



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

DC SCHOOL OF MANAGEMENT AND TECHNOLOGY

DC SCHOOL OF MANAGEMENT AND TECHNOLOGY PULLIKKANAM P.O

VAGAMON IDUKKI

685503

www.dcsmatvagamon.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction

DC School of Management and Technology (DCSMAT), Vagamon is a fully residential interdisciplinary institution, shaped by the ethos of the DC Kizhakemuri Foundation (DCKF).

The Inspiration. The DCKF founded by Shri. Dominic Chacko Kizhakemuri (DC), Recipient of Padma Bhushan and Thamrapatra was a prominent publishing figure and entrepreneur. DCSMAT is driven by his visionary perspective and aims to embrace contemporary educational practices that foster professionals contributing positively to industry and society.

Location by Choice. The location of the school in the remote district of Idukki in Kerala is by choice. The purpose was (and still is) to provide management education in a rural environment and develop students into managers who contribute to the socio-economic system of the state. The location's challenge is well-recognized and the school has struggled to get architects who can build in consonance with the nature and the delicate Western Ghats ecosystem with limited buildable area though it is a large 32 acre campus.

Residential 'Gurukul' model by Design. The school is fully residential by design and expects all its faculty and staff to live in the campus along with the students. This leads to tacit and intimate interactions between the students and faculty both inside and outside the class enriching the growth of the students. This is modelled on gurukul model that had developed expertise in India.

Interdisciplinary. The school's leadership recognizes the importance of interdisciplinary nature of education. Though it started with MBA, it soon forayed into BBA and B.Com, which are related programs. The desire to embrace liberal arts along with management and accounting led to introduction of B.A. in Visual Arts, quickly followed by BCA in order to bring computing capabilities into the campus.

The school differentiates itself on:

1. Transformation of the Individual.
2. Fully residential nature
3. Holistic development.
4. Enhanced learner success.
5. Career track focus.
6. Unique pedagogy.
7. Advanced self-development and leadership interventions.
8. Liberal professional Integrated Environment.

Vision

Vision

The vision of DCSMAT, Vagamon is to “Endeavour persistently to Develop Leaders and thinkers for industry and society through innovative academic practices.”

It is evident that leadership development is at the core of this vision. This is the reason why the school has introduced several interventions such as breakfast with the CEO, fine dining, and corporate talks so that the school can enable the students through the cognitive learning process of modeling. The vision itself is inspired by the endeavours of Shri. Dominic Chacko Kizhakemuri discussed under ‘introduction’.

The school takes cognizance of the importance of thinkers which is the reason for creating a liberal professional integrated environment in which thought leaders can flourish.

The vision explicitly recognizes that leadership in society is as important as leadership in industry and the liberal environment is expected to trigger that.

Needless to say that innovative academic processes within the constraints of an affiliated college system is essential for vision accomplishment.

Mission

Mission

The mission components of the school are:

- M1. We focus on imparting Knowledge for stake holders to create and develop professionalism in business world.
- M2. We focus on innovation and dynamism in academic processes for developing leadership skills and thinking processes.
- M3. We facilitate personal growth and transformation of Stakeholders.
- M4. We take initiatives to imbibe qualities among our stake holders for a better orientation to society and sustainability.

Our primary stakeholder is the student and hence the learner success focus is embraced by us in all our activities. We define professionalism as a character that induces a person to respond to a situation appropriately, ethically, willingly, without inducement and with vigor and energy but sans violence or abusiveness. The focus is on business world.

Developing leadership skills, and thinking process is another important set of activities we focus upon. To achieve this we embark upon innovative academic processes which is one of our forte. Case method, learning by doing, evening presentations, and such best practices are innovations in academic process to create leadership among our students.

Personal transformation is necessary to change from the ordinary to a person with leadership thought. This is the reason for Student Ownership program. The entire gamut of T-shaped professional reported at <https://dcsmatvagamon.edu.in/mba/> is intended to create personal transformation. The horizontal portion of T focuses on generic or behavioral competencies and the school knows fully well that attitudinal transformation is the key to personal transformation and personal transformation is the key to achieve organizational change and transformation.

Our focus on enabling the students to understand that contributing to the society and sustainability are important and such activities enhances one's self-image and self-confidence. This is operationalized through M4 component of the mission mentioned above.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths

1. Highly committed leadership and foundation with a truly decentralized system.
2. Exceptional empathy and focus on social and environmental responsibility by the promoters.
3. Kerala's (and perhaps) India's only truly residential school where 100% students, faculty and staff live together mandatorily.
4. Brand trust of DC Books which has orchestrated the school.
5. Ample time, access and guidance for self-development.
6. Organizational architecture suited for a liberal professional education with exceptional bandwidth.
7. Well-experienced faculty with average teaching experience of 17 years.
8. Intimate mentoring support because of co-living of faculty and students.
9. Established Best Practices such as Student Ownership Program, Evening Presentation, unique club activities (Navarathnas) which act as crucible for leadership development.
10. Excellent classrooms, well stocked and spacious library, exceptional campus-wide Wi-Fi, and computer labs that remain open till late.
11. Unique self-development interventions such as Breakfast with CEO, Fine Dining training by Hotel Holiday Inn, Kochi.
12. Growing alumni with willingness to engage with the school.
13. A campus with sustainable initiatives that can be seen and learnt such as unique water harvesting with lower riparian area irrigation flow.
14. Location with ample room for outreach experiences in the rural area.
15. Space with facility to develop Outbound-linked MDPs.
16. Exceptional strength in use of psychometric tools for leadership development.

Institutional Weakness

Weaknesses

1. Relatively remote location which makes logistics challenging.
2. Weather that demands constant infrastructure maintenance.
3. Location can create student boredom unless they are given challenging tasks continuously

Institutional Opportunity

Opportunities

1. Aesthetic environment with temperate climate which facilitates long hours of work without fatigue.
2. Pollution-free green environment with a salubrious climate with reasonable travel time.
3. Capability to expand into autonomous system leveraging NEP 20.
4. Capability to introduce multidisciplinary programs.
5. Ample space and facilities for conducting MDPs and skill development.
6. Rural location that can be a center for studies on rural Indian systems, creating connect with rural India and become a place for sustainable development training.

1. Campus with built up space for program expansion.
2. Friendly and supporting locals who respect DC College (as they call it).
3. Growing tourist location with could invigorate tourism studies.
4. National policy for consolidation of education and progressive liberalization by the state.
5. Existence of segment that desire for and can afford a residential education in Kerala.
6. Liberalization of faculty norms such as contract faculty and professor or practice.

Institutional Challenge

Challenges

Slow response of the university system to the learner needs.

Finding faculty with three criteria simultaneously - qualification, appropriate passion for residential system and not having any family commitments that cannot be met from the location of the school.

Infrastructure maintenance because of humidity in the area.

Finding appropriate labour because of the plantations and upcoming resorts that provide competitive employment.

Construction restrictions that may come in the location.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

DCSMAT, Vagamon is an affiliated institution under Mahatma Gandhi University, Kottayam, and runs 4 programs – MBA, BBA, B.Com, B. A Visual Arts (Interior Design) and BCA. It is a fully residential school. The school makes an academic calendar each year program-wise and follows it subject to various schedules that come from the university from time to time. Curriculum enrichment is done through interventions in:

- **Adapting and Learning to Lead** includes an induction program, Outbound Leadership Lab, norms of social life in a fully residential program, use of electronic resources, leadership lectures, breakfast with

the CEO, industry visits, etc.

- **Grooming.** This series involves several lectures on personal grooming and fine dining.
- **Finishing Series.** This series consists of training for CV making, GD, PI, and one-on-one mock interviews.
- **Technical Competency Development** is done through elective courses, internships, value-added courses, online courses, and by making projects mandatory for our UG students.

Continuous evaluation is done as per the mandate of the university and has three components: at least two examinations, assignments and projects, and attendance and class participation.

Professional ethics is embedded in some courses of the university such as ethics and leadership courses, discussion of ethical issues in courses especially courses related to finance, and HR.

Gender related issues come up for discussion from an awareness point of view though the women of the state are well-empowered which is inherent in the socio-religious culture of the state; e.g., the Nair families in which the man joins the family of the woman.

Human values find an important place. Some of the important values that we espouse are tolerance or the ability to live and work with people unlike oneself, benevolence, self-discipline, honesty, achievement orientation, continuous improvement, and a spirit of enterprise. The residential nature helps to imbibe most of these.

Environment and Sustainability are learnt through a course on the subject. Additionally, it is also done through learning by observing the way harvesting, STP, and other initiatives are handled in the school. MOOC on sustainable agriculture is also promoted.

Teaching-learning and Evaluation

Teaching-learning methods adopted by the faculty members include Lecture Method, Interactive Method, Project-based Learning, Computer-assisted Learning, Experiential Learning, etc.

Experimental Learning. The tools include Internships and Projects, Surveys and industry-focused learning, Cases, diary and reflection, Labs such as computer lab, various software, pottery lab, painting lab, and carpentry labs including welding lab for experimental learning, Evening Presentation, a unique differentiation of the school, and Physical Experiment such as manure making.

Experiential Learning methods include outbound leadership, industrial visits, and vibrant club activities.

Participative Learning is achieved through cases, class discussions, group discussions, seminars, and graded class participation.

Problem-solving tools used are cases and EBSCO sessions.

ICT. Besides using ICT for course outlines, assessment, attendance, and marks announcements by the faculty, especially MBA faculty uses U-tube videos and online resources. Doing online courses is another important tool.

External assessment is done by the university through a valuation camp. The students can seek re-evaluation if they feel aggrieved.

Internal Assessment. The internal assessment has three major components – examinations, assignments and projects, and attendance and discipline.

Examination Component. The examinations are conducted on time as per the calendar and use two question papers and answer key methods.

Assessment events are given in the course outline and attendance can be monitored through Campus 7 software. Grievances are addressed on an immediate basis.

COs and POs. The school has 6 POs for MBA 8 POs and 2 PSOs for the UG programs. These are given on the website at <https://dcsmatvagamon.edu.in/co-po-list-mba/>, and <https://dcsmatvagamon.edu.in/co-po-list-ug-programs/> for MBA and UG programs respectively. The PO attainment of an MBA has shown consistent progression. These are measured through COs.

PO attainment. PO attainment uses both direct and indirect assessment (80:20). Measuring the CO attainment and PO attainment are estimated and are reported at <https://dcsmatvagamon.edu.in/co-po-attainment-mba/> and <https://dcsmatvagamon.edu.in/co-po-attainment-ug-programs/> for MBA and UG respectively. Based on the PO attainment, the faculty generates an Action Taken Report (ATR) through which changes are introduced in the subsequent teaching cycle. The PO attainment of the MBA program has been showing consistency in improvement.

Research, Innovations and Extension

Innovation Ecosystem. The school encourages students to embrace entrepreneurship. The MBA program has a course on entrepreneurship. The school has also set up IEDC (Innovation and Entrepreneurship Development Centres) under the Kerala Startup mission. The entrepreneurial orientation of the students is developed through the major club activities in which they learn to muster resources and plan and execute their goals much like an entrepreneur does. Club Vista which has been in operation in the school since 2007 is a club that focuses on entrepreneurship. This has paid rich dividends. For example, 13 school alumni (7 men and 6 women) have become entrepreneurs.

Indian Knowledge System. Yoga is conducted by one of our II Year BBA fully qualified yoga teacher. Participation in the Kerala Literature Festival (KLF) where vernacular literature is promoted is another important initiative.

IPR. The school delivers the knowledge of IPR through courses and IEDC.

Outreach. Major initiatives related to outreach are:

Responsible water conservation by collecting rainwater and flowing it to the lower riparian areas is a seldom-seen example of responsible water conservation. Equally using the collected water to sustain the food cycle is another.

The provision of STP-treated water to the neighborhood plantations and, the provision of water to a household that has given us land through a well-to-home gravity flow method are other examples of sustainable programs.

The NSS unit of the school runs several initiatives.

Annual Medical Camp is the flagship outreach which touches a radius of 12 km and 4 tribal areas and touches footfall levels that no social organizations in the area have been able to match.

Plastic Waste Removal, and Joy of Sharing (visit to a senior citizen home of the economically backward people) are other initiatives.

Promoting and Supporting Local Talent and Promoting and supporting Local Talent in Entrepreneurship.

The former is done through scholarships for the local area students to pursue a program in the school. The latter is an exemplary initiative of mutual benefit in which the school created infrastructure, started cafes, eating places, and shopping centers, and turned them over to the local entrepreneurs after training them.

Infrastructure and Learning Resources

The school has an enviable infrastructure built scientifically into the lap of nature.

Classrooms. 6 classrooms each of 100 to 125 sq. m out of which 3 are theatre classes meant for case discussions. The UG programs have three classrooms per program (a total of 4 programs). The required area is 792 sq.m (12 classes x 66 sq. m) and held area is 1090 sq. m. These are Wi-Fi enabled.

Laboratories. The school has two computer labs, a clay sculpture lab, wood, etching, and a metal lab with power tools, vices, etc. The school also has a glassed studio for painting.

Facilities for Cultural Activities. One Auditorium of 398 sq.m., Step up DC - 97 sq. m for dance and music practice, Student Activity Center 166 sq. m for both cultural and indoor games, 4 amphitheaters with a total area of 2041 sq. m. The auditorium accommodates the yoga center.

Outdoor sports include mini football floodlit, basketball floodlit, Volleyball, Badminton – 4 courts, and Cricket played in the open.

Sports Indoors include Gym, Table Tennis, carom, chess, and Ludo.

Food Facilities include a canteen plus 3 cafeterias of different varieties.

Miscellaneous facilities include fully automated laundry, buses for leisure trips on request, and a saloon or beauty parlor.

Library. The 9.30 a.m to 9.30 p.m. library is housed in a 500 + plus square meter independent building with 130 seats, has KOHO software, an Online Public Access Catalogue, 24,184 titles, and 33451 volumes of books, 57 physical journals, EBSCO elite with 495 electronic journals, and computers, Wi-Fi, laser printer, scanner, and biometric punching (exclusively for the library). It has an annual budget of Rs. 6.70 lakh

IT infrastructure. Over 100 computers, dedicated Wi-Fi – 500 Mbps broadband, networked printers, 72

security cameras, and 60 access points make the campus fully Wi-Fi enabled.

The software includes Microsoft Windows, Office suite, Autodesk student-licensed software products, and SOPHOS protection bundle for security.

Learning Management System Campus 7 - Campus is integrated application software used for attendance management, marks management, scheduling faculty and classes, quizzes, submission of assignments, passed out student details.

Student Support and Progression

There is a registered alumni association (Register No. IDK/TC/673/2013). The association has a bank account (Federal Bank, Moolamattom, A/C. No. 10230100129098). The alumni funding of some of the activities of the school has just begun. For example, the alumni association funded the purchase of computers recently. Alumni chapters exist in Bangalore and UAE.

Financial Contribution. Alumni fund their events in the school. Of late they have contributed 10 computers amounting to approximately 1.74 lakhs to the school.

Non-Financial Contribution. Non-financial contribution is made through:

1. Corporate talks – Average 9 talks in a year.
2. One of one Interview practice for the final year students which is considered a major contribution.
3. Placement, for example, offers of one of the alumni to absorb 4 to 5 students in Metcon.

Alumni Connect

Because of the residential nature and location which everyone likes to visit, alumni links to the school are strong. Alumni use the guest rooms, have marriage photo shoots, and bring their spouses and children to visit the school.

Formal. Approximately 1600 students have registered on the alumni connect website Vaave connect. Various Chapters are operating in India and abroad (UAE). Alumni meetings are conducted regularly, the latest mega get-together being in April 2023 when all the alumni for the past 20 years were invited to the campus for a two-day get-together. Connect is also maintained through newsletters.

Alumni are invited to participate in academic improvements, Student interactions, and campus improvement activities.

Informal. In addition to the formal alumni system, there exists a tacit club alumni system. This is a cohort of students who have been the club members of a particular club. The clubs of DC (the Navarathana Club system) being a strong and socially cohesive system often support their clubs and also enable the placements and career progression of their club members.

Alumni support for admission interviews and placements has been of high value.

Governance, Leadership and Management

The inspiration behind the DC School of Management and Technology and its vision and mission have been discussed in the introduction. The school follows a decentralized administrative system. The Board of Governors (BoG) operates under DCKF, the society that holds the school. Key committees are:

1. The FC (Faculty Council consisting of all faculty members) – has a central position and oversees decision-making, scholarship grants, process building, and actions related to outcome-based education.
2. Quality-related committees (IQAC, NAAC, NBA).
3. Value Adding Committees (UN SDG, Research Promotion).
4. Program Related (Program Assessment, examinations, Program execution)
5. Expertise related (Area Committees)
6. Mandatory committees such as anti-ragging, and grievance committees also exist.

The Strategic Plan. The institution makes a strategic plan through a structured approach by incorporating all stakeholders. The strategic plan is given at <https://dcsmatvagamon.edu.in/wp-content/uploads/2023/12/Strat-Plan-2022-27.pdf>. 8 differentiations and the introduction of the T-shaped professional model with 15 interventions intended to enhance generic (behavioral) and technical competencies are the highlights of the plan.

Quality Assurance. IQAC holds the pride of place in quality assurance. ISO. The Green Audit also helps in monitoring.

The school has a handbook/policies for employees and students.

Work Environment is conducive to growth and faculty have completed FDPs in IIMs and have also completed their Ph.D. under the aegis of the school. The campus provides 24 x 7 admin support to the students with power backup, Wi-Fi, subsidized food, accommodation, staff club, ambulance, buses, celebrations of all festivals, ESI, accident insurance, and other facilities.

Revenue. The main source of revenue is the fees. When required DCKF supports the institution. Accounts are audited by Varma and Varma Chartered Accountants and an internal audit is done by two faculty members.

IQAC. The IQAC makes strategic-level contributions by helping to draft and implement the strategic plan, operational-level actions such as CO-PO creation and measuring, and the like. The recent key contributions of the IQAC are the introduction of the T-shaped professional model for learner success and the SOP log.

Institutional Values and Best Practices

Learner success is the key institutional value. Within that framework, it promotes hard work, equal opportunity, honesty and integrity, camaraderie through Gurukul-type living and learning, tolerance, and constitutional values. Of these equal opportunity has led the school to provide major scholarships and Study Now Pay Later during COVID and continues the scholarship schemes to various challenged categories. The school promotes constitutional values and makes an effort to educate the students on these values.

Women of the school are highly empowered and the lady students are at the helm of not only cornering ranks but also leadership activities. The school has made sufficient investments in women's safety, the skywalk to the

hostel being the most noted one. Gender survey reported in the SSR indicates that they find no impediments to taking up leadership positions, feel safe, can hold their head high, and are equal to men in self-confidence.

Cultural and Religious Harmony is perfect with no challenges reported. All religious festivals are celebrated with equal vigor. The basics of Hindi as a language are known to all because of mandatory Hindi education in school.

Best Practices include the Student Ownership Program and Evening Presentation. Both are driven by our passion for learner success. The table below shows their impact. The high impact of these on influencing career objectives, managing personal challenges, motivation, enhancing self-awareness and self-confidence, facing academic challenges, placement readiness, impact on job performance in the current job, overcoming stage fear, enriching general awareness and enriching communication have been captured in our report at <https://dcsmatvagamon.edu.in/best-practices/>

Our Distinctiveness has been included in the strategic document. The key distinctiveness is generic and technical competency development for learner success. Tools used effectively include the best practices of the Student Ownership Program, evening presentation, the Navarathna clubs of DC acting as crucible for leadership, strong academic rigor, learner-centric pedagogy, well-qualified faculty, and willingness of the management to go to any extent for training the students and the T-shaped professional model that would help us to integrate our practices and make sense out of it.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DC SCHOOL OF MANAGEMENT AND TECHNOLOGY
Address	DC School of Management and Technology Pullikkanam P.O Vagamon Idukki
City	VAGAMON
State	Kerala
Pin	685503
Website	www.dcsmatvagamon.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Elizabeth George	0486-9297030	9946757820	-	info@dcschool.net
IQAC / CIQA coordinator	Rudolf Wranton	0486-	9443110311	-	iqac@dcschool.net

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	DC School of Management and Technology Pullikkanam P.O Vagamon Idukki	Rural	5	17708

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	BBA,Business Administration,	36	Plus two		40	35
UG	BCom,Commerce,Model I Finance and Taxation	36	Plus two		40	0
UG	BA,Arts,Visual Arts Interior Design	36	Plus two		30	20
UG	BCA,Computer Application,	36	Plus two		40	15
PG	MBA,Business Administration,	24	Plus two		180	92

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	5				5				22			
Recruited	4	1	0	5	3	2	0	5	12	10	0	22
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	14	4	0	18
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				25
Recruited	14	4	0	18
Yet to Recruit				7

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	1	0	2	1	0	3	2	0	13
M.Phil.	0	0	0	1	0	0	1	0	0	2
PG	4	1	0	3	2	0	12	10	0	32
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	47	0	0	0	47
	Female	22	0	0	0	22
	Others	0	0	0	0	0
PG	Male	46	0	0	0	46
	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	1	2	1	0
	Female	2	2	6	6
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	6	18	20	13
	Female	14	7	11	13
	Others	0	0	0	0
General	Male	49	55	70	60
	Female	41	34	46	35
	Others	0	0	0	0
Others	Male	35	78	60	15
	Female	14	50	32	13
	Others	0	0	0	0
Total		162	246	247	156

Institutional preparedness for NEP**1. Multidisciplinary/interdisciplinary:**

The school has been designed as a multidisciplinary integrated school covering management (MBA and BBA), accounting (B.Com), computer technology (BCA) and liberal arts (BA Visual Arts). Additionally the group institution collect runs a B.Arch program. In line with NEP, the students of the school will be able to take credits from other departments. The school has a MoU for academic collaboration with University of Valladolid (Spain) and Bluecrest University (Liberia) which the school will leverage in the ensuing years to have better interdisciplinary programs. The student of the school will be able to bank academic credits, e.g., credits in drawing and use it to qualify in say, BCA with

	specialist knowledge in graphics or learn interior design along with marketing those skills.
2. Academic bank of credits (ABC):	The school is encouraging its students to open academic bank of credits and accumulate the credits. It is expected that by the end of February, most student would have opened their accounts.
3. Skill development:	The school is uniquely endowed to be an anchor for soft skill development. It has exceptional capability in outbound leadership lab and psychometrics driven Individual Development. It also has capability in some unique skill area such as training for sales skills, conflict management, teaching skills, drawing skills, sculpture skills and have labs to support these. Once the NEP is fully implemented and permits free collaboration with certification agencies or university or AICTE permits certification under its aegis, the school will foray into several skill certifications in the above mentioned areas.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The school's curriculum has some components about Indian values and this is taught. The school also has yoga which is conducted by a young BBA II year student who is fully qualified yoga teacher. Once the school becomes autonomous and it makes it possible to give credits, the school will make taking credits in yoga and Indian system as mandatory credits for a degree program. The School's involvement in Kerala Literary Festival helps to impart the power of vernacular language to its students. The school is uniquely endowed to teach Indian art and architecture which it does to its students from Visual Arts.
5. Focus on Outcome based education (OBE):	The school has embraced OBE ever since its inception and formalized it as it went for NAAC accreditation in 2013. The MBA program is also OBE and has appropriate metrics for OBE. One of the non-formal outcomes that has guided the school ever since its inception is its focus on placements and consequent reputation it producing students who are industry ready. Its best practices of Student Ownership Program and Evening Presentation (discussed in this SSR) and the feedback thereof indicates its early foray into OBE which it intends to leverage as NEP gets fully implemented.
6. Distance education/online education:	The school is beginning the process of delivering some part of the courses online so that students can do internship and also study at the same time. The

student of the school undertake online courses. Once the NEP brings these courses such as courses done on Swayam under the aegis of Academic credits bank, the students of the school will be able to do more courses in wider areas, thus increasing the flexibility in programs.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>There is a Club for Promotion of Democratic Values which promotes constitutional values, and duties. This club also encourages voting.</p>
<p>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?</p>	<p>The functions of Electoral Club is undertaken by The Club for Promotion of Democratic Values which has its structure and programs including programs for creating electoral awareness.</p>
<p>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.</p>	<p>The school has taken up activities internally so far. It is pertinent to mention that in a highly political aware state like Kerala, where the voting percentage and political awareness is high, the requirement is only for a limited No. of interventions.</p>
<p>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.</p>	<p>The school is yet to publish in areas promoting electoral awareness.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The school has a record of students who are above 18 and would come to the voting table in 2014 and they will be enrolled before the next general election.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
162	243	253	143	180
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 31

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	34	22	24	29

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
561.21	515.23	241.73	412.82	384.80
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The programs that the school runs are MBA, BBA, B.Com, B.A Visual Arts (Interior Design) and BCA. They run under Mahatma Gandhi University, Kottayam, this being an affiliated institution. MBA is the oldest program and commenced in 2002. BBA and B.Com were started in 2014, B.A in Visual Arts (Interior Design) in 2015 and BCA in 2021.

The school makes an academic calendar in May/June each year, i.e., about one month before the commencement of the academic year. This calendar includes the commencement of the academic year, induction schedule for various programs, program commencement, semester breaks, major co-curricular and extra-curricular activities, important holidays, schedule for various internal assessments, and tentative university examinations. This calendar helps the faculty and students to plan the year. This calendar will also help the program offices to plan the scheduling of classes.

The academic calendar undergoes very frequent changes because the inputs from the university keep varying. Within that limit, the school follows the schedule strictly. Key aspects that find a place in the planning of the program delivery in addition to the university curriculum delivery are interventions related to:

- **Adapting and Learning to Lead.** The first group of interventions is related to adapting to change and includes an induction program, Outbound Leadership Lab, norms of social life in a fully residential program, and use of the academic facilities including digital services such as EBSCO. For the MBA program several leadership-related lectures, Breakfast with the CEO, industry visits etc. would also find a place in this intervention.
- **Grooming.** This series involves several lectures on personal grooming and fine dining.
- **Finishing Series.** This series consists of training for CV making, GD, PI, and practice interviews which also find a place in the calendar. This is relatively more intense for the MBA program and would include aptitude test training.
- **Technical Competency Development.** In addition to the university-mandated interventions such as elective courses, and internships, students take up value-added courses and online courses. All our UG students do one month of projects with an organization, though optional in the university mandate.

Continuous Internal Assessment is done as per the university mandate. The internal assessment is for 40 marks for the MBA and 20 marks for the UG programs. The assessment events are mandated by the university and include:

- One internal examination and one model examination patterned on the university examination (mandated by the university) for 20 marks for MBA and 10 marks for UG programs.
- Attendance and class participation, discipline (for 10 marks for MBA and 5 marks for UG programs).
- Assignments, project presentations, and quizzes (for 10 marks for MBA and 5 for UG programs).

The assessment events are forecasted in the calendar and the course outline. On completion of the assessment event, the examination papers are evaluated and given to the students within seven days. The paper is then discussed in the class so that the students can make corrections.

The calendars are available at <https://dcsmatvagamon.edu.in/academic-calendar/>

1.2 Academic Flexibility

1.2.1

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

Response: 4

File Description	Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

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

Response: 15.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	62	29	4	56

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Integration of issues relevant to professional ethics, gender, human values environment, and sustainability are trained through both curricular and non-curricular interventions.

Professional Ethics. The curriculum incorporates this in different ways in different programs. In the MBA it is inducted through a formal mandatory course on ethics which is taught through cases. These aspects find a place in the elective courses when cases are discussed; for example ethics in the job roles of marketing, and finance, ethics related to layoffs which an HR student should understand, and so on. In the BBA program, it finds a place in the course on OB. For the B.Com program, the focus is on accounting integrity during the discussions in the class. Similarly, for the B.A Visual Arts program, this is done by bringing this issue to the book during sessions. For BCA, it is done during sessions and also through discussion on ethical hacking.

Gender. Gender related issues come up for discussion and there are stringent rules on gender equality. Gender equality is inherent in the social and cultural system of the state and has not posed any challenges so far. Therefore, it is inducted as general discussions in various sessions especially sessions related to behaviour.

Human Values. The human values that the school espouses are tolerance or the ability to live and work with people unlike ourselves, benevolence, self-discipline, honesty, achievement orientation, continuous improvement, and a spirit of enterprise. Of these tolerance, benevolence, and self-discipline are imbibed to a great extent because of the fully residential nature of the program. Honesty is achieved through zero-tolerance actions on dishonest behaviour. Achievement orientation finds a special place in the MBA program and is reiterated in multiple forums besides in courses of OB, HR, interventions, Outbound Leadership Lab (OLL), goal-setting exercises in the OLL, and through the SOP (student ownership program interventions). Continuous improvement is imbibed through continuous evaluation and feedback. Entrepreneurship orientation is imbibed through multiple activities that are driven by clubs.

Environment and Sustainability. There is a formal course on the subject for all programs. The UN SDG-based outreach started in early 2023 also would help to reinforce this learning. The location, rainwater harvesting, STP and recycling, avoiding the use of plastics on the campus, waste segregation, and minimizing the use of vehicles on the campus are some of the interventions that help the learner to learn the importance of environment and sustainability through learning by doing. The UG project or MOOC course on experiments in sustainable agriculture which has been introduced in the curriculum is another initiative. In this initiative, the students learn composting, and the basics of agriculture.

1.3.2

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

Response: 86.42

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

Response: 140

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
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: 62.59

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
162	246	247	156	218

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
308	348	328	330	330

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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: 42.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	29	39	32	28

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
211	66	68	63	65

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 5.06

2.3 Teaching- Learning Process

2.3.1

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

Response:

Teaching-learning methods adopted by the faculty members include Lecture Method, Interactive Method, Project-based Learning, Computer-assisted Learning, Experiential Learning, etc.

Experimental Learning. The institution recognizes the importance of Experimental Learning where learners learn by doing. The tools used are:

- **Internships and Projects.** MBA students do an 8-week mandatory internship in an industry in a job role which they intend to join; e.g., HR role, marketing role, etc. In addition to this, the students also do a project in their final semester that intends to solve an industry/sector problem. This is evaluated using the metrics provided by the university. The UG students undertake a project in an industry for four weeks. All students do this though doing projects is optional in the university.
- **Surveys and industry-focused learning.** Learning through surveys, field observations, and interviewing managers in the industry are used especially in the MBA program.
- The case method of learning involves experimenting with various options which when subjected to discussion brings out new learning.
- **In interventions related to generic competencies,** the students learn by diary method in which they record the learning through the SOP log and learn from this.
- **Labs of DC** include a computer lab, various software, a pottery lab, a painting lab, and carpentry labs including a welding lab for experimental learning.
- **Evening Presentation.** One of the unique features of DCSMAT is the evening and midnight presentation which is a crucible for building self-confidence.
- **Physical Experiment.** Students use physical experiments of manure making, and basics of agriculture through field actions.

Experiential Learning. The methods used are:

- **Outbound Leadership.** The school uses renowned Kolb's experiential learning diary for learning through the Outbound Leadership Lab. This method is then extended to other activities in which the reflective diary is maintained. The school has considerable competency in this area and teaches the students of other schools also in this method.
- **Industrial Visits.** Industry visits are one of the mainstay learning methods and include study tours.
- **Club/Management Events.** The institution has nine clubs known as 'Navaratnas' which organize different mega events. These clubs are managed entirely by the students, including fundraising, event ideation, organizing competitions, etc. Luminance, one of India's largest management events which has the participation of nearly a thousand students, is also organized by the student management team. These activities help in enhancing generic competencies.

Participative Learning. Participative learning is achieved through class discussions, group discussions,

seminars, and graded class participation. Cases or participant-centred learning is another tool that is frequently used.

Problem Solving. The main tool used for problem-solving is cases. The students solve problems in the cases and learn through experience. Internships and projects are other tools. Using weekly EBSCO sessions the students learn to solve a research question scientifically.

ICT. Besides using ICT for course outlines, assessment, attendance, and marks announcements by the faculty, especially MBA faculty uses U-tube videos and online resources. Doing online courses is another important tool.

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts 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
32	34	22	24	29

2.4.2

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

Response: 39.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	12	10	8

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

External assessment is done by the university through a valuation camp. The students can seek re-evaluation if they feel aggrieved.

Internal Assessment. The internal assessment has three major components – examinations, assignments and projects, and attendance and discipline.

Examination Component. The examinations are conducted on time as per the calendar. There will be at least two examinations including the model examination which are centrally monitored and conducted. The first examination is conducted when about 2 or 3 out of 5 modules are completed. The model examination is conducted after completing 4 modules so that the students have time to improve and the faculty gets enough time for remedial.

- To bring in transparency, each faculty makes two question papers and a suggested answer key. These are handed over to the principal who selects one paper at random and releases it for the examination.
- The evaluated papers are given within seven days to the students. The expected answers are discussed in the class on the day of giving the papers to the students. The students can represent the faculty and/or the principal if they feel aggrieved about the marks.
- The Examination Committee. This committee oversees the examinations. The evaluation is directly monitored by the principal.
- The result is displayed on the notice board and is also intimated to the students through digital mode.

Assignments and Projects. These are included in the course outline and therefore a student is aware of when it is likely to happen. The assignments are evaluated and discussed with the students so that they get insight into learning.

Attendance and Discipline. Campus 7, the ERP of the school enables a student to monitor one's attendance. However, the school also monitors the attendance on a day-to-day basis. Sometime in the

middle of the semester or when about half the sessions are completed, the program chair consolidates the attendance status and warns the students with low attendance about the consequences of a deficiency in attendance so that they do not miss the university examinations owing to this deficiency. In the case of UG students, their parents are informed of the same.

Grievances and Redressals. The first person to represent any grievance is the faculty. The school has a record of immediate response by the faculty. Thereafter, a student can represent the matter to the principal and the director who looks into the grievance promptly. The student can also put a formal grievance in the grievance committee.

Urgency in Addressing Grievances. The mechanism of addressing a grievance moves into action immediately upon getting a grievance. This is considered extremely important by the school leadership more importantly because of the residential nature of the school in which delay in addressing a grievance could have an exponential impact.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

MBA. The MBA program has 6 POs which are aligned with the mandate of the NBA. The MBA university syllabus also highlights POs. The school's POs are a judicious mix of both the NBA mandate and the university syllabus mandate. For details of POs of MBA see <https://dcsmatvagamon.edu.in/co-po-list-mba/>

UG programs have 8 POs and 2 PSOs. The POs are replicas of the graduate attributes for learner success and are written using Bloom's taxonomy framework. Usually, but not necessarily, there are 5 COs for each course representing the 5 modules in the university syllabus both for MBA and UG programs. For details of POs of all UG programs see

<https://dcsmatvagamon.edu.in/co-po-list-ug-programs/>

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The school uses internal assessment events and indirect survey tools for PO attainment estimation.

- **Step 1** - First the COs are determined for each course. Usually, each CO will correspond to a module in the syllabus.
- **Step 2** - Then each CO is mapped to a PO using the 3, 2, 1, and 0 (not attained or null value) to represent the degree of relevance of each CO in the respective PO. The mean gives the expected attainment value of each PO throughout the course.
- **Step 3**. Then, CO attainment is calculated using the high, medium, low, and not attained framework (3,2,1,0 respectively) using internal assessment tools.
- **Step 4**. The CO attainment is multiplied by the mapped value to get the PO attainment and divided by 3 to adjust for the mapped values which gives the actual PO attainment. Summation of the values obtained from various courses given the PO attainment. This is the direct attainment and caters to 80% of the PO attainment value.
- **Step 5**. The PO attainment is assessed by the faculty who looks critically at the gap between the expected and actual value of the PO attainment. Then they write an ATR (action taken report) or the way to bridge the gap.
- **Step 6**. Exit surveys and other co-curricular activities are also considered for PO attainment (indirect) which caters to 20% of the weight. The direct and indirect values are added to give the overall PO attainment.

CO attainment and PO attainment are reported at:

- MBA - <https://dcsmatvagamon.edu.in/co-po-attainment-mba/>
- UG Programs – <https://dcsmatvagamon.edu.in/co-po-attainment-ug-programs/>

The closing of the loop using the ATR is self-explanatory from these files. In sum, after a faculty writes the ATR, these are evaluated by the area chairs who are competent to comment on how to improve a course as SME (subject matter expert) of the subject. These are further ratified by the Program Committee and later placed before the FC (faculty council) that accepts the ATRs.

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

Response: 54.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	155	86	113	47

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

2022-23	2021-22	2020-21	2019-20	2018-19
227	206	187	212	176

File Description	Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.15</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Innovation Ecosystem. The school encourages students to embrace entrepreneurship. The MBA program has a course on entrepreneurship. The school has also set up IEDC (Innovation and Entrepreneurship Development Centres (IEDC) under the Kerala Startup mission. The entrepreneurial orientation of the students is developed through the major club activities in which they learn to muster resources and plan and execute their goals much like an entrepreneur does. Club Vista which has been in operation in the school since 2007 is a club that focuses on entrepreneurship. This has paid rich dividends. For example, 13 school alumni (7 men and 6 women) have become entrepreneurs.

Men Alumni Entrepreneurs

Sl.No.	Name	Organization
1	Sreejith K.P	Managing Partner Sreedhareeyam Ayurveda Hospital Muvattupuzh
2	Sailesh	Managing Director, Hotel "Khardongla", LehLadak

3	Sabin Thomas	Managing Director, "KALAM" 3D Pots using 3D printing Technology
4	Vineesh Kumar V	Managing Director, Module 5 Interiors
5.	Sandeep	Managing Director Green Ads Global
6.	Akhilesh Paniker	Managing Partner Meetha Pan Advertising agency
7.	Faique Harris M P	Managing Director Blisondoor Gardening
Women Alumni Entrepreneurs		
Sl.No	Name	Organization
1	Dhanya Jose	Managing Partner, Wealth Plus Financial Solutions, Trivandrum
2	Deepa Jose	Managing Partner, DE Designs (Online fashion store), Bangalore
3	Dhanya Ushas	Actress and Model
4	Deepa Vimal	Managing Partner, Peacock Collections is an online HandmadeJewelry Store, Kochi
5.	Sara Abraham	Managing Partner, Pathickal Auto Stores
6.	Anusree Pillai	Managing Partner, Artistry Media Labs, Kochi

Indian Knowledge System. The most significant Indian system is the 'Gurukul' model where the learners and the faculty and staff live, work and learn together. The intimate relationship created and the consequent benefits are what we have imbibed from the Indian system which very few other school have emulated. Additionally, we have:

- **Yoga.** Being an affiliated small institution, our focus is on promoting yoga. The school has started yoga which is handled by a BBA II year student who is fully qualified.
- **Indian Literature.** Kerala Literature Festival (KLF) – The KLF is an annual event in which the school makes a major contribution and sends 50 to 60 volunteers. This festival brushes shoulders with the best literary festivals in the world. Many Indian vernacular writers and Indian thought leaders in the Indian literary system speak at this festival and this becomes a rich learning ground on Indian systems.
- **Indian Festivals.** Which are celebrated irrespective of the place where it has originated.

IPR. The school delivers the knowledge of IPR through a course for BBA and includes this in the business law course of the MBA. Awareness of IPR is done through the IEDC.

3.2.2

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

Response: 47

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	11	20	9	4

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	8	1	2

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.3.2

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

Response: 0.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	12	3	4	1

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response:

Responsible Water Conservation. The school promotes responsible water conservation.

First, it collects the water in a large pond through a sophisticated and elaborate water collection system consisting of underground hume pipes and flow channels. This is then flown down to the lower riparian areas for the benefit of people. An allied activity is growing fish in the collection pond and not fishing to feed the birds and ensuring the food cycle of the area.

A second initiative is the provision of STP-treated water to the neighborhood plantations.

A third one is permitting a well in the campus in the upper area with gravitational flow to a local house.

Responsible Construction. The second most important initiative is the responsible construction in the area keeping the fragile ecosystem in balance and without any rock blasting or destruction by managing the construction by not destroying the forest within the campus.

NSS. The school has NSS Unit No. 140. The unit has been conducting an NSS camp every year during the assessment period. During these events, a cleanliness drive, sustainable agricultural production, awareness talks on health and hygiene, awareness talks on financial frauds to the Kudumbashree (self-help group), and similar activities have been undertaken.

Annual Medical Camp is a major event the school has been conducting every year in the assessment period except in 2021 due to COVID-19. This has been impacting local people and is an event that they look forward to. The program covers a radius of 12 km and 4 tribal areas. The major footfall is for eye checks including free spectacle distribution (224 people) in 2023. In 2023, 96 people came for secondary care and reference for tertiary care.

Plastic Waste Removal initiative in the delicate Western Ghat area is another important initiative. Though the locals responsibly dispose of plastic waste, tourists often litter the route by throwing plastic from the vehicles they travel in. Hence this initiative has a major local impact. This annual event was done in collaboration with Kissan Service Society in 2023 on October 23.

Joy of Sharing. The school visits one of the extremely economically backward senior citizen homes and conducts a cultural program every year. This initiative culminates in supporting the home with materials.

Promoting and Supporting Local Talent. The school provides liberal scholarships to the extent of 75% for any local student who desires to join a program.

Promoting and supporting Local Talent in Entrepreneurship. The school has set up three food stalls one mini shopping center and one baking facility on the campus and then then turned them over to the local people for running so that they can have a livelihood and enhance their income besides encouraging entrepreneurship.

3.4.2

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

Response:

The institution has worked colaborativley with a number of non-profit organizatiothns, conducted awareness on financial fraud, and athe like which have been reported in 3.4.1 and have been appreciated by several such agencies.

The appreciaiton of the locals during the flagship medical camp is also noteworthy.

3.4.3

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	2	1	3

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

3.5 Collaboration

<p>3.5.1</p> <p><i>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.</i></p> <p>Response: 7</p>	
File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The school has enviable infrastructure.

Classrooms.

The MBA program has 6 classrooms for 3 sections.

- Out of these three are theatre style with executive chairs and each is of 100 sq. m versus the requirement of 66 sq. m.
- One is a flat class of 100 sq. m.
- Two are large flat classrooms each of 125 sq. m.

The UG programs have three classrooms per program (a total of 4 programs). The required area is 792 sq.m (12 classes x 66 sq. m) and held area is 1090 sq. m.

All classrooms are Wi-Fi enabled (campus-wide Wi-Fi and the theatre classrooms are equipped with state-of-the-art desktop retractable power plugs. All theatre classrooms also have name boards.

Laboratories. The school has two computer labs, one having 62 systems and the other having 41 systems which is more than adequate. It is pertinent to mention that the MBA students, several BCA and BA Visual Arts student possess their laptops. Besides the computer labs, the school has a clay work or sculpture lab with power spin wheels, wood, and etching and a metal lab with power tools, vices, etc. The school also has a glassed studio for painting.

Computing and ICT equipment (greater details in 4.3.1).

- 1.2 computer labs.
- 2.PCs.
- 3.Dedicated broadband.
- 4.Wi-Fi.
- 5.Advanced graphic software.
- 6.Access points.
- 7.Fibre optic cable system.

- 8. Firewall.
- 9. Security cameras.

Facilities for Cultural Activities.

- One Auditorium of 398 sq. m.
- Step up DC - 97 sq. m for dance and music practice.
- Student Activity Center 166 sq. m for both cultural and indoor games.

- **Amphitheaters – 4**

- Main amphitheater with two stages – 1180 sq. m. + 485 sq. m (stage and audience area)
- Pondsides amphitheater – 145 sq. m.
- Activity Center Amphitheater – 63 sq. m.
- Pool amphitheater - 168 sq. m.

Yoga and Sports

Yoga center (at the amphitheater and Auditorium) with yoga run by an II BBA fully qualified yoga teacher (initiative: yoga with Gowri Ghosh)

Sports Outdoor

- Mini Football is floodlit.
- Basketball floodlit.
- Volleyball
- Badminton – 4 courts.
- Cricket is played in the open.

Sports Indoor

- Gym
- Table Tennis.
- Indoor games such as carom, chess, and Ludo on the college and hostel premises.

Food Facilities

- Home food by Babu Chettan.
- Exotic Food at Café including baking center.
- Quick refreshment center (for tea, coffee, and snacks)
- The main canteen where all students have food.

Other Facilities

- Fully Automated laundry.

- Bus for leisure trips on request.
- Saloon or beauty parlour.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 20.87

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
147.07	155.81	38	60	40.69

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

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:

Housed in a 500 + plus square meter independent building, the school has excellent library facilities. Ground-level reading and book display is primarily meant to enable universal access. The first and second floors house the book issue, reception, book display, student project display, and journal magazine reading section.

The key highlights are:

1. Automation using KOHA (Version 21.11), an open-source integrated Library Management Software Package, with all modules.
2. Online Public Access Catalogue (OPAC) and Bar-coding system for Books.
3. 24,184 titles and 33451 volumes.
4. 57 physical journals.
5. Electronic journals – Active Full-text journals and magazine – 495 through EBSCO Business Source Elite.
6. Structured EBSCO reading hours to induct the students into research culture.
7. Library physical access from 9 a.m. to 9.30 p.m.
8. Usage tracking and the best user award are given every year.
9. Borrowing limit for students – 5 books; retention period – 15 days.
10. Seating – 130 seats.
11. Exclusive server.
12. Computers, Wi-Fi, laser printer, scanner, biometric punching (exclusively for the library).
13. Annual budget Rs. 6.70 lakh

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The school has excellent IT infrastructure. These are:

1. Computers. The school has 63 computers in the computer lab. There are an additional 31 computers in the library, for faculty, and staff functions, totaling 94 computers. Computers purchased in the current year 20, upgraded 10.
2. The students usually use their laptops, possession of which is strongly encouraged.
3. Dedicated Wi-Fi – 500 Mbps ILL from Jio Infocom and backup Internet (if any) BSNL FTTH – upgraded with Jio on September 22 and made BSNL as backup.
4. Access points - 58 which enable trouble-free distribution of the Wi-Fi resources.
5. 2400 m of network cabling increased/upgraded.
6. All computers and most printers are networked (2 multifunction printers added in the current year)
7. There Added 1 NVR for security cameras this year.
8. Software and Firewall – 1000 users.
9. SOPHOS XGS 3300 firewall capable of handling 750-1200 sessions (roughly similar to 1000-12000 users at the same time.
10. Software. Microsoft Windows, Office Suite, Autodesk student-licensed software products, and SOPHOS protection bundle for security.
11. Security Cameras - 72 security cameras help to monitor the campus (13 upgraded and 10 added in the current year).
12. Biometric Identification - there are 10 biometric identification systems for attendance in the class and for the faculty and staff.
13. Peripherals.
 1. 17 printers and 7 scanners are used in the school.
 2. Besides there are many other peripherals such as external drives, and pen drives.
14. Learning Management System Campus 7 - Campus 7 (introduced in 2019), is an integrated application software akin to an ERP. It has the following functions.
 1. As a Student Management System it is used for students' database, leave, record of marks, passed out student details, etc.
 2. As an LMS it is used for attendance management, marks management, scheduling faculty and classes, quizzes, submission of assignments, passing out student details etc.
 3. As a Staff Management System it is used for staff database, staff attendance, and staff leave management.
15. Salary is handled separately by the Accounts office using Tally though the input for absence goes from the LMS.
16. Software for Administration - KOHO for the library and Tally for accounting are the major software systems used for administration.
17. Additionally, a payment gateway enables a student to pay fees and other charges online.
18. Data collection is done using Google Forms and/or LMS.
19. E-learning. E-learning resources are introduced during the induction program.
20. The students who come for the MBA program are usually well-versed in the use of e-learning techniques. Therefore the focus of training is on various platforms such as SWAYAM, and Coursera and the relative merits of these.

File Description	Document
Upload Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 1.34**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 121

File Description**Document**

Purchased Bills/Copies highlighting the number of computers purchased

[View Document](#)**4.4 Maintenance of Campus Infrastructure****4.4.1***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***Response:** 8.71**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
60.49623	37.057477	29.08919	45.71142	12.0103852

File Description**Document**

Institutional data in the prescribed format

[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: 41.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
78	156	129	45	0

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description

Document

Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.3

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

Response: 35.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	94	74	39	53

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

5.1.4

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

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

Response: B. 3 of the above

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: 36.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
78	122	74	39	52

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

2022-23	2021-22	2020-21	2019-20	2018-19
227	206	187	212	176

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

5.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	2	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

There is a registered alumni association (Register No. IDK/TC/673/2013). The association has a bank account (Federal Bank, Moolamattom, A/C. No. 10230100129098). The alumni funding of some of the activities of the school has just begun. For example, the alumni association funded the purchase of computers recently. Alumni chapters exist in Bangalore and UAE.

Financial Contribution. Alumni fund their alumni meet events in the school. Of late they have contributed 10 computers amounting to approximately 1.74 lakhs to the school.

Non-Financial Contribution. Non-financial contribution is made through:

1. Corporate talks – Average 9 talks in a year.
2. One of one Interview practice for the final year students which is considered a major contribution.
3. Placement, for example, offers one of the alumni to absorb 4 to 5 students in Metcon.

Alumni Connect

Because of the residential nature and location which everyone likes to visit, alumni links to the school are strong. Alumni use the guest rooms, have marriage photo shoots, and bring their spouses and children to visit the school.

Formal. Approximately 1600 students have registered on the alumni connect website Vaave connect. Various Chapters are operating in India and abroad (UAE). Alumni meetings are conducted regularly, the latest mega get-together being in April 2023 when all the alumni for the past 20 years were invited to the campus for a two-day get-together. Connect is also maintained through newsletters.

Alumni are invited to participate in academic improvements, Student interactions, and campus improvement activities.

Informal. In addition to the formal alumni system, there exists a tacit club alumni system. This is a cohort of students who have been the club members of a particular club. The clubs of DC (the Navarathana Club system) being a strong and socially cohesive system often support their clubs and also enable the placements and career progression of their club members.

Admission Interview Support for 2022-24 Batch

1. Mr. Deepu Thomas, Batch 2011
2. Mr. Aswin Kumar S, Batch 2016
3. Mr. Mathew Joseph, Batch 2016

4. Mr. Prasanth P, Batch 2016
5. Mr. Ramshaj Razak, Batch 2016
6. Mr. Alex Cleetus, Batch 2017
7. Mr. Jinu George, Batch 2017
8. Mr. Justin Mathew, Batch 2017
9. Mr. Tinku Mamen George, Batch 2016
10. Mr. Faizel Ahmmed, Batch 2017
11. Ananth B, Batch 2005
12. Varun Hari, Batch 2006
13. Einsteen Sebastian, Batch 2008

Alumni Support for Placements

1. Arun Salim, Indian Express
2. Alex Cleetus, Berger Paints
3. Sarath S L, EY
4. Harikrishanan H, Zuri Hotels
5. Akhilesh Panikar, MeethaPaan

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

DC School of Management and Technology (DCSMAT), Vagamon is a fully residential interdisciplinary institution, shaped by the ethos of the DC Kizhakemuri Foundation (DCKF).

The Inspiration. The DCKF was founded by Shri. Dominic Chacko Kizhakemuri (DC), Recipient of Padma Bhushan and Thamrapatra was a prominent publishing figure and entrepreneur. DCSMAT is driven by his visionary perspective and aims to embrace contemporary educational practices that foster professionals contributing positively to industry and society.

Vision and Mission. The vision of the school is to “‘Endeavour persistently to Develop Leaders and thinkers for industry and society through innovative academic practices.’ The overarching vision is to align educational practices with relevance, producing professionals equipped with skills to succeed in their chosen fields. DCSMAT operates as a mission-driven organization, focusing on outcome-based education and our passion, ‘Learner Success’. The mission revolves around imparting knowledge for professionalism, innovation, leadership, transformation, social responsibility, and sustainability. To execute this mission, a diverse group of business leaders, academicians, researchers, and luminaries from liberal arts, as well as individuals with proven records in sustainability, collaborate to provide guidance.

Mission. The institutional mission is translated into outcome-based education through various Program Educational Objectives (PEOs) and resultant POs for MBA, and POs and PSOs for UG program. These are intricately mapped to various courses. This structured approach ensures that the educational outcomes are aligned with the broader mission and vision of the institution.

Empowered Faculty. The faculty at DCSMAT plays a central role in the governance and decision-making processes. The decentralization and empowerment of faculty are evident in the establishment of the Faculty Council (FC), which assumes responsibility for various aspects of the school. The FC is not only accountable for matters related to the institution but is also entrusted with significant decision-making powers, including financial decisions like awarding scholarships. The FC takes a learner-centric approach, emphasizing outcome-based education, and it actively engages in strategic planning, setting differentiators, metrics, and parameters crucial for learner success.

Decentralized Governance. The governance is based on committee structure and is relatively flat with the Governing Council-DCKF at the apex, governing the institution through the Board of Governors (BoG). The FC (faculty council with all faculty as members), however, occupies a central position in this

governance system, establishing and overseeing various committees. These committees cover essential aspects such as quality and accreditations, programs, area development, program assessment, and research. Each committee contributes to the overall governance and functioning of the institution.

Key Committees.

1. The FC (Faculty Council consisting of all faculty members).
2. Quality-related committees (IQAC, NAAC, NBA).
3. Value Adding Committees (UN SDG, Research Promotion).
4. Program Related (Program Assessment, examinations, Program execution)
5. Expertise related (Area Committees)

This decentralized yet interconnected structure ensures that decisions and policies are laced with the expertise of faculty members. The commitment to learner success is a common thread woven into the governance system, ensuring that the institution remains focused on its educational mission and vision.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Strategic Plan. The institution's commitment to strategic planning and effective governance is evident through its structured approach to the development and deployment of strategic plans. The structure of the school (<https://dcsmatvagamon.edu.in/wp-content/uploads/2024/01/Structure.pdf>) indicates the multiple stakeholder consulting done for the process of vision and mission building as well as strategy development. The school formulates a 5-year strategic plan, annually reviewed by the Internal Quality Assurance Cell (IQAC) and Finance Committee (FC), and is overseen by the FC and in turn the BoG. The current strategic plan (<https://dcsmatvagamon.edu.in/wp-content/uploads/2023/12/Strat-Plan-2022-27.pdf>) covers the period 2022-27 and emphasizes the following:

Key Highlights of the Plan. The T-shaped professional model with 15 interventions intended to enhance generic (behavioral) and technical competencies, a fully residential campus acting as a crucible for experimental learning and leadership, learner success through career track focus, the introduction of a hexagonal purpose statement that adds clarity and direction to the learner, integrated leadership psychometrics and the leveraging of the integrated liberal professional campus. Structurally the strategic plan expresses the strategic imperatives in terms of goals, objectives, measures of success, and ownership providing a clear roadmap for execution and evaluation.

The Institutional Bodies. The institution's effective functioning with BoG, 10 committees given 6.1.1 above, and other statutory committees (anti-ragging committee, anti-ragging squad, Internal grievance, SC-ST committee, and others) embody the spirit of the institutional structure.

The Operation of the Institutional Bodies through Policies and Procedures. The operation of the institutional bodies is reinforced through a series of rules such as service rules, policies, and operating procedures. The BoG advised by the FC formulates and approves various policies. Various committees are dedicated to specific policy areas, including academics, general administration, campus discipline, and human resource matters, student matters, welfare, Capital Expenditure, ISO, and a quality policy (Green audit).

The service rules (<https://dcsmatvagamon.edu.in/wp-content/uploads/2024/02/DCSMAT-Manual-for-Staff.pdf>), students' handbook (<https://dcsmatvagamon.edu.in/wp-content/uploads/2024/02/DCSMAT-STUDENTS-HANDBOOK-2023.pdf>) and Miscellaneous policies (<https://dcsmatvagamon.edu.in/wp-content/uploads/2024/02/Policies-dcsmat.pdf>)

The institution's strategic planning and governance framework, coupled with a comprehensive set of policies, showcases a commitment to excellence, continuous improvement, and a holistic approach to education and organizational management.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

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:

DCSMAT Vagamon has consistently prioritized the well-being of its staff, introducing various welfare measures over the years.

Performance Appraisal. The school follows the standard performance appraisal system where a faculty's contribution is measured on teaching, research and institutional contribution. Performance appraisal exists for the staff also.

Work Environment. The institution focused on providing comprehensive support to its faculty and staff. Technological support, well-equipped office cabins, a library, and development programs were made available. Faculty members were given opportunities to attend Faculty Development Programs (FDPs), and seminars, and interact with industry professionals. The institution facilitated long-term FDPs at prestigious institutions like IIMs.

Career Development and Progression. The school provides liberal facilities for career development through completing a Ph.D. Online data resources, Wi-fi in the office and at home, and the research center of the Mahatma Gandhi University are support systems put into place for career development. The school has also put in place a weekly research seminar that precedes the weekly faculty council meeting to invigorate research.

Administrative Support. Administrative support facilities include subsidized accommodation and power, free water, subsidized food, and fully automated laundry to enable the faculty and staff to dedicate time to the students and themselves. The 24 x 7 power backup and ambulance service are other perks that one can enjoy. Administrative ease is ensured through digital attendance, Campus 7, full maintenance support, and ATM on the campus.

Welfare. The accident insurance scheme is an important benefit the school provides. The school subscribes to ESI and provides liberal leave to all its members. The school has an excellent work-life balance.

Recreational facilities revolve around the staff clubs which a places where faculty and staff can mix freely and without hierarchical inhibitions. The annual Staff Club excursion with the family part funded by the school is an event that everyone looks forward to. The staff club is also at the forefront of celebrating festivals such as Onam and Christmas. Games and sports facilities exist for all.

Equity. Equity is ensured through various policies embodied in the service rules. The performance appraisal system aligns the employees with the organizational objectives.

DCSMAT Vagamon has consistently strived to create a supportive and enriching environment for its faculty and staff through various welfare measures and performance appraisal systems, ensuring the well-being and professional development of its members over the years.

File Description	Document
Upload 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: 1.42

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
2	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document

6.3.3

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

Response: 4.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	3	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	36	36	36	36

File Description	Document
Institutional data in the prescribed format	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:**Revenue**

- **Fees.** The primary source of revenue is the fees paid by the students. The Fee is regulated by the Fee Regulation Committee of the Govt. of Kerala for MBA and by the University for the UG programs. The current approved tuition fee for an MBA is Rs. 199,000 per year and this is strictly followed. For UG it differs from program to program and whether the admission is through management quota or Govt. allocation.
- **Other sources** of revenue are consultancy, MDPs, FDPs, and alumni support. These constitute a very minor, if not insignificant, component of the revenue.
- **DCKF**, the foundation that runs the institution provides funding support when required.

Expenses

Academic. Academic expenses are met from the fees. The cost of textbooks is met on the actuals.

Residential Related Expenses. Residential-related expenses such as hostel fees, cost of food, and laundry are met from the money paid by the students for these items. The current annual room rent for a hostel is Rs. 69,360 including utility charges and GST. Food expenses are Rs. 108,000 per year for 3 main meals with at least one non-vegetarian meal a day and tea and snacks in the evening. The cost of laundry (unlimited washing, drying, and pressing) is Rs. 13,200 per year.

Audits

Internal and external audits are done each year. Internal audit is done by two faculty members. Currently, Dr. Kuppachi Srinivas and Dr. Jyothi Vijan handle this responsibility. The external audit is done by Varma and Varma chartered accounting firms. Auditors the audited reports are available at <https://dcsmatvagamon.edu.in/nba-financial-audit/> Internal audit is done by Prof. Kuppachi Srinivas and Associate Professor Jyothi Vijayan.

For audited reports see <https://dcsmatvagamon.edu.in/nba-financial-audit/>

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System**6.5.1**

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

Response:

IQAC is an important committee that reviews quality-related processes and their implementation. It is headed by the Principal with a senior professor as its convener. The composition of the IQAC is as per the laid down norms. The coordinator is a senior professor. The minutes of the IQAC are given at <https://dcsmatvagamon.edu.in/iqac/>

Being a small institution with only 5 programs, the Faculty Council (FC) which meets every week is kept informed of all the activities of the IQAC, both formally and informally.

The IQAC facilitates the quality assurance of academic delivery through the following processes:

Strategic Level

- Development of the 5-year strategic plan under the aegis of the FC.
- Review of the university syllabus when the same is announced or modifications are made.
- Review to assess whether the inclusions in the university syllabus can meet the mission of the organizations and inclusion of PSOs where there is a gap.
- Inclusion of value-added courses and/or topics in courses to enable bridging the gap.
- Review of the value-added courses and other interventions to meet the dynamic changes in the employment market and the higher education environment such as NEP.

Operational Level

- Organizes and oversees the course workshop in which each faculty presents the course plan, evaluation methods, and innovations that are being introduced in each course.
- Ensures that the course outcomes (COs) are mapped to the POs appropriately.
- Evaluates the CO-PO attainment and ATRs that are put up to the FC and whether the faculty incorporates these in the subsequent cycle of course delivery.
- Oversees the adherence to the academic calendar.
- Seeks input on the attendance status of the students.
- Evaluates the university results and remedial.
- Evaluate the student feedback on teaching and recommend action to rectify.
- Appraises the incremental improvements to the FC.

Examples of the Recent Contributions of the IQAC

Conceptualization of the T-shaped model of learner success with interventions to enhance the generic and technical competencies of the learners (see <https://dcsmatvagamon.edu.in/mba/>).

Integrated Development. The T-shaped professional model is made operational by Integrated Development. This initiative consists of 15 interventions covering 1) purposing, gap identification, and development of an Individual Development Plan (IDP), 2) generic competency development, and 3) technical competency development. The SOP log is the process document for these interventions (see <https://dcsmatvagamon.edu.in/wp-content/uploads/2024/01/The-T-shaped-Professional.pdf>)

SOP Log. To make self-development more organized and systematic an SOP log has been introduced from the current year.

Integrated development is an innovation that has been just introduced in the school and is modeled on successful implementation of these in different reputed schools.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	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:

In a state with very high female literacy, gender equity comes quite naturally. However, the school has put in place the following.

Curricular Aspects. Women outperform men in curricular aspects. To provide support there is a provision for special leave permitted during the menstrual periods. Both rank holders of the MBA program in the current year are women students.

Co-curricular Aspects. Women take up co-curricular activity leadership as much as men.

Facilities for Women in the Campus. Though a fully residential school, there is a Women's common room with all facilities, an inhouse store for the purchase of sanitary napkins, a sanitary napkin incinerator in the hostel with facilities of disposal in separate bins near the washrooms, an adequate toilet, and safe walk from the college to the hostel through a bridge.

Representation in Leadership Positions. Women hold important positions. The head of BoG, Secretary to BoG and Principal, faculty member of BoG (Dr. Jyothi Vijayan), NAC Coordinator, Program Coordinator of the UG program, HOD of BCA, and an all-female faculty team of BCA, Newsletter Chief Editor are some of the key positions held by women.

Student Representation. All positions are based on equal representation of men and women models.

Programs. Programs from the Kerala Mahila Samakhya Society and invited lectures from eminent personalities are part of the Institution's regular initiatives. Following are some of the events to portray such initiatives

1. Kerala Mahila Samakhya Society
2. Leadership Advantage - Address by Sadanam Harikumar, Sadanam Kathakali Academy, Palakkad
3. Leadership Advantage - Ms Nisha Jose. K. Mani, Social Entrepreneur / Ms Shani (Founder, SHAN - an institute promoted for Autism)
4. Self Defence for Women

Gender Audit Result. Done through a survey of the female students.

Question	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
No impediments to taking up a leadership position	24	60	16	0	0
Women feel gender safe	27	65	8	0	0
Women can hold their heads high	27	54	19	0	0
My self-confidence compared to male colleagues	16 (far higher)	30 (higher)	43 (equal)	11 (lower)	0 (far lower)
Suggestions – 1 student has reported that there should be Indian toilets in the ladies hostel and campus 1 student says that the warden should carry breakfast for her from the canteen when she is in her period.					

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

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

Response:

The student and faculty profile of the school is largely from the state of Kerala except for a minuscule No of students and faculty who come from other states.

Cultural and Religious Harmony. There is very little cultural variation except that the students come from different parts of the state. There are cultural, religious, and food taste variation because of this. The school celebrates all festivals with equal vigor. Clubs organize the activities with energy and variety. For example, while Onam is celebrated with great fanfare, Christmas is celebrated with larger-than-life stars, cribs, and street plays related to the festival. The Muslim festivals, fasting, fast-breaking food, etc. are also a specialty of the school. Buses run to take the students to the mosque on Friday and to the Church or Temple on Sundays. Festivals such as Holi, Diwali, Navarathri, and Rakshabandan are also popular. Interestingly some of the Western festivals such as Halloween also find a place in the school.

Linguistic Integration - Hindi as a Language. Whenever possible we strongly encourage students to take up Hindi as a second language and highlight its importance for seeking a job in a national context. Since all students learn Hindi at the school level up to Class X as a mandatory subject, the students have reasonable proficiency in Hindi and when required live up to communication in Hindi. Interestingly because of migrant labour in the canteen and other places, the students pick up working knowledge of Hindi conversation.

Communal and Socio-economic Sensitization. There has been zero communal feeling in the school and there is a near perfect harmony. While the MBA students show a high degree of maturity in these matters their numbers are relatively higher than the UG students, and because they lead most clubs, disharmony has not propped up in any way in the school. The school liberally funds students with socio-economic challenges. For example, in the 2021-23 batch because of COVID, many socio-economically weak aspirants found it difficult to bear the fees and the school responded with the 'Study Now Pay Later' (SNPL) scheme which benefited 31 out of 140 students. They could plan to study and pay when they get a job. The recovery is beginning to take place. For the 2020-22 batch when COVID had just begun and no one knew its longer implications, the school responded with scholarship funding of one crore and even had freeship for fees and residency costs. Some of the students who have availed of this made us proud by cornering highest highest-paid jobs.

Constitutional obligations: values, rights, duties, and responsibilities of citizens. These are promoted through:

1. Discussion in various law-related courses where applicable.
2. Through speeches on Independence and Republic Day.
3. Posters on the campus.
4. Student activities – poster making, extempore speech, and debates.

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Student Ownership Program (SOP)

SOP can be defined as a mentoring program for learner success through nudging.

Objectives. The objectives of this initiative are:

1. To enhance the self-awareness of the student.
2. Create a plan for oneself.
3. Act as a sounding board for challenges faced (academic, career, and personal) and learn methods to resolve them.
4. Use the expertise of the faculty for seeking assistance and for learner success to include academic remedial, and career-related competency enhancement.
5. Learn to create an Individual Development Plan and use of log for self-monitoring.

The Context. The students who join the school tend to have a handicap in fixing goals, analyzing one's competencies, and bridging the gap. SOP addresses this issue.

The Practice. Each student is allotted an SOP mentor as soon as admitted. The mentor helps in onboarding, addressing personal and academic problems, finalizing career goals, and making an action plan to achieve the competencies required to achieve the goal.

Evidence of Success. There are several anecdotal evidence of the success of the process. In an empirical study, both students and alumni have reported positively on its influence on making career objectives, managing personal challenges, motivation, enhancing self-awareness and self-confidence, facing academic challenges, placement readiness, and on the current job (alumni only)

Problems Encountered and Resources Required. There are no major problems encountered.

For details see <https://dcsmatvagamon.edu.in/wp-content/uploads/2024/02/Best-Practice-1-Student-Ownership-Program.pdf>

Best Practice 2: Evening Presentation (EP)

EP can be defined as a collaborative exercise in developing self-confidence by applying the principles of communication and broadening of horizon.

Objectives. The objectives of this initiative are:

- 1.Enhancing communication skills.
- 2.Reduce stage fear and enhance self-confidence.
- 3.Learn to research a topic collaboratively with others and present the findings.
- 4.Increase general awareness.

The Context

The student community that joins us have handicaps in communication, general awareness, stage fear, and self-confidence. This practice addresses these gaps.

The Practice. Students are grouped and they prepare a talk for 30 minutes. Each person is required to speak on some part of the topic for at least 4 minutes. The entire batch is the audience. They ask questions. Faculty evaluators also ask questions and give individual oral and written feedback. The event is scheduled two times a week and starts at 7.00 p.m. and hence the name EP.

Evidence of Success. There are several anecdotal evidence of the success of the process. In an empirical study, alumni, and current students have reported its positive impact on self-confidence, increasing general awareness, overcoming stage fear, enriching communication, and benefit or job.

Problems Encountered and Resources Required. There are no major problems encountered in the residential school since the time of the day, returning home, etc. do not pose a problem.

See the detailed report as per the NAAC format at <https://dcsmatvagamon.edu.in/wp-content/uploads/2024/02/Best-Practice2-Evening-Presentation.pdf>

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:

Learner success is our distinctiveness and priority area and we go to any extent to achieve this. The operational definition of Learner Success is *the "ability to create one's purposes statement holistically, identify competency gaps to achieve the purposes and make and following through an Individual Development Plan to bridge the gap"*.

Context. The student community that we serve has high and novel dreams/ambitions but needs close support. A substantial number of them come from families with moderate education and economic status. As a result, many students, even those who have high achievement orientation have limited exposure to tools and techniques of self-development and competency enhancement to achieve their purpose in life. They are also less endowed in communication, particularly in English, and self-confidence largely due to communication handicaps and lack of focus.

Our Belief. We celebrate hard work and we know that through relentless perseverance, our clientele can commence a career with pride, and with the culture of hard work that we imbibe in them, they can find their way up. Given the context, a student has to invest her or his time and focus to achieve success and s/he needs constant support. This is the reason for making this a fully residential school though we know that by making it a day program, we can get more students more easily.

Consequences of Our Belief. The parents have to make a sacrifice of investing in their education a little more than if their ward was in a neighborhood institution, the faculty knows that they have to work harder and often sacrifice family and city life if they have to work in DCSMAT and the management knows that heavy investment and no surplus would be the norm to make this a success and everyone has to accept that passion to make the belief a success alone would have to be the guiding light.

Our Distinctiveness

Learner success comes when a student can set clear goals, identify one's generic and technical competencies and the gap between the competencies required to achieve the goals and the competencies that one has, and make a plan to bridge the gap. We call this the Individual Development Plan. ***In other words, our distinctiveness is developing relevant competencies for learner success.***

Continuous improvement in our contexts means creating new interventions and refining and reinforcing the existing ones that help in learner success.

Successful Interventions so Far which Make Us Distinct.

1. Student Ownership Program (SOP) is one of the most successful distinctive interventions done by us. Described in detail under 7.2.1 (two best practices) this intervention helps in onboarding, addressing personal and academic problems, and finalizing career goals, and making an action plan to achieve the competencies required to achieve the goal with the help of faculty mentors.
2. A corollary to this initiative is the Evening Presentation (EP), which is also described as one of the Best Practices. In this student groups make presentations on a wide variety of topics face questions and develop the ability to stand scrutiny, reduce stage fear, and improve their self-confidence and general awareness.
3. The clubs of DC (<https://dcsmatvagamon.edu.in/clubs-and-activities/>) differ from the clubs as we understand. They are not hobby clubs, but crucible for leadership and deliberately crafted so. The impact of the clubs on learner success has been very high and the club alumni often go a long way to continue to promote this leadership crucible and even help students to find jobs and shift jobs.
4. The strong academic rigor, learner-centric pedagogy (case method), and well-qualified and more importantly highly dedicated faculty craft the academic success of our students. University ranks and passing percentage far higher than the university average, faculty taking plenty of additional classes in challenging subjects related to quantitative techniques (and taking pride in doing so, often coercing the program chair to give them more sessions than mandated) are also evidence of

the commitment to learner success through bridging technical competencies.

5. Besides the mandatory internships and close guidance at these, several faculty members use projects and field observation-based pedagogy, also to ensure learner success.
6. The willingness of the management to go to any extent to train the students for learner success is exemplified in some of the expensive initiatives that we undertake. Examples are:
 1. Heavily investing in training to be successful in aptitude tests fielded by the more reputed companies as the first step in selection.
 2. Focus on ICT and analytics through scholarships to get Microsoft Excel Expert certification and funding for doing Power BI certification.
 3. Dozens of corporate talks and alumni talks, breakfast with the CEO which help a student to interact intimately with a CXO.
 4. Fine dining training at Holiday Inn.
 5. Highly focused Outbound Leadership lab with 7 clear objectives and a reflection diary using Kolb's experiential learning model, use of psychometrics for leadership development which hardly any school in the country can claim are not all intended for learner success.

Extension activities through the annual medical camp, promoting local entrepreneurship through providing support to run business in the school, water harvesting and creating self-sustenance in water, STP water recycling and providing to the neighborhood fields, the no-plastic norm in the campus, scientific recycling are intended to train students on 'how a responsible and successful citizen would act'.

The T-shaped professional model and its 15 interventions to enhance generic and technical competencies (<https://dcsmatvagamon.edu.in/mba/>) are tools used to craft our distinctiveness of learning success. The components in the model are not entirely new; but the model adopted in this strategic planning period would help us to integrate multiple interventions intended for competency gap bridging which earlier remained a little in silos and speak the same language – Learner success through competency bridging.

5. CONCLUSION

Additional Information :

DCSMAT, Vagamon is an independent school under the foundation (DCKF) which runs other Higher Education Institutions in Thiruvananthapuram, the capital of Kerala.

Concluding Remarks :

Conclusion

DCSMAT, Vagamon is a boutique school which started as a management institute and later commenced UG programs in four areas. The school is located in the remote Idukki district of Kerala by design because of the belief of the promoters that exclusive location would be ideal for a boutique fully residential system of education modelled on the Gurukul system.

Learners, faculty and staff living together in a salubrious climate which minimizes or obviates fatigue and the greenery and oxygen supply creates the perfect physical ambience for the minds to grow. The Gurukul model acts as a crucible for transformation of the individual and leadership despite the challenges the location could pose.

The school's passion for learner success, employment of appropriate faculty, systems and structures, pedagogical and development tools has paid rich dividend to the students. An early adopter of NAAC (2013), the school has attempted to embrace accreditations despite several obstacles and continues to surge ahead in its quest for quality for the discretionary learners.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 162 Answer after DVV Verification: 140</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>162</td> <td>246</td> <td>247</td> <td>156</td> <td>218</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>162</td> <td>246</td> <td>247</td> <td>156</td> <td>218</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>290</td> <td>348</td> <td>328</td> <td>330</td> <td>330</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>308</td> <td>348</td> <td>328</td> <td>330</td> <td>330</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	162	246	247	156	218	2022-23	2021-22	2020-21	2019-20	2018-19	162	246	247	156	218	2022-23	2021-22	2020-21	2019-20	2018-19	290	348	328	330	330	2022-23	2021-22	2020-21	2019-20	2018-19	308	348	328	330	330
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2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19																																			
2022-23	2021-22	2020-21	2019-20	2018-19																																					

23	29	39	32	28
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
73	29	39	32	28

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	66	68	63	65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
211	66	68	63	65

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	0	1.5

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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10	25	0	11	9
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	11	20	9	4

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	9	2	3	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	8	1	2

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	0	3	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	12	3	4	1

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	0	1	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	2	1	3

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

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

Answer before DVV Verification :

Answer After DVV Verification :7

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

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	5	4	0	0

Answer After DVV Verification :

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

2	3	2	0	0
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Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	3	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	3	0	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	36	36	36	36

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 52 Answer after DVV Verification : 31</p>