC (MARKETING AND ADVERTISING CLUB).** Official marketing and advertising club of DC .The main aim is to bring up Creativity and Innovation skills in students.
ii. **DC Finz.** DC Finz club is a career focused student organization, and our primary goal is to effectively support students pursuing careers in finance. The executive team of the Finance Club aims to educate its members on the multitude of careers in finance, indicate recruiting timelines, expectations, and best practices, and offer a variety of interview preparation resources.
iii. **KLUB-DE SPORTZ.** This club provides various types of sports and arts entertainment to the students in DCSMAT. They create and develop a vibrant sporting culture in the campus. It is meant to be a learning experience for the members through their involvement in public relations, organization, administration, budgeting and scheduling as well as through the development of skills in their particular sport or art. It basically helps to develop the involvement of individuals in team and group that enhances team work and interpersonal skills.
iv. **MIHIKA**. Known as Official Arts Club Of DC and Members are known as Mihikanz and this helps to provide opportunities for students to create and display their own artwork.
v. **Radio DC**. Radio dc is the official music club of DC. Main objective of the club is to enhance and enrich the camaraderie amongst the students in the campus.
vi. **DC AVVENTURA.** This is the adventure club of DC and this helps to provide and support adventure activities for students.

vii. **CLUB PHOENIX**. Club Phoenix, the Festival Club of DC, serves as a central hub for festival-goers, providing a unique and lively atmosphere where students come together to celebrate and enjoy various forms of entertainment. The club is often adorned with colorful decorations and thematic elements that reflect the spirit of the festival.

viii. **DC THEATRE**. DC THEATRE is known as royal Arts Club of DC and Members are called T-Gang and they promote theatre.

ix. **Club Vista**. Club Vista is the exclusive entrepreneurs' club on campus, uniquely empowered to engage in trading activities and set up stalls. With a distinctive focus on fostering entrepreneurial spirit, the club takes pride in organizing entrepreneurial events and developmental programmes aimed at cultivating and enhancing the entrepreneurial spirit among students at the management campus.

15. Policy on competency-based education and competency building.

The purpose of education has slowly embraced the idea of competencies and competency-based education ever since the beginning of the competency movement triggered by the famous article of McClelland "Test for competencies and not for intelligence". The Washington convention has embraced 12 graduate attributeswhich lead to several competencies for technical education. Program Outcomes are spoken in terms ofcompetencies. A competency refers to the knowledge, skill and attitude to do a task exceptionally well.In general there are two types of competencies: 1) generic competencies that help a person to live andthrive in this world and these are transportable from one job to the other, 2) technical competencies which help a person to do the technical aspects of the job exceptionally well. In DCSMAT, the idea of competency based education is operationalized through the T-shaped professional model which is included in the Strategic Plan 2022-27. The model is further operationalized through 15 interventions for the MBA program and such other lesser ones for other programs keeping the level of education in mind. To get a holistic picture of the same, a person should search the website of the school under <program>, <MBA>.

16. Outcome-based education and the role of the learner and the facilitator.

A survey by the Association of American Colleges and Universities indicate that 93 percent of the employers put emphasis on the ability to demonstrate measureable outcomes rather than completion of degree. This would be similar in India also. There exists some studies on this in India also.

In outcome-based education (OBE), we first define the learning outcomes which essentially means knowledge, skill and attitudes that a student will gain by the end of the education. In OBE, the outcomes are identified first and then curriculum, courses, pedagogy etc. are designed to meet the outcomes. The purpose of OBE is that the student can use what they have learnt to solve real-life problems. Learning outcome is a term that refers to the program, e.g., learning outcome of BCA program or MBA program.

Learning outcomes are important because:

a) It ensures that the student has the required knowledge, skill and attitude for taking up a career.
b) Creates student-centric learning.
c) Helps in collaboration and continuous improvement, which is the reason why most, if notall, accreditations adhere to OBE.
d) Makes the framework to evaluate a student objective and clear.
e) Help in critical thinking by looking at the knowledge and skill to solve problems.
f) Enhances employability.
g) Increases accountability and transparency in education.
h) It is quantifiable and creates focus in the student, faculty and the education system.
i) The approach in OBE would be more flexible and individual-specific.
j) Ensures the growth and development of critical competencies.
k) Helps to set goals or SMART goals.
l) Compared to traditional learning, OBE is more outcome oriented than content oriented,the curriculum is less rigid, there is focus on continuous improvement vis -à-vis exams, less teacher-centered and more student centered, and the student directs one's learning rather than the faculty.

Role of the Learner, school and the facilitator(s)

Role of the learner	Role of DCSMAT	Role of the facilitator(s)
Set holistic goals including career goals	Create models such as Hexagonal model of holisticgoal setting	Help in setting these goals
Identify unique strengths trough reflection and other methods	Create programs such as integrated psychometrics, Johari widow, Kolb's learning cycle-based reflection diary.	Help and advise the student
Establish generic and technical competencies required for a career of one's choice	Create models such as T-shaped professional to facilitate the student	Help the student to understand and use the model

Identify gaps in competencies required and possessed and plan continuous improvement	Create interventions such as integrated psychometrics, Johari widow, Kolb's learning cycle-based reflection diary to identify the gaps and design and train SOPs and faculty to	Help to create the IDP and monitor execution
	support the students with Individual Development Plan (IDP)	
Seek mentorship to achieve the goals	Create platforms such as Student Ownership Program (SOP) to help in mentoring and coaching	Help student to follow the SOP log diligently in its true spirit.

17. Becoming continuous learners for creating competitive advantage.

Change is the order of the day. Hence the outcomes of the initial education tends to wear out soon. This implies up skilling and re-skilling continuously. It may not be possible to go to college again and again to achieve this. Hence, a learner must develop the competency of identifying the impending change, self-motivation, and be agile to fulfill the new needs. At the school level, each student should pick up at least one online course of their choice. This should be discussed with the technical mentors or SOPs and the student should undertake the course. The faculty who is supporting should also give inputs and have a few assessments so that the student understands the online course with input from the faculty. In other words, the online cum faculty supported course will act like a hybrid course of independent study. The student may choose a course from any good online platform. While Swayam (Study Webs of Active-Learning for Young Aspiring Minds) and NPTEL (National Program of Technology Enhanced Learning) are well-recognized online courses and give advantages to the student and the institution alike, the student should be encouraged to explore courses from Coursera or such other platforms delivered by reputed universities abroad so that the students can enhance their global perspectives and work with global colleagues. As a guideline, the faculty should encourage at least one formal course on SWAYAM or NPTEL and one course from a reputed international university online so that the students get to know both types of platforms and can individualize their learning which they can take ahead in due course. The seeds of continuous learning should be sown in DCSMAT.

18. Examinations.

Examinations are important milestones for OBE. As a guideline, there will be at least two examinations in a semester; one internal and one model exam. Both should mimic the university pattern so that the student becomes familiar with it. The question paper should have questions which are tagged with the COs and Bloom's taxonomy (BT) level. As a guideline for MBA, there should be more questions aligned to BT level 4 and above and for UG, it should be largely related to Level 4 and below. The examinations should be given its due importance. If the result of the examination is not upto the mark (defined as

50%), irrespective of the pass percentage for the university purpose, the student should be coached, told to study and given the examination again until the student reaches the 50% mark threshold. The purpose of this is that if the students are able to achieve 50% in the internal and model exams, they will be able to score a comfortable pass in the university examinations.

Marks in the university examinations are important because it signals hard work and in turn can be used as signal for 'conscientiousness' the most vital personality trait for success in career, life and so on. Systematic hard work is the key to success in examinations. Free and fair examination is a hallmark of a good institution.

In order to bring some standardization, all faculty will make two question papers along the lines mentioned above (mimicking the university examination) and also make the key for these and submit them to the principal who will choose one at random, produce the question papers and release them for the examination. This helps to bring greater transparency; not that anyone suspects the integrity of the faculty. The additional benefit is that the second paper can be easily be used for make-up examinations. The key is not a verbatim answer the student is expected to give. It is the key points that must be included in the answer to make the answer a good one. In the absence of these points in the answer sheet, the answer should be treated as moderate or weak as the case may be.

19. Evaluation.

Timely evaluation and return of the paper is the key to feedback in an examination. No reason is acceptable for not giving the evaluated answer sheets back in 7 days or less. Earlier the better is the rule here. While returning the answer sheet, the faculty is expected to get the mark sheet signed by each student with name and date so that there is a record of returning the paper on time and a record that the student has understood the marks and why a few marks were not scored. In order to make it more effective, the faculty should discuss the key points that were expected in the answer in the class while returning the papers. The faculty has the choice to release the answer key of the paper if s/he choose to do so. It is an excellent practice towards which the system must progress. Re-examination and/or remedial should be done after giving the evaluated answer sheets back.

20. Luminance, the North Star event of Management Schools.

Luminance is the marquee event of DCSMAT. The event consists of a series of management competitions and a cultural event with DJ among others. The event is organized completely by the students and is done over a period of two days. Because of the location and the nature of events, Luminance has been attracting one of the largest participation in South India for a fest of this nature and attracts 1500 to 2000 participants which had peaked at 3000 in one year. Luminance is an excellent platform for leadership learning and helps to develop several generic competencies. The policy for Luminance is laid down below. The purpose of this policy is limited to giving broad directions and steers clear of giving specifics so that each year the batches will use their creativity and develop their own style of operations

to make this student-led and student-driven activity a success:

a) Student team leaders should be both elected and selected. Volunteers who are keen to lead the event should be sought by the middle of II semester. They should not be academically weak leading to failure in courses because of their deep involvement in organizing the event.
b) The volunteers list should be vetted by the FC and cleared after which the students may elect 5 to 8 core team members. They should run the show.
c) In order to smooth the initial preparation, the school will advance as loan an amount of Rs. 100,000 which the student team will return once their financial mobilization commences.
d) The final preparation should begin at the end of II semester.
e) The date for Luminance should normally be the second Saturdays of November. The date is preferred keeping the impending III semester examinations' which commences sometime in the second week of December and goes to mid-January, that students especially the undergraduate students who are important participants would commence their final semester by December each year and the rainy season of the place.
f) The guest students should normally be accommodated outside the college in appropriate dormitory accommodation and transportation arranged for their to and fro movement. In rare cases, accommodation may be requested from DC International which has residential accommodation.
g) The Lady Guest students should as far as possible be accommodated in the DC International accommodation in the vicinity of the school.
h) Each event should have a student event coordinator and a faculty event coordinator. The team member may be selected as appropriate for running the events.
i) There will be a security system led by a student and supervised by a faculty.
j) If there is a DJ, it warrants taking exemption from the High Court of Kerala which has in general banned such events in the campus. This must be done well in time, say by end of August each year.

21. Fire and abuse of fire control systems.

The school has an elaborate fire control system that has been voluntarily established. It consists of power pumping facilities to multiple points with fire hose housed in glassed boxes besides fire extinguishers. The purpose of this is to prevent and to limit the impact of fire including forest fire. There will be periodical programs to create awareness of the fire system. The students must respect the fire system. For the UG program with access using lift and for the lady students who are using the lift to reach the skywalk, it is important to remember that they must not use the lift when there is a fire, and when the fire hooter has been triggered indicating a possible fire. Students must not tamper with fire hoses, nozzles and other fire extinguishing systems. Most importantly, they should not trigger the fire hooter to play pranks. When this is done, the indications from the hire hooter system may be fired and it would become the story of 'wolf..wolf' and no one taking it serious when

an actual fire takes place. If a student triggers a fire alarm for fun or to play pranks or for any other reason other than seeing a fire, s/he shall be fine of Rs. 1000 to Rs. 2000/. In addition to the fine, the student will also be asked to make good the damages caused.

22. Use of elevator.

Use the elevator with care. Though the elevator (lift) has an overload shut off system, the students must ensure that the lift is not overloaded. In the lift stand calm and do not kick the door or the walls as it may cause severe damage. Remember that the lift is moving on rails with only a single rope pulling up or letting it down. Therefore excessive vibrations can cause damage or even accidents. If the lift stops because of power failure, stay calm. Normally the ARD (automatic recovery device) will take the lift to the immediate lower floor and the doors will open. Exit calmly. If the door does not open, do not force it open. The lift may be between floors and a fall can be deadly as it would take the person to the lift well. If the ARD does not work, the automated power switching will normally re-activate the lift system. The key is to keep calm. If you still need help use the sound system in the lift to ask for help. The lift phone will ring near the fire control system which is manned and therefore some help will come your way. An important rule is never to force open the door of a lift whether static or moving as it can cause grievous injury or death. The lift will normally work between 8.00 a.m and 10.00 p.m. only.

23. Late evening on the campus.

Normally the residence entry will close at 9.30 p.m. However, if there is academic, co-curricular or extra-curricular activity, late entry shall be permitted normally by the batch coordinator and if required by the principal/director. It is the responsibility of the students to inform the residence wardens and the security person at the gate.

24. Out pass and leave.

Out pass for evening walk may be given by the batch coordinator or the SOP. Others should not give this normally or should do so as far as possible only with the knowledge of the BC. There is an elaborate dual control leave system with the SOP and the BC regulating it jointly. Following the leave approval process embedded in the leave application (attached as an ***annexure 1*** to this policy note) form will ensure that the system operates smoothly.

25. Participation in competitions and outside college events such as management Association Programs

These are strongly encouraged. The institutional bus will be made available for these free of cost unless the participants are too few. As a guideline, if there are at least 10 students volunteering for a program, the bus will be made available unless the bus is otherwise committed for more important duties such as industry visits. Students are encouraged to create cohorts to compete in various management festivals and win competitions such as best manager, best marketing management team, business quiz etc.

26. Learning habits and techniques – Guidance Policy

This guidance policy is intended to guide students and faculty. Every person has a learning style. While there are many models related to learning styles, the school supports the VARK model –visual, auditory, reading and writing and kinesthetic which is simple to understand and easy to use.

a) **The visual learners** like to see things and learn. In the class room, the white boards, PPT, graphics, movies, diagrams, charts etc. are helpful for this type of learners. Visual lea rners have a tough time with lectures.
b) **The auditory learners** learn by listening to the information. They also tend to read aloudto themselves. If there is a lot of discussion in the class rooms, the auditory learners tendto learn fast. Ask questions, discuss and this category learns. You can also show movies and U-tubes which help them to listen and learn.
c) **Reading and Writing style (R&W).** This style may get confused with the visual learning style. But this category learns best by making notes, assignments, and in general they learnby writing.
d) **Kinesthetic Learners.** They learn by doing and experiencing. Students who are good in dance, sports etc. tend to show this behavior in the class room also. They learn from roleplays and acting out. When they pace up and down a space and try to memorize, they learn quickly.

What the student should do? Understand one's preferred learning style and use appropriatemethod.

What the faculty should do? Understand that different styles exist and use methods that help different type of styles. For example, a lecture with a PPT and graphics will help both auditory and visual learners. If the faculty the ask the student to submit the day's learning as a short assignment, the R&W style student will also learn. If the assignment is taken further, you can ask volunteers toact out. For example, ask a team to act like finance managers who are presenting information to the board or a general body meeting.

Both students and faculty should discuss the nuances of this in a class and the faculty should helpa student to understand how to study best.

What the school should do? Sensitize the students to the learning styles in the induction program and ensure that the faculty repeats this in the class. Also ensure that the pedagogy caters for all these styles in the course outline.

Good Learning Habits

The faculty should focus on helping students to develop good learning habits which most of the students may be lacking. Both SOPs and faculty should pay special attention to this.

a) Set study goals for each session. Have a diary and decide what should be the outcome of the session.

b) Find a good place to study. Students should use the library late in the evening at least for an hour.Library is usually a good place to study. If any group wants to use the class rooms, the batch coordinator may permit the same after making one person as group in-charge for discipline andreporting. The students may avail study time in the campus till 11 p.m. with the permission of thebatch coordinator and till mid-night with the permission of the principal or vice principal providedthese are appropriately supervised. Some of the good study habits are:

   i. Minimize distractions. As a place, there can be little disturbance in Vagamon. But friendscan be a factor in distractions. To overcome this, the students should use the place as discussed above.

   ii. Take breaks. Plan the breaks as per your preference.

   iii. Space out your studying. Have a time table and then space the subjects.

   iv. Reward yourself. This helps in reinforcing what you do. Hence reward yourself even it isabout purchasing an ice-cream for yourself.

   v. Study with a group. Vagamon is a good place for group study because of the residentialnature. Several study groups exist. A student should find a group that is comfortable foroneself.

   vi. Take practice tests. The design and delivery of the course creates several opportunity for practice tests. Study for these tests seriously and don't procrastinate. As for practice testfor competitive examinations or for jobs in banks etc. the faculty system provides all support. Student should be proactive in taking their support day and night.

c) Ask for help. Vagamon residential system is a place where you can get help almost 24 x 7. Do nothesitate. Use the facility.

d) Take care of yourself. It is important to take care of your health. Urinary tract infection is a commonly reported problem in the hostels. Faucets are one of the main route for transmission.Use sanitizer to prevent spread of the problem. Similarly develop the habit of drinking only warmwater. All hostels have warm water dispensers.

These points and others will be part of the induction program of all students. It should be reiterated fromtime to time. The SOPs should check the habit of each student and suggest developmental plan.

27. Time management – Guidance Policy

Time management is something that a student should inculcate at Vagamon as it is something that a person would need all his life. Good time management leads to:

a) Greater productivity and efficiency.

b) Less stress.

c) A better professional reputation.

d) Increased chances of advancement.

e) More opportunities to achieve your life and career goals.

Techniques of time management. There are several techniques for time management. These should betaught in the induction program. The SOPs should also emphasis this and check how a student uses hisor her time. Some of the focus area for such developmental activities are:

a) Set goals. The school does it through the hexagonal model. Build on it and students should learnto make SMART (specific, measurable, attainable, realistic and time bound) goals.
b) Use the importance vs. urgency matrix to prioritize (this should be taught in the induction program).
c) Use technology. For example if you don’t have key board speed, learn it using an app

and achieve good results. Similarly focus on Excel which will help in speeding up analysis. Using apps makes a lot of difference.

d) Delegate. The students have habit of trying to do everything oneself. Share your tasks. It is a preferred method to become popular in a group and also save your own time.
e) Block time for every task.

You can do multi-tasking but do one thing at a time. Don't go from one unfinished task to another andfall into the trap of having multiple unfinished tasks.

Check your Conscientious score of personality traits. If it is slow you need to seek a special interventionthrough your SOPs.

What the student should do? Keep the points above in mind and make a plan.

What the faculty should do? Check the time management skill of the student through one-on-onediscussion and help the student to make a time-management plan.

What the school should do? Include the subject in the indication program and have a few reinforcing training.

Annexure 1

(Annexure to miscellaneous policies)

LEAVE REQUEST STUDENTS

(to be filled in duplicate by the student. One to be filed by SOP Mentor and one by Hostel Warden)

Basic Details

Reg No		Name in Capital			
Program (MBA, BAVA etc)		Year of study		Hostel Room No	
Phone No self		Phone No (parent)			
No of leave taken in the current year		Current average attendance (average of all subjects)			
Address on leave					

Leave period and reasons

Leave from (Time)		Leave from (Date)		Leave to (time)		Leave to (date)	
Reason(s):							

Certificate by the student: Certified that the details given above are true and correct and nothing is misrepresented. I have read and understood the conditions for leave given overleaf and agree to abide by them and other written or oral orders/guidelines given by authorities from time to time. I agree that I will travel from DCSMAT direct to the leave address given above without making any break and if found violating it, I am liable or disciplinary action. I also undertake to follow good behavior befitting a responsible citizen and a student of DCSMAT. I have taken permission of my parent (name: _____) to make this leave request.

Signature of the student: _____ Date: _____

No Objection Certificate (if applicable; e.g. placement chair/other event chair)

Name & Appointment		Signature		Date	
Name & Appointment		Signature		Date	

***Approvals By SOP Mentor and Batch Coordinator**

Name of SOP Mentor		Signature of SOP Mentor		Date	
Ref No in SOP Mentor's Leave register					
Name of Batch Coordinator		Signature of the Batch coordinator		Date	

**(Approval by both SOP mentor and Batch coordinator are required)*

Gate pass will be processed by the wardens between 9 and 9.30 p.m one day prior to departing date only and at no other time. Student should meet the warden at this time and get the gate pass processed personally. Student should submit this in triplicate to the warden

GATE PASS TO EXIT HOSTEL: WARDEN'S COPY

Details to be filled by the Student

Name of the student (In capital)				Room No			
Name of the Warden							
Proposed date of Exit		Proposed time of exit		Proposed date of arrival		Proposed time of arrival	

Details to be Filled by the warden

Warden's leave register page No		Warden's leave register Entry No		SOP Mentor Register No given in the leave approval	
Is the application complete in all respects (if not do not process the gate pass (State yes or no)					
Name of the Warden			Signature of the warden		
Date of Signature			Time of Signature		

Details to be filled by the Exit Gate Security

Exit date		Exit time			
Register No		Register Page No		Register Entry Ser No	

Return date		Return time	

Name of the Security Person: _____ Signature of the Security Person: _____

Gate pass will be processed between 9 and 9.30 p.m one day prior to departing date only and at no other time. Student should meet the warden at this time and get the gate pass processed personally. Student should submit this in triplicate to the warden

GATE PASS TO EXIT HOSTEL: GATE COPY

Details to be filled by the Student

Name of the student (In capital)				Room No			
Name of the Warden							
Proposed date of Exit		Proposed time of exit		Proposed date of arrival		Proposed time of arrival	

Details to be Filled by the warden

Warden's leave register page No		Warden's leave register Entry No		SOP Mentor Register No given in the leave approval	
Name of the Warden			Signature of the warden		
Date of Signature			Time of Signature		

Details to be filled by the Exit Gate Security

Exit date		Exit time			
Register No		Register Page No		Entry Ser No	

Return date		Retur time	

Name of the Security: _____ Signature of the Security: _____

Gate pass will be processed between 9 and 9.30 p.m one day prior to departing date only and at no other time. Student should meet the warden at this time and get the gate pass processed personally.

GATE PASS TO EXIT HOSTEL: STUDENT COPY

(Student is required to carry this copy, keep it safe and submit it to the warden duly signed by the security for re-entry to the hostel)

Details to be filled by the Student

Name of the student (In capital)			Room No		
Name of the Warden					
Proposed date of Exit		Proposed time of exit		Proposed date of arrival		Proposed time of arrival	

Details to be Filled by the warden

Warden's leave register page No		Warden's leave register Entry No		SOP Mentor Register No given in the leave approval	
Name of the Warden			Signature of the warden		
Date of Signature			Time of Signature		

Details to be filled by the Exit Gate Security

Exit date		Exit time			
Register No		Register Page No		Entry Ser No	
Return date		Return time			

Name of the Security: _____ Signature of the Security: _____

POLICY ON OUTREACH AND UN SDGs

Background

DCSMAT, Vagamon's birth itself is embedded in a desire to establish a fully residential school in a remote area with the twin intention of having a learning-conducive atmosphere and uplifting the local people. The initial forays in 2022 when the school started involved triggering the entrepreneurial potential of the locals which were sparse in those days. At least two local people were introduced to entrepreneurship – one, a local cook turned into a mini campus restaurant owner and another a local turned into a mini-supermarket owner.

Later the school set up public library which was later turned over to the locals and a health care center which was wound up after the area developed sufficient primary healthcare facilities. Since then, the school has been organizing outreach of medical camp with support of specialties hospitals from the neighboring town, spectacle distribution, marathon to promote health and well-being, support to the local school, visits to care homes, hygiene sessions for young women, and provision of water to neighboring fields and NSS activities of area cleaning.

Following the path of sustainability, the school embraced water harvesting, sewerage treatment and recycling. However most of these activities were disconnected.

New Look

In the strategic plan of 2022-27, a plan was made to consolidate and focus the outreach activities. To enable this, a study group considered various UN SDGs and adopted SDGs 3, 4 and 5 (good health, quality education and gender equality).

Henceforth the policy is to undertake focused outreach in these areas. An SDG committee was formed in November, 2022 with a mandate to meet each month. The broad activities and impact planned are as follows.

The NSS activities will be dovetailed into this framework.

SDG 3 (good health)

Activities	Impact Metrics	Advocacy papers proposed
Medical camp once a year	Footfall	Analysis of chronic illness in the area and mitigation

Blood donation camp	Quantum of blood collected	Analysis of the awareness of benefits of blood donation among the local population
Spectacle distribution	No of spectacles distributed	Study of enhanced reading by those who received the spectacles through physical and/or phone survey
AIDS Day awareness	Recollection tests	

DG 3 (Quality Education)

Activities	Impact Metrics	Advocacy papers proposed
Adopting two primary schools for English literacy, computer literacy.	Simple language proficiency test	A study on computer literacy and self-efficacy and using the advocacy to get funding from the Govt. and/or from CSR budgets.
Adopting an extremely poor school for resource enhancement	Student satisfaction survey and increase in attendance	Using the advocacy paper to get funding from the Govt. and/or from CSR budgets or from the Alumni for resource enhancement.
Adopting one school for employability enhancement initiative through vocational studies	Getting jobs after Class X or XII and salaries.	Using advocacy paper for funding support in vocational studies

SDG 5 (gender equality)

Activities	Impact Metrics	Advocacy papers proposed/action
Adoption on two tribal areas for the gender equality education	Increase in the No. of girl child going to school and awareness test.	A study on the impact of reassurance of gender equality on the increased retention of the girl child in schools
Promoting girl-child education with an intent for enhancing job opportunities.	No of girl child getting jobs after Class X and XII	Jobs and self-confidence: A case study on the benefits of promoting the education of the girl child.

	(to be dovetailed into the quality education	
Employing girl child within the campus for various activities and jobs.	No of people employed	One girl child qualified given job in the office and all-women housekeeping achieved.

Conclusion

The initiative will be initially driven by the MBA students with the UG students incorporated. Subsequently, the UG students may take up projects independently.

SOP FOR CONSULTING, MDPs AND FDPs

Introduction

Consulting is an important role of faculty members. It helps them to be in touch with industry and bring the best practices of the industry to academics and vice versa. However, getting consulting role is difficult until the faculty demonstrates his/her expertise in the subject. Persistent endeavor is necessary to achieve consulting. MDPs and consulting are closely related, the former becoming a harbinger of the latter.

Levels of Consulting. The school can attempt consulting at 4 levels- within the academic world, in the close vicinity of the college, consulting for Govt. or quasi-Govt. organizations and consulting with moderately well-established companies.

Consulting for Other Academic Institutions. The school has considerable expertise in leadership and placement related activities which has been formalized over a through outbound training with Kolb's Experiential Learning Diary and clear objectives and outcomes for Outbound Leadership Lab. It has expertise in placement related activities to include CV writing, GD and Behavioral Event Interview (BEI). The school should therefore build relationship with other schools of management, engineering and liberal arts and deliver these to include strategic consulting on planning the differentiation of a school and training its students to meet those differentiation.

Consulting with the Local Area Companies. Consulting for the local area companies is another option. There are several SMEs and agro-based cooperative such as Masco tea which are struggling to survive against larger players though they have some niche products. School's expertise in operations and marketing can be used to consult on such matters. There are several resorts and home stays who could also be offered the consulting expertise in strategizing their differentiation, and on digital marketing, web-content design etc.

Consulting for Govt. or quasi-Govt. organizations. Govt. bodies involved in rural development through initiatives such as KDISC (Kerala Development and Innovation Strategic Council (K-DISC) which has been started can be leveraged to provide support to similar organizations, self-help groups and other quasi-govt. organizations. The disadvantage of being away from the capital can be offset easily because of the proximity to the point of action in the rural area.

Consulting for Larger Business Entities. Our current expertise in Integrated Leadership Psychometrics and advisory can be an effective start point to gain entry into large businesses and this can be leveraged to get more consulting assignments.

MDPs and Consulting

MDPs are the pathway to consulting. Hence the importance of MDPs. The school should make an annual MDP calendar and promote the same and run it even if the subscription is low. This will lead to requests for customized MDPs. While all faculty members may not be able to leverage MDPs and consulting, the school should make a pool of expertise, make appropriate brochures and invest in promoting these. Another avenue for MDPs and consulting is attending regular meetings of Kerala Management Association (KMA) and promoting own expertise in the KMA forum. Each area should attempt to develop on subject on which they can conduct MDPs; e.g. finance for non-finance managers, leadership, AI and the like. An example of this is MDPs for KSRTC (Kerala State Road Transport Corporation) that the school conducted with commendable feedback.

FDPs. While MDPs and consulting complement each other, FDPs and consulting for academic institutions also complement each other. Several areas of expertise exist in the school compared to the peer school in the state-research, case writing, case teaching, mentoring using psychometrics are the three most predominant areas of expertise which should be leveraged.

Revenue Sharing. Consulting, MDPs and FDPs help a faculty have monetary benefits which is very beneficial for retention, besides bringing brand image to the institution. Hence, the school should plan on a revenue sharing of 70:30 (Faculty : school).

While consulting, MDPs and FDPs are yet to take off fully in the school, beginning to move along these paths has taken place through small initiatives and this should be quickly enlarged.

SOP FOR EMPLOYMENT OF GUEST/CONTRACT FACULTY

Guest or contract faculty tend to bring expertise that bridge the gap between the academic and industry world when the guest faculty is from the industry or has severed considerable time in the industry. At times, those with only academic background could be employed as a guest/contract faculty. The guest or contract faculty, when employed should take at least 50 hours of the course and should be preferably deployed in two consecutive semesters where feasible.

As far as possible, the guest faculty of pure academic nature should have a Ph.D or expertise in some niche areas such as accounting, some software etc. On joining to take a course, these faculty members should be briefed in detail on the norms especially norms related to CO-PO mapping, attendance policy, assessment policy etc. A faculty should be provided to act as a collaborator and it is best if they take the course jointly. The school should provide assistance through the academic manager system to fill the Campus or handle such IT related activities.

The Guest/contract faculty will be selected through an interview in most cases. At times, they may be selected and given a few trial classes because of the spoken reputation of the faculty and after the trial period they may be confirmed for the purpose of teaching the course. As a guideline, a guest or contract faculty should not serve more than 4 years continuously; however, this clause is subject to experience of the faculty, student feedback and outcomes.

Remuneration. Guest/contract faculty will be given a remuneration of Rs. 500 to 700 for a faculty teaching in the UG programs and Rs. 1000 and travel for the engagement with post graduate programs. While in campus they will be provided with free single accommodation including power and water and free messing in addition to the remuneration mentioned above.

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DCS MAT GROUP OF INSTITUTIONS

STANDARD OPERATING PROCEDURE (SOP) FOR PROCUREMENT, AMC, REPAIR AND MAINTENANCE OF GOODS AND SERVICES

JUN 2010

General

1. The aim of this policy letter is to streamline the process of purchases of all types of stores/services and their accounting thereafter.

Purchase Request and Administrative Approval

2. Formal purchase/ work/repair requests must be made by the department heads after verbal concurrence from the administration i/c by justifying and establishing the need.

3. The purchase request must originate from the departmental heads and should be forwarded to the Estate Manager. The Estate Manager must check the stock/inventory register and certify to the non-availability/additional need of the item. The request must specify the quantity and quality of the required item such as specifications regarding model, make, capacity, warranty requirements etc.

4. The purchase request then should be forwarded to the Accounts Department. The Account Department will check the budgetary provisions and make suitable endorsements in the purchaserequest.

5. Once the above has been done, the purchase request will be forwarded to the Administration in Charge, who will approve / seek approval from the Management as necessary.

6. Purchase requests / work orders for training and development, purchase of library books, uniforms and shoes for students etc may be subject to the approval of an expert committee.

Procedure for Purchases Above a Value of Rs 5000.

7. Any purchases that involve expenditure over Rs 5000 must be made after obtaining a minimum of three quotations. This may be waived in certain cases such as procurement from online sources such as Amazon or when the item is relatively rare and readily available with multiple suppliers in the accessible vicinity. All purchases will normally be done by the procurement at Kottayam head office in order to leverage their expertise and quantity discount/corporate purchase discounts.

8. Notice must be issued by post or mail inviting quotations/tenders for the supply or work. The notice must contain the detailed specifications, terms of warranty, last date and time of opening of the quotations.

9. The quotations received – if very competitive and sensitive - must be opened only at the given time by the Estate Manager in the presence of Administration in Charge and duly certified to its time of opening and by whom.

10. A comparative statement of the received quotations must be made for easily ascertaining the merits of each of the quotations.

11. The normal procedure is to select the lowest rate but other choice may be made but with written justifications. The selected quotation must be identified and signed both in the comparative statement and the in the original quotation by the Estate Manager.

Placing Supply / Purchase / Work Order

12. The purchase/supply/work order must be placed to the selected firm based on the selected quotation. Prior to preparing the order, the Estate Manager / the purchase manager should negotiate with the firm for obtaining a further deduction of the rate and for obtaining better service conditions.

13. The purchase/work/supply order must be signed by the head of the administration/Head of the Purchase Dept at Kottayam on behalf of the institution.

14. The above order must contain the rate, the stipulated time of supply, methods of installation, terms and conditions of warranty or any other stipulations required to be followed both the parties.

Procedures for Making Payment / Certification of Bills

15. When the item is supplied to the college or when the work or repairs is completed, it is the duty of the Estate Manger / concerned Dept Head to verify that the supplied item is in good condition, is functioning normally and conforms to the specifications of the order or the work/repair has been completed satisfactorily.

16. All the purchased items must be first entered on the relevant page of the Purchase Register. The items must then be taken into stock on the relevant page of the stock register and endorsed by the Estate Manager. The Estate Manager must certify on the reverse of the bill as follows, ***" Certified that the item has been received in good condition and taken into stock on page No ……. of the Inventory Register " sd Estate Manager***

17. If the items are books for the library, the librarian must assign the accession numbers (following the order of the titles in the bill if possible) and certify on the reverse of the bills as follows, ***"Certified that the books have been received in good condition in the library and the titles entered in the accession register and given accession numbers from …… to ……." sd Librarian*****. The ISO manual of the library regarding purchase procedures must be followed. Refer also to mail from the CF dated 8.07.09 in this regard.**

18. It is necessary that all bills ESPECIALLY the ones relating to the purchase of books and equipments must be duly certified and a copy kept in a file for AICTE and other inspection purposes. **It is advisable to obtain the copies of such bills in triplicate.** A copy of the bill should be kept by the Estate Department for their reference.

19. If the bills relate to repairs of vehicle/equipments/machines, the Estate Manager must certify on the reverse of the bill as follows, **"Certified that the repairs have been done satisfactorily and the …….. is functioning normally".** Sd Estate Manager. Certification may also be done about the availability of warranty/guarantee or AMC benefits for the item under repair.

20. If the bill concerns the purchase materials for repairs or installation in any part of the campus, the Estate Manager must furnish a utilization/installation certificate at the reverse of the bills.

21. The duly certified bills, copy of the sanctioning order and a stamped pre-receipt from the party should accompany the payment advice.

22. A receipt cheque details may be obtained from the firm after payment.

Payment of Bills of Contractors

23. When a contract is awarded to any builder or supplier, the rates and the relevant terms of agreement must be made available to the Estate Manager.

24. The claims of the contractor at every stage must be must be verified with the terms of the work order and inspected by the Estate Manager by taking the necessary measurements and checking the quality of the work and the materials used.

25. The payments to the contractor will be processed only on the positive certification and recommendation of the Estate Manager as to the satisfactory completion of work at each stage of completion and after final completion.

Procedures for Electricity, Fuel & Other Utilities

26. All electricity bills must be verified and certified by the Estate Manager as to the correctness of the meter reading and the rate.

27. All requests for the payment for the fuel bills of the vehicles must be certified on the reverse as follows by the Estate Manager and the concerned driver, "***Certified that during the period ……. to ……., the vehicle has run …….. kms on …… litres of diesel/petrol obtaining an average mileage of ……. Kms per litre."***

28. A fuel register for each of the vehicle may be maintained for ensuring continued verification of the mileage.

29. The fuel bills must be compared and verified with the demand slips issued from the estate.

30. At the time of fueling, the driver must ensure that the fuel tank is filled to capacity to ensure correct calculation of mileage.

31. A vehicle diary/log book must be maintained in each vehicle to track the movements and usage.

Employment of Daily Labour / Area Maintenance

37. The requirement of labour for various shifting works / area maintenance must be preplanned on a fortnightly basis and advance approval taken from the Administration –in –Charge alongwith the estimated cost. Such works must be supervised and it must be ensured that work as per wages given are fully done. Receipts for such payments must be obtained.

38. Payment advice for such labour charges must contain the names of the labourers being paid, the nature of work done, the rate of payment and total payment done along with the print out of the biometric proof of attendance.

Emergency / Local Purchase of Goods and Services

39. At the time of any exigency, the Estate Manager must prepare a list of goods/ services to be purchased and approval obtained from the head of the administration. This may be done verbally.

40. All verbal approvals must subsequently be followed up with the written procedural documentation and administrative approval.

Maintenance of Vehicle Log Book

41. Maintenance of Vehicle Log Book for each of the vehicles may be initiated to keep track of the servicing, repairs, change of parts, mileage, maintenance cost, special care or requirements, tyre life and retreading details, tax, permits, procedures related to RTO's office, etc. This will ensure continuity in times of change of the drivers and estate staff.

Procedure for Purchase of Uniforms, Shoes, Ties and Accruements Etc for Students

32. Any mass purchases relating to students will be done by a Committee constituted for the purpose by the Administration-in-Charge. The following additional points will be borne in mind:-

(a) Sealed quotations will be called for.

(b) Quotations will be opened by in the presence of the entire Committee and Administration in Charge.

(c) After selection of the lowest or the optimal bid, further negotiation will be done to bring the cost down.

(d) Proper work order specifying the terms and conditions duly signed by the Administration in Charge will be placed on the firm.

(e) On receipt of items, a consolidated list of all students with their signatures confirming receipt will be obtained.

(f) Payment will be made only after the above formalities have been completed.

(g) The purchase committee will be responsible for all actions from the start to the final action of payment.

(h) Timely issue of items to students is of paramount importance and the purchase committee will ensure the same.

(i) To ensure fund availability to meet major payments on time, at least 14 days of prior notice must be given to the Accounts Dept.

Procedure for Placement Related External Training

33. Similar procedure as for other major items of purchase will be followed.

34. First and foremost the exact need will be established by the Placement Core Committee in consultation with the Director.

35. Thereafter suitable agencies will be identified by the Placement Core Committee.

36. Rates will be obtained from atleast three different agencies which need not be sealed quotes.

37. Since the rates are usually quite competitive amongst the various players, hard negotiations will be required. Rates will not be negotiated on per head basis. While accepting the rates, the peripheral expenses of the institution such as travel and boarding expenses will also be kept in mind.

38. Once the agency is finalized, a contract will be signed and work order placed specifying all terms and conditions and deliverables expected.

39. Proper feedback will be obtained from the students at each stage of the training and the next stage will be proceeded with only on positive feedback.

Canteen Expenditure for Guests

All bills originating from the canteen demanding payment for meals supplied to the official guests of the institution must be verified and certified by the estate/or Administrative Officer. Slips authorizing the serving of such meals must be issued from the AIMC or administration department as the case may be. This is to ensure proper tracking of the claims and pricing of the items. A Sample Requisition Slip for meals from canteen and items from mini-market for Guests / Guest Faculty is given out at Appendix.

Remuneration to Guest Faculty

42. The request from the AIMC for payment of honorarium to the Guest Faculty of each batch must be accompanied by the AIMC certification of the satisfactory completion of the assigned work, the duly updated Guest Faculty Register and the copy of the appointment/sanction order from the Director.Refer mails dated 18.02.09 and 30.04.09 from the Director in this regard.

Photostat and Stationery Demands from the Mini-Market

43. Anyone requiring photostatting of documents or the purchase stationery, mineral water, other eatables etc. from the Mini-market will need to obtain an approval slip from the Administrative Office. Bills will be paid to the concerned contractor only if supported by this authorization slip.

Gifts

44. Official gift-giving must be done only with the sanction of the Director. Gifts are kept in the custody of the Estate Department. Gifts need not be given to the institutional guests who accept an honorarium from the college. The Estate department must keep an inventory to keep track of the gifts purchased and issued from the college.

Laundry

45. The claims by the House keeper for payment for washing of clothes related to the guests rooms must be accompanied by the demand slips issued from the estate department. This is to facilitate the verification of his claims.

Appendix

SAMPLE REQUISITION SLIP FOR MEALS FROM CANTEEN FOR GUESTS / GUEST FACULTY AND ITEMS FROM MINI-MARKET FOR OFFICIAL PURPOSES INCLUDING PHOTOSTATING

DCSMAT VAGAMON / TRIVANDRUM

Date: ……..

Request for Meals from Canteen for Official Guests

Dates on which required

Breakfast	Lunch	Dinner	Others	Total Meals	Name of Guest (s) & Purpose of Visit

Items from the Mini- Market

Ser	Item and Purpose	Qty/No of Copies	Approx Cost	To be Filled by Mini Market		
				Supplied	Actual Cost	Remarks
	Total Cost					

Name and Sign of the Staff/AIMC

Mini Market /Canteen Manager

Revised and modified Para 7 on 20th April 2023.

PS James

DIRECTOR

SOP FOR TECHNOLOGY USAGE

Introduction

This SOP is direction setting in nature rather than a step by step process as many SOPs are.

Application of Technology in Higher Education

Access to Quality Education

- **Concept**. Technology has broken down geographical barriers and increased access to quality education. Online learning platforms, Massive Open Online Courses (MOOCs), and virtual class rooms have made it possible for students in remote areas or with time constraints to pursue higher education. Technology has democratized education, providing opportunities for lifelong learning and upskilling to individuals who may not have had access otherwise.
- **Action by the School.** The students will be encouraged to attend at least one course on SWAYAM or NPTEL and one on Coursera or similar international platform. This aligns with the T-shaped professional model that the school has adopted. SOPs (student ownership program mentors) should monitor this (also included in the SOP log). Faculty are also encouraged to use U-tube videos in the class room. Other tools that the student can use are Grammerly (or similar) which they can benefit from when completing an assignment. The use of Campus 7 should be increased progressively to cover all aspects that the ERP supports. To achieve this there should be sufficient workshops and revision sessions.

Personalized Learning

- **Concept**. Technology enabled personalized learning experiences. Learning management systems, adaptive learning platforms, and educational apps allow students to learn at their own pace and in their preferred style. Artificial intelligence (AI) and machine learning algorithms can analyze student data to provide customized recommendations and feedback, addressing individual learning needs. This personalized approach enhances engagement and student outcomes.

- **Action by the School**. Personalization in the context of our school revolves around the learning style. Those tools such as U-tube videos which enhances the learning of auditory and visual learners should be used in the class rooms. Though there is no established way of guiding a students from falling prey to grossly inadequate or inappropriate content created by various agencies involved creating and launching content in the net space, the teachers should recommend web sites which are relatively more reliable and caution on the limitation of websites such as Wikipedia which warns of content that need verification; so they should not use the content blindly. When in doubt, ask the faculty should be the policy.

Collaborative Learning

- **Concept**. Technology facilitates collaborative learning, fostering interaction and knowledge sharing among students and faculty. Online discussion forums, video conferencing tools, and collaborative platforms enable students to collaborate on projects, share ideas, and engage in meaningful discussions irrespective of physical distances. This collaborative learning environment promotes critical thinking, problem-solving, and the development of essential teamwork skills.
- **Action by the School**. In order to encourage use of collaborative learning, the students should be encouraged to have their own zoom subscription (free version) and use this to have discussion among themselves. Though this may appear as a slightly a strange mode in a fully residential school, it is desirable that the faculty has at least one or two group discussion using zoom which will make the students comfortable with the use of technology for collaborative learning. Use of google drive to do the assignments could be another method where students can update information in a project or assignment simultaneously versus sequentially when done otherwise.

Interactive and Engaging Content

- **Concept**. Technology has transformed content delivery in higher education. Multimedia resources, interactive simulations, virtual labs, and immersive technologies such as augmented reality (AR) and virtual reality (VR) bring learning to life. These engaging and interactive tools make complex concepts easier to understand and enable students to explore and experiment in a virtual environment, enhancing their understanding and retention of knowledge.
- **Action by the School**. Use of interactive mode of learning can be implemented in English language improvement. The school should introduce one simulation such as Everest of Harvard or Negotiations V2. Capsim simulation could be another option. These should be introduced progressively by 2027 keeping the cost of these simulations in mind.

Enhanced Research and Innovation

- **Concept**. Technology has revolutionized research and innovation in higher education. Advanced research tools, data analytics, and access to vast digital libraries and online databases have expedited the research process. Collaborative research platforms and virtual research networks connect researchers across disciplines and institutions, facilitating collaboration and knowledge sharing. Technology has also accelerated the dissemination of research findings through online publications and conferences.
- **Action by the School**. Currently the school uses EBSCO and every student attends one EBSCO session a week. These assignments should continue and stabilize. Thereafter the faculty should attempt to gain access to free databases especially govt. data for use in research by the students so that they gain new perspectives on problem solving using scientific methods.

Administrative Efficiency

Concept. Technology streamlines administrative processes in higher education institutions, saving time and resources. Automated registration, digital payment systems, online course management, and student information systems simplify administrative tasks. Cloud computing and data analytics help in managing student records, tracking progress, and generating insights for institutional decision-making. This increased administrative efficiency allows institutions to focus more on providing quality education and student support.

Action by the School. The online payment by the school is well-established and matured to a great degree. Admission fee, regular fee and other payments should be made online. Campus 7 which helps in administration should also be used progressively.

Lifelong Learning and Professional Development

- **Concept**. Technology has made lifelong learning and professional development more accessible. Online platforms offer a wide range of short courses, certifications, and micro-credentials, enabling individuals to upskill or reskill themselves at their own convenience. Technology also facilitates continuous professional development for faculty members through online training programs, webinars, and virtual conferences, ensuring they stay updated with the latest pedagogical approaches and advancements in their respective fields.
- **Action by the School**. Faculty are encouraged to attend and get at least one certification a year online on a subject of their interest. By 2026, this should be made a mandatory condition for promotion and increment so that faculty remain updated for learner success. The online courses mentioned above will sow the seeds of life-long learning.

Assessment and Feedback

- **Concept**. Technology has revolutionized assessment methods, moving away from traditional pen-and-paper exams. Online assessments, automated grading systems, and plagiarism detection tools ensure efficient and fair evaluation processes. Technology also enables timely and constructive feedback, enhancing the learning experience and facilitating continuous improvement.
- **Action by the School**. This is largely confined to quizzes today. While the university examination remains a pen and paper exercise, the faculty need to continue to focus on this method, though traditional, so that the students can achieve success in the university examination which is very important. However, within this limitation, the faculty are encouraged to use technology for assessment.