SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

VTM NSS COLLEGE

VTM NSS COLLEGE DHANUVACHAPURAM THIRUVANANTHAPURAM (DIST)
PIN - 695503 KERALA
695503
www.vtmnsscollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

VTM NSS College, Dhanuvachapuram, affiliated with the University of Kerala, is a beacon of the Nair Service Society's unwavering commitment to education and social service. Since its establishment in 1964, the college has been at the forefront of imparting quality education and fostering social growth, leaving an indelible mark on the lives of its students and the community. Nestled in a picturesque 19-acre campus atop the Dhanuvachapuram hillock in Neyyattinkara Taluk, the college offers a serene and inspiring setting for learning, conducive to intellectual growth and exploration. The institution's foundation is deeply rooted in the visionary ideals of Bharatha Kesari Padmabhushan Mannathu Padmanabhan, a pioneer who sought to democratise education during the turbulent times. The college's guiding principles of selfless service, philosophy of action, unity, and the need for change reflect the legend's commitment to creating a better society. These principles have been the driving force behind the institution's tireless efforts to empower the future generations.

The college is named after Thalakulathu Velu Thampi Dalawa, a freedom fighter whose unwavering principles of valour, conviction, and patriotism continue to inspire generations. The institution also honours its native sons, including Swadeshabhimani Ramakrishna Pillai, a visionary writer and journalist, and Ayyankali, a social reformer who fought for the emancipation of the downtrodden. The nearby village of Aruvippuram, where Sree Narayana Guru erected a Shiva temple, defying casteism, adds to the college's rich legacy, serving as a testament to the power of courage and conviction in its locale. Inspired by these visionaries, VTM NSS College, Dhanuvachapuram remains dedicated to developing young minds from diverse and backward strata of the society. Through its commitment to education and social service, the college continues to empower future generations, fostering a culture of inclusivity, social responsibility, harmony, and intellectual curiosity. As a beacon of hope, learning and excellence, VTM NSS College stands tall, proud of its heritage, and dedicated to shaping a brighter future for the upcoming generation.

Vision

The vision of VTM NSS College is to "interlace a culture of civility with equity and excellence, by believing in a democratic dissemination of knowledge that transcends all barriers of segregation." This noble vision guides the institution in providing a supportive epistemological environment where learners can enhance their competence and performance holistically.

The college recognises the importance of imparting quality education and academic distinction to students, empowering them to become professionally equipped and responsible citizens. As a champion of excellence in education, the institution enables its learners to attain proficiency in strategic and life skills, aligning with the founding principles of Bharatha Kesari Padmabhushan Mannathu Padmanabhan. The college's vision resonates with the transcendent principles of its founding father, inspiring a dedicated learning community to pursue exploration, discovery, and creativity. The serene sylvan surroundings foster a peaceful academic atmosphere, deepening the institution's commitment to its rich tradition while embracing modernity.

The college constantly revises its strategic development plans, to enhance its academic and administrative domain to impart quality education and life skills to its learners. These efforts align with the institution's vision, mission, and goals, reaffirming its commitment to the learning community, society, and nation. Through its

unwavering dedication, VTM NSS College continues to inspire and empower future generations, upholding the legacy of its founding father and paving the way for a brighter future. The institution's vision serves as a guiding light, illuminating the path towards excellence, equity, and civility, and fostering a culture of inclusivity and social responsibility.

Mission

The mission of VTM NSS College is to "build up an epistemological platform for exploring new realms in science and technology, art and culture, to improve the socio-economic status of the community and to instill values of life, diligence, and skill in students." As a pedestal of learning, the institution endeavors to spread the light of knowledge and life skills among students, predominantly the first-generation learners, by paving a terra firma of an all-inclusive and sustainable development. The college is committed to addressing the needs of society and students, protecting the distinctive culture and tradition of the local milieu. It strives to impart knowledge to the heterogeneous student community with affability, justness, and finesse, transcending all barriers of segregation. By providing a scaffold for learners to acquire technological advancements, values of life, diligence, and divergent skills, the institution seeks holistic development by imbibing the values ingrained in the motto:

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"*Let true knowledge and wisdom be kindled for those on the pedestal of learning with the sublime qualities of cosmic, spiritual, and human values*"

By inculcating universal, spiritual, and human values, the institution fosters a fervent desire to break the fetters of ignorance, subjugation, and isolation. With its glorious past and opulent cultural heritage, VTM NSS College ennobles and enlivens the surrounding rural population. The institution's mission is a testament to its unwavering commitment to empowering students, improving socio-economic status, and preserving cultural heritage. By fostering a culture of inclusivity, social responsibility, and intellectual curiosity, the college continues to inspire and enlighten future generations.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength:

- Located in a green environment with an area of 19 acres on a hillock at Dhanuvachapuram provides ample opportunity for the heterogeneous student community, hailing largely from a socially and economically backward strata of society.
- Supportive and service-oriented management and democratic functioning of administrative and academic bodies.
- Excellent and qualified faculty - most of them having research degree ensure academic excellence.
- Faculty engaging in community linked services with social commitment
- Many faculty members actively involve in curriculum design and syllabus restructuring as members of various academic bodies of Universities
- Admissions determined primarily by merit and rigorous adherence to the reservation requirements set

forth in the constitution conducted through online portal of the university.

- Strong stakeholder feedback on institutional, teaching-learning curriculum components and on academic ambience and is analysed.
- Student centred learning approach through projects, practicals, internships and field trips.
- A number of initiatives, including conferences, webinars, and invited expert speeches, are used to enhance curriculum delivery.
- Ample opportunities for sports/games/fitness within the institution and meritorius achievements of students at the State and National level.
- Financial aid and scholarship for students in the form of endowments, e-grantz, KPCR, scholarships, (national, and central sector scholarships, among other student support initiatives.
- Numerous community service projects carried out by the departments, IQAC, NSS, NCC and Clubs.
- Active involvement of the PTA in the general development of the college.

Institutional Weakness

Institutional Weakness:

- Science programmes are not upgraded to postgraduate departments.
- Postgraduate programmes are not upgraded to research departments.
- Lack of a research department.
- No scope for curriculum change as the college implements the curriculum desihgned by the affiliating university.
- More skill-based and career focussed courses are the need of the hour
- More industry-institution contact is required for enhanced career opportunities of the learners
- Lack of research facilities
- Lack of intrnational linkages or collaborations

Institutional Opportunity

Institutional Opportunity:

- The availability of highly qualified faculty members who can mentor students and can encourage research endeavors in the institution.
- Faculty publications in UGC listed books and journals.
- Improved research and other cooperative efforts due to the institution's accessibility to information hubs such as digital repositories of academic resources
- Skill enhancemnet programmes to enhance the capacity of the learner.
- The proximity of research centers such as NllST and SCIST, as well as information hubs like libraries, has the potential to improve research and other collaborative activities.
- Students are given ample opportunities to assume important roles in scholastic, extracurricular, and administrative organization, fostering their confidence and leadership abilities.

Institutional Challenge

Institutional Challenges:

- Securing funds required for research projects, seminars, and other initiatives as well as for the implementation of NEP.
- Expanding infrastructure facilities and adding new academic programmes to make room for these classes.
- An excessive reliance on the University of Kerala's curricula.
- Allocation of funds to carry out shorter, more skill based and career-focused courses.
- Overburdened staff
- Ensuring the learners, majority of whom are first generation learners who are at a greater risk of dropping out of their programmes owing to financial constraints an societal pressure.
- The early marriage and family responsibility of female students who are unable to access higher education

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As a rural institution affiliated with the University of Kerala, our institution follows a structured approach towards curriculum planning and delivery. The Academic Committee ensures a comprehensive strategy by providing an academic calendar as per the University almanac, for the respective academic year. Proper syllabus allocation as per time table and audit of portions are carried out at the department level under the guidance of the Head of the Departments. Effective student support mechanisms, including bridge courses, remedial teaching, satellite group study, peer teaching, Minimum Learning Materials, and mentoring, are implemented. Attendance is meticulously recorded and regular Parent-Teacher-Student (PTS) meetings engage parents in the academic process. A transparent mechanism for internal assessment and Grievance redressal also functions in the college.

To provide a broader understanding and skill to the learners, the institution offers various Vale-added/Add-on courses. A total of 67 (with repeat count) Add-on/Value-added Courses have been provided by various departments and the Central Library, with 3,895 students enrolling and completing these courses. These courses aimed to introduce students to a range of skills, both life skills and soft skills, and socially relevant issues. The institution bridges the gap between theoretical learning and practical application through project assignments, internships, and field trips, making learning more comprehensive and impactful.

Our institution recognizes its responsibility to equip students with the skills and perspectives needed to address complex societal issues by incorporating topics like environmental issues, gender issues, professional ethics, and sustainability into the curriculum, projects, and extracurricular programs. Events and activities of social relevance, national and international day celebrations, seminars, workshops, exhibitions, competitions, and awareness campaigns on gender, environment, and human rights are conducted by departments, CBCSS Clubs,

NSS, NCC, and other statutory committees. These bodies, in collaboration with IQAC, foster a culture of awareness, inclusivity, and responsibility among students and faculty.

The IQAC operates an effective feedback system, collecting annual feedback from stakeholders, including students, teachers, parents, and alumni. Detailed analyses of the feedback are submitted to the College Council for further consideration and to implement appropriate action or alleviate the shortcomings, accordingly.

Teaching-learning and Evaluation

The instituion takes pertinent measures to ensure an effective teaching-learning methodology for its learners. The majority of the learners are first-generation students, coming from a socially and economically underprivileged community. The admission to different programmes (CBCSS and Postgraduate programmes) are done as per the University guidelines and the Government of Kerala. Students from reserved category are admitted as per the seats allotted and some of the them are admitted based on demand. Accordingly, the affilating University shall sanction marginal seats. The institution has devised its own Admission policy in tandem with the University guidelines and the Government policies. Competent faculty with research experience ensures teh effective delivery of teachin-learning processes.Student Centric teaching-learning processes are devised to enhance their competence and equip them towards a holistic development. Accordingly, under the guidance of IQAC, various methodologies, conducive to a programme in which the learner is inducted, has been strategically formulated and implemented. A policy on curriculum planning and delivery ensures the necessary guidelines for the same. The teaching learning methodology comprises of:

i) Experiential learning - The learners are encouraged to utilise laboratories and ICT enabled learning resources for their concepts related to their course. Practical session are conducted in theform of lab work, projects, field trips, etc. Experiential learning is also promoted through co-curricular and extra-curricular programmes organised by various clubs, fostering awareness through exhibitions and displays.

ii) Participative Learning - In this methodology, the techniques used are group discussions, practical demonstrations, seminar presentations, satellite grouping, peer teaching, skill-based learning, visit to labs, workshops, exhibitions, google classroom interactions and using various e-resources.

iii) Problem Solving - The learners are encouraged to analyse concepts critically through problem solving tasks and self-directed learning modules.

The institution maintains a robust and transparent evaluation methodolgy that ensures an efficacious conduct of Continuous Internal Evaluation (CIE) as per CBCSS framework. Regular tutorial meetings, PTS meetings, CLMC. DLMC meetings are conducted to review various parameters in evaluation.The college has reflected the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and (COs) in rhe institutional website, so aid the learner to understand the objectives of the courses and the programmes in which they are enroled.

Research, Innovations and Extension

Research oriented academic development is one of the prime aspects the institution's academic milieu. The IQAC and the Research and Development Cell actively support and ecourage both faculty members and students to proactively engage in research or research-oriented learning. The teachers as well as students were able to acquire research grants from the State and Central Government agencies. Some of research projects

were done in collaboration with other institutions of national repute. The institution also encourages and motivates the academic fraternity to publish their reasearch articles in UGC care listed journals. An annual research conference - ARCSSCAL - is organised on national and international level and the proceedings are published in ISBN numbered books.

The institution integrates traditional knowledge systems, innovation, research methodologies in its teaching-learning processes through various seminars, webinars, research conferences, workshops, focussed on Intellectual Property Rights, innovation and entrepreneurship. By the month of May 2023, the college established the Institution Innovation Council (IIC) 5.0 in its last quarter. The latent values of humanity, sense of commitment to the society and the nation at large, are enhanced by facilitating the learners to participate in a plethora of extension activities. Under the auspices of NCC, NSS, Women Study Unit and various departments, CBCSS clubs and other cells, the students learn and engage in active and constructive participation in the community through various social or extension outreach programmes. Various flagship programmes of the Government, lending a helping hand to the victims of natural disasters, conserving the ecosystem and awareness on contemporary issues, aid the students to imbibe moral values and ethics of camaraderie resulting in an all-inclusive growth.

The institution, as part of equipping the first-generation learners to be industry ready, has formed academic linkages or collaborations with other institutions across the state. These linkages basically focusses on faculty-student exchange, research, skill development, field visits, innovation and entrepreneurship. The collaborative activties conducted are centered on equipping the academic community with novel and evolutionary developments in all spheres of learning and at the same time, acquiring an enhanced cognition in traditional knowledge systems, regional and classical languages and theories of social relevance.

Infrastructure and Learning Resources

VTM NSS College is renowned for its sustainable infrastructure, designed to support academic, research, and extracurricular activities while preserving the campus's lush greenery. The college features ICT-enabled classrooms, each equipped with LCD projectors and microphones, enhancing the effectiveness of academic interactions. Specialized laboratories in the Physics, Chemistry, Botany, and Zoology departments bolster research and practical learning.

The campus is home to 113 computers, distributed across various facilities. These include Computer Lab with 54 systems, a Mini Computer Lab in the Physics department, a Language Lab, and computer systems in the Central Library. The college is Wi-Fi enabled with a 200mbps BSNL broadband connection, facilitating seamless connectivity. Additionally, the institution employs a Learning Management System (LMS) and Management Information Software (MIS) for efficient course and student management.

The automated library is a key resource, housing 40,592 books, journals, and e-resources, with designated areas for both reading and group study. The college also boasts an auditorium with a seating capacity of 500, an air-conditioned seminar hall that accommodates 200 people, and various administrative offices, including the Principal's Chamber. Further facilities include an Examination Control Cell, IIC/IEDC/Incubation Centre, and a mini-conference hall.

The college is committed to eco-friendliness, with initiatives such as the Aranya Eco Park, Botanical Garden, Medicinal Plant Garden, and Organic Farming projects. Sports infrastructure includes a major stadium, various courts, and a multi-gym, promoting physical well-being among students.

VTM NSS College ensures inclusivity with well-maintained restrooms, a sick room, and facilities for Divyangjan, reflecting its commitment to providing a supportive and accessible environment for all members of the campus community.

Administrative audits are conducted to ensure transparency of fund utilisation and expenses incurred, by a chartered accountant and the audit wing of the Deputy Directorate of the collegiate education.

Student Support and Progression

The College effectively employs various student support programmes or initiatives for their academic and professional growth. A lion share of the learners belong to a socially and economically weaker section of the society and are facilitated to avail various scholarships under the scholarship and freeship schemes of both state and central government. The institution has devised its own scholarship policy to aid them in availing scholarships. A nodal officer (a faculty member) is entrusted with the task of guiding them to obtain the same - like Direct Benefit Transfer Scholarships, in which the scholarship amount will be directly credited to the learners Aadhar linked bank account. The college also takes pertinent measures to support the students and make them industry-ready through various capacity building initiatives like soft skills, life skills, and ICT or computing skills. A majority of these skill based training are conducted under *Naipunya* - a flagship programme of IQAC to empower the learner holistically. Career Guidance and Counselling for various competitive examinations at the state and national level is given to the students for their professional development. Students progressing to higher education are able to obtain admissions to reputed institutions at the national and international level. Many students are placed in government as well as corporate or private sectors. An effective grievance redressal mechanism is employed in the institution to ensure an amiable academic environment. The learners are given guidelines on ethical conduct in the campus, on zero tolerance policy on anti-ragging, anti-drug, and gender equity during the induction and orientation programme conducted in the first semster of each CBCSS and Postgraduate programme.

The college also provides ample opportunites for the learners to enhance their skills in arts and sports. Training sessions for various sports streams and arts fest are conducted to ensure the learner's holistic deveopment. The students have won many accolades in sports at the university, state and national level. The college has many notable alumni who have carved a niche for themselves in myriad spheres of social and professional capacities. In order to encourage and motivate the students, Distinguished Alumni Lecture Series (DAL) are regularly conducted in which a notable alumni will engage the former in their respective stream of study. The alumni also contributes in kind to help the needy students.

Governance, Leadership and Management

Effective governance and leadership are pivotal for the strategic development and operational efficiency of an educational institution. VTM NSS College ensures that its vision and mission statements along with the visualisation of Nair Service Society are well-articulated and aligned with educational goals, facilitating a coherent and focused governance. The college has adopted a participative management approach, involving stakeholders in decision-making processes. This includes Management, College Council, faculty, staff, students, alumni and PTA, fostering a sense of ownership and accountability. Authority and responsibility are decentralised to various academic and administrative units, promoting efficiency and faster decision-making.

Effective strategies for resource mobilisation are adopted, including government grants and endowments like Urjakiran and from the Institute of Parliamentary Affairs, industry partnerships, and alumni contributions, ensuring financial sustainability. Transparent performance appraisal systems for faculty and staff are implemented, fostering a culture of meritocracy and continuous professional growth. The entire service cycle of an employee from appointment to retirement is managed through SPARK and PRISM software. The institution follows all rules and regulations about service, career development, research, staff welfare and grievance redressal as enacted by statutory regulatory authorities.

IQAC establish and monitor quality benchmarks for various academic and administrative activities, ensuring continuous improvement. Clear policies and procedures are established for governance, covering areas such as admissions, examinations, research, and code of conduct, ensuring standardisation and fairness. Regular academic and administrative audits are conducted to evaluate the effectiveness of teaching-learning processes, curriculum delivery, and administrative procedures. IQAC organises faculty development programs, workshops, and seminars to enhance the pedagogical skills and subject expertise of the teaching staff and administrative staff. Comprehensive feedback systems are in place to gather inputs from students, parents, alumni, and employers. This feedback is analysed to implement necessary improvements in academic and administrative processes. IQAC frames a strategic plan every year highlighting infrastructural needs, development and empowering of faculty members and staff, academic and non-academic policies for quality and value added education, imparting career counseling and coaching for competitive examinations for students, environment awareness and protection, extending institutional social responsibility and technology up-gradation. IQAC been influential in generating good practices, concepts, planning, implementation, monitoring and analysis of the institutional performance in diverse spheres.

Institutional Values and Best Practices

VTM NSS College incessantly strives to integrate its vision towards equitable society and sustainable development with its implementation and practice of academic/beyond academic environment at college. As a rural college with a substantial number of students who are first generation learners, the institution is focused on equipping its learners with exposure and skills to deal with pressing global challenges. The institution is committed to incorporate ideals of gender equity, sustainability, inclusiveness etc. within its regular functioning. Gender equity as an ideal is held high by the institution and it is realised through various programmes of both curricular, co-curricular and extra-curricular nature.

Acknowledging the global need for energy conservation, the college has resorted to measures like installing 5 KW solar power panels with facility to wheel to the KSEB grid. Efficient waste management is ensured through proper waste disposal. Green and clean initiatives like water conserving practices, frequent campus cleaning and other initiatives are regularly undertaken. Environmental, green and energy audit aid in pursuing ecological sustainability in college. The institution ensures comfort of the differently-abled by incorporating physical facilities Including inclusivity. The ideals of Inclusivity, national integrity, and constitutional obligations are emphasized through diverse events which also includes celebrating days and events of national and international importance.

The two best practices are also envisioned in tandem with the needs of the learners. While "Naipunya – One Student-One Skill" equip the learners with a life skill other than their university prescribed curriculum, "Pragathi"-Holistic Progress of the Self, and the Society" – is designed to ensure the holistic growth of the learners through academic, co-curricular and extra-curricular practices including social outreach community engagement programmes. A total of 48 activities are conducted as part of

"Naipunya", while "Pragathi" boasts of 284 number of learner-orinted activities. As a distinctive feature and initiative of the institution, VTM NSS takes socio-economic survey (basic personal details and academic data) to identify the first-generation learners in the institution. Programmes of social, cultural, linguistic, historical, and academic relevance conducted by the college are in interest of their holistic development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VTM NSS COLLEGE
Address	VTM NSS College Dhanuvachapuram Thiruvananthapuram (Dist) Pin - 695503 Kerala
City	Thiruvananthapuram
State	Kerala
Pin	695503
Website	www.vtmnsscollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Anandakumar V M	0471-2230919	9526505577	-	vtmnsscollege@yahoo.in
IQAC / CIQA coordinator	Shama Pillai	0471-2232240	9847856119	-	iqac@vtmnsscollege.ac.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Kerala	University of Kerala	[View Document](#)
Kerala	University of Kerala	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-06-1964	[View Document](#)
12B of UGC	21-03-2014	[View Document](#)

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

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

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	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	VTM NSS College Dhanuvachapuram Thiruvananthapuram (Dist) Pin - 695503 Kerala	Rural	19.465	6837

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English, English Language and Literature	36	HSE	English	49	49
UG	BA,Malayalam,Malayalam Language and Literature	36	HSE	Malayalam	48	40
UG	BA,History, History	36	HSE	English	55	54
UG	BA,Political Science,Political Science	36	HSE	English	56	56
UG	BA,Economics,Economics	36	HSE	English	53	53
UG	BSc,Zoology,Zoology	36	HSE	English	36	30
UG	BSc,Botany, Botany	36	HSE	English	36	31
UG	BSc,Mathematics,Mathematics	36	HSE	English	48	27
UG	BSc,Physics, Physics	36	HSE	English	36	28
UG	BSc,Chemistry,Chemistry	36	HSE	English	36	27
UG	BCom,Commerce,BCom with Cooperation	36	HSE	English	60	60
PG	MA,English, Language	24	Degree	English	20	19

	and Literature					
PG	MA,History, History	24	Degree	English	16	15
PG	MA,Economics,Economics	24	Degree	English	20	15
PG	MCom,Commerce,MCom with Finance	24	Degree	English	21	21

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				53			
Recruited	1	0	0	1	1	1	0	2	14	39	0	53
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				13			
Recruited	0	0	0	0	0	0	0	0	1	12	0	13
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				29
Recruited	11	2	0	13
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	6	5	0	11
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	1	0	11	24	0	38
M.Phil.	0	0	0	0	0	0	1	4	0	5
PG	0	0	0	0	0	0	2	11	0	13
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	5	0	6
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	6	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	555	0	0	0	555
	Female	844	0	0	0	844
	Others	0	0	0	0	0
PG	Male	24	0	0	0	24
	Female	118	0	0	0	118
	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	31	37	39	35
	Female	53	58	59	73
	Others	0	0	0	0
ST	Male	3	1	0	0
	Female	1	1	2	1
	Others	0	0	0	0
OBC	Male	38	40	31	56
	Female	110	107	119	139
	Others	0	0	0	0
General	Male	123	51	161	141
	Female	205	285	207	237
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		564	580	618	682

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution integrates Multidisciplinary and Interdisciplinary courses as a core component of the CBCSS curriculum, which was introduced in 2010 and revised in 2013 by the Academic Council, University of Kerala. The first four semesters of all CBCSS programmes ensure interdisciplinarity as its kernel structure. Every student, regardless of their chosen First Degree Programme, must complete a Common Course (Language Course) and a foundation Course (Environmental Studies and Disaster Management) in English (two courses each in Semesters 1 and 2, and one course each in Semesters 3 and 4). Students must also select a second language—Hindi, Malayalam, or Tamil—during

the first four semesters. This requirement enhances their understanding of regional and classical languages and cultures. Another pertinent factor is that the learner must also study Complementary Courses from other disciplines as per the CBCSS regulations of the University of Kerala. Furthermore, students who are admitted to the First Degree Programme in Malayalam must study a course each in the classical language - Sanskrit, in the first four semesters. In the fifth semester, the students have the option to select an Open Course, which is designed and designated by the University of Kerala and available across all programs. VTM NSS College, Dhanuvachapuram, offers 11 programs, each providing one Open Course per discipline, including an Open Course in Health and Fitness, offered by the Department of Physical Education. These courses expand the students' knowledge base by allowing them to engage in multidisciplinary or interdisciplinary studies and ensure the required credits to complete the First Degree Programme. Most Open Courses focus on skill or capability enhancement, helping students develop pathways beyond their primary field of study. Additionally, various departments, including the Central Library, offer Add-on Courses that cover skill enhancement, soft skills, life skills, and computational skills. As of July 2024, the institution has adopted the Four-Year Undergraduate Programme (FYUGP) under the University of Kerala, in tune with the National Education Policy. The new programme was introduced in 2023-24 by the Kerala State Higher Education Council in association with the affiliating universities across the state. The four-year program includes Discipline Specific and Specialisation Courses, such as Major, Minor, Ability Enhancement Courses, Multidisciplinary Courses, Value Added Courses, Skill Enhancement Courses, internships, and research with honours. Students can choose from a variety of courses available in the College Course Basket. The faculty members of the institution are also members of the Academic Council and various Board of Studies constituted by the affiliating university and have contributed their expertise in formulating the Curriculum framework, regulations, syllabus, and scheme of Four Year Undergraduate Degree Programmes.

2. Academic bank of credits (ABC):	In tandem with the National Education Policy, the college strives to provide information to the learners regarding the latest and novel changes in the education and employment sector to all learners. As such, the institution caters to give an orientation on the Academic Bank of Credits to its entire academic fraternity and make them understand the novelties of the latest programme introduced under the aegis of the affiliating university – the University of Kerala. As of July 2024, the college has started the process of inducting students into the new programme to facilitate the learners for seamless mobility between higher education institutions through credit recognition, credit accumulation, credit transfer, and credit redemption to promote distributed and flexible teaching and learning. The learners were guided on the process of how to obtain APAAR ID and ABC. The learners who have obtained admission into the Four-Year Undergraduate Programmes have been registered in the University Academic Credits Platform for uploading their credits.
3. Skill development:	VTM NSS College, Dhanuvachapuram is a vanguard institution, rooted in the ideals of selfless service, philosophy of action, the value of unity, and the need to change with the changing times, to ensure the holistic development of its learners. The institution has strived to provide a skill-based training programme to equip the learner to understand their capability and skill and make them self-reliant through self-employment. As such, the institution has strengthened the Skill Development Training Programme "Naipunya", (previously titled Skill Enhancement Programmes - till the academic year 2019-20) launched in 2021 on World Youth Skill Day. "Naipunya" was flagged off with the intent to provide and equip the learners with knowledge and skills outside the university-prescribed curriculum and become self-sufficient. Various departments and clubs/cells in association with IQAC conducted more than 40 skill development programmes that included Umbrella making and marketing, soap making, bookbinding, Basic household repair and Energy Saving, Art of Bonsai making, Aquarium Making, Seed pen making, Jewellery making, Art from scraps, PPT preparation and presentation, Yoga and Well-being, Seed pen making, etc. The Institution's Innovation Council (IIC) was established in VTM

	NSS college in May 2023, by joining in the last quarter of IIC 5.0. In the subsequent months, IIC has relentlessly tried to make the institute an innovation hub in the locality for promoting entrepreneurship and start-up-related activities. IIC has conducted a series of skill and entrepreneurship development programs both based on the calendar stipulated by the Ministry of Education and a self-driven calendar designed by the institute. The programmes conducted include a series of skill development programs to equip the students to establish their start-ups, awareness programs about innovation and start-ups to uplift the knowledge of students and faculty members of the institute, skill exhibition programs to boost the confidence of the students, idea, and business plan hackathons to find out the ideas worthy for further support and collaborative programmes with the guidance of encouraging entrepreneurs and industry representatives.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	VTM NSS College, Dhanuvachapuram effectively integrates Indian knowledge systems into its curriculum through various curricular, co-curricular, and extra-curricular activities. The institution transitioned from a physical classroom to an online mode during the COVID-19 pandemic lockdown and rose to the challenge by providing a seamless learning experience for its students. Various online platforms, including Google Classroom, Google Meet, Zoom, Webex, Telegram, YouTube live streaming, and the Learning Management System (LMS) platform, were used to ensure uninterrupted learning. Extended learning modules, regional languages like Malayalam, and classical languages like Sanskrit and Tamil were taught using these platforms. The college continued to conduct classes in the same mode, enabling students to learn these languages as part of the University-prescribed curriculum and additional skill acquisition, add-on courses, and more. Students were encouraged to engage in discussions and interactions on various aspects of regional and classical languages, following the University-prescribed curriculum. The college also conducted Bridge Courses in classical and regional languages for first-year degree students, Remedial classes, and Add-on Courses through online mode. The college organised several programmes and activities, such as "Bilingual Poetry

	Fest", "Readings on Different Ramayanas", and "International Webinar on Sangam Literature" - all conducted online. Additionally, the Add-on Course in Yoga and Well-being was imparted online during the pandemic and later on in a hybrid mode. The Central Library of the college is equipped with a digital library, providing learners with access to digital content. Notably, the college has consistently ranked among the top 10 institutes with the highest number of NList users, demonstrating its commitment to embracing digital learning. Through its proactive approach, VTM NSS College, Dhanuvachapuram, ensured that the pandemic did not disrupt the learning journey of its students. By harnessing technology, the college created a supportive online community, fostering academic excellence, student growth, and community engagement.
5. Focus on Outcome based education (OBE):	VTM NSS College, Dhanuvachapuram, adheres to the Outcome-based curriculum designed by the University of Kerala, its affiliating university. The institution implements the Choice-Based Credit and Semester System (CBCSS) for all undergraduate (six semesters) and postgraduate (four semesters) programmes. The university devises the syllabus and scheme, outlining specific outcomes for each course in every semester. To enhance student learning, the college has developed its methodology and student-centric processes. These initiatives focus on holistic development, equipping learners with industry-ready skills to achieve success in their careers. The emphasis extends beyond merely securing good grades in university examinations to fostering overall growth. The Programme Outcomes (PO), Programme Specific Outcomes (PSO), Course Outcomes (CO), and their mapping have been reflected in the institution's website. This information is accessible to the academic community and the general public. With the introduction of the Four-Year Undergraduate Programme (FYUGP) in 2024, the outcome-based graduate programme aims to provide its first-generation learners with increased academic flexibility and skill-based learning modules. This innovative approach will further enhance student development, preparing them for success in their chosen fields. By adopting an outcome-based curriculum and implementing various student-centric processes, VTM NSS College demonstrates its

	commitment to providing quality education that aligns with the requirements of the job industry and promotes the holistic growth of its learners. The college's transparency in sharing outcomes and processes reflects its dedication to accountability and excellence in education.
6. Distance education/online education:	VTM NSS College, Dhauvachapuram its commitment to uninterrupted learning by seamlessly transitioning to online mode during the COVID-19 pandemic lockdown. To ensure a smooth digital learning experience, students were trained on utilizing online platforms like Google Classroom, Edmodo, Kahoot, and the LMS portal. Recognizing the digital divide, the college provided mobile handsets to students who couldn't afford them, enabling their participation in online classes. A structured schedule was implemented, mirroring the regular timetable, with regular monitoring of attendance, quizzes, and assessments through Google Forms and Survey Heart. Teachers were readily available online, ensuring unhindered curriculum dissemination. Various Departments and clubs organized add-on courses, awareness classes, research conferences, IPR awareness talks, workshops, and "Naipunya" (Skill development programme) via online mode. The college also conducted programmes, webinars, and conferences on research methodology, soft skills, and life skill courses online. This proactive approach ensured that students remained engaged and continued to learn despite the pandemic-related disruptions. By leveraging technology, VTM NSS College maintained academic continuity, demonstrating its dedication to student learning and success. Through these efforts, the college fostered a supportive online community, promoting academic excellence, student growth, and community engagement. The online learning initiative not only ensured uninterrupted learning but also equipped students with essential digital skills, preparing them for a rapidly changing world. VTM NSS College's response to the pandemic showcases its resilience, adaptability, and commitment to providing quality education in the face of adversity. The institution now adopts a hybrid mode of teaching-learning methodology and also in its co-curricular and extra-curricular activities.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college has set up an Electoral Literacy Club as a vital platform for fostering political awareness and civic engagement among the learners. The ELC conducts its activities under the leadership of Mr. Sreejith P V (Co-ordinator), Department of Political Science. Other co-ordinating faculty members are Ms. Akhilasree L, NSS Programme Officer, Dr. Sushama Raj R V, Department of Botany, Dr Mayadevi S, Department of History and student co-ordinator, Mr. Nithin K A, III year BA Political Science. Comprising of enthusiastic members, it conducts various activities to empower students with electoral knowledge and promote active participation in the democratic process.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The ELC is constituted under the flagship programme, 'Systematic Voter Education and Electoral Participation' (SVEEP) of the Election Commission of India. The club functioning within the campus aims to instill a sense of responsibility and sensitise the academic fraternity to the electoral system and the multifarious democratic processes operating in our country. It encourages them to exercise their voting rights wisely, contributing to a vibrant democracy. The ELC in our institution serves as a bridge between the academic realm and practical citizenship, preparing students to be informed of their electoral rights, and making them responsible and engaged citizens in their future endeavours. The club aids the learners on the Campus and the public in registering for their Voter ID cards and also linking Aadhar to the Voter card. The student Coordinator of ELC Mr. Nithin K A, III year BA Political Science, and the Faculty Coordinator Mr. Sreejith P V, Department of Political Science, are entrusted with the efficacious conduct of these activities. The other members of the club include; Ms. Akhilasree L, NSS Programme Officer, Dr. Sushama Raj R V, Department of Botany, Dr Mayadevi S, Department of History.
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	The ELC of our institution primarily organises programmes in association with district election administration such as voter awareness programmes on constitutional rights, gender rights within the

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.

constitution, and campaigns within the Campus. The Voter ID Card and Aadhar Linking campaign was also organised on the Campus for the students as well as the public. As part of the Campus election in 2018 and 2022, ELC organised campaigns on the nature and importance of Parliamentary Democracy for the students. Certain programmes organised were in association with NSS and Parliamentary Literacy Club, including the training for the Model Parliament Competition. The objective of these activities was to foster constitutional values and rights and to promote ethical voting among the academic community. Three students, Ms. Sofia J R (Political Science) Ms. Athira Raj (Political Science), and Ms. Gadha V (English) were selected from our institution to participate in the State and National camp organised by the Institute of Parliamentary Affairs, Government of Kerala. In the latest Loksabha Election 2024, the ELC of our institution identified and listed out the young voters from our college and sensitised them regarding the significance of parliamentary democracy. The identified voters list was forwarded to the Election Commision of India. After the elections, the outcome was assessed and the voters were listed out, who voted in the Loksabha Elections. ELC members, NSS and NCC volunteers actively participate and assist the district election administration during the local body, legislative assembly and Loksabha elections.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

The ELC organised an Election Procedure Awareness Drive on the campus as part of the Campus election during 2018 and 2022. In association with the District Election Administration, an Election Awareness Drive was also conducted in September 2022 for all the students. A camp was organised in association with the State Election Commission, Forum For Democracy and Social Justice (FDSJ) for Linking Voter ID and Aadhar in 2022 for students as well as the general public in the college seminar hall. Institute of Parliamentary Affairs, Govt of Kerala, sponsored Camp was organised to prepare the students for Model Parliament Competition conducted in 2021 and 2022. Among the participants, three students, Ms. Sofia J R (Political Science) Ms. Athira Raj (Political Science), and Ms. Gadha V (English) were selected from our institution to participate in the State and National camp organised by the Institute of Parliamentary Affairs, Government

	of Kerala.
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.	Electoral Literacy Club of our institution strives to empower the learners with the knowledge required to become active voters and equip them to become responsible and sensitised citizens. With the support from local bodies, Booth Level Officers (BLO), District Election Administration, State Election Commission, ELC organised a One Day Programme - "Ente Vote, Ente Avakasham" (My Vote, My Right) on 20.02.2024 to sensitise and familiarise the young voters with the latest voting machine (EVM) and the pre-requisites and procedures employed during the process of voting. Other programmes like Voter Registration Drive, Election Workshop, Voter Awareness Camp, Voter Information Services, Civic engagement programmes within and outside Campus were also conducted.

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
1626	1720	1921	1925	1871

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

2 Teachers

2.1

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

Response: 143

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	68	65	75	72

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
29.46	42.76	35.96	29.74	54.45

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:

VTM NSS College, Dhanuvachapuram, affiliated with the University of Kerala, offers undergraduate and postgraduate programs adhering to the university's curriculum. Our institution has devised its Curriculum Planning and Implementation policy to ensure a structured approach. The Academic Committee prepares a detailed college academic calendar before each academic year, aligning with the university almanac and balancing academic, co-curricular, and extracurricular activities. Each department prepares its academic calendar to create an inclusive environment supporting diverse learning needs. The teaching faculty are involved in the university's curriculum framework activities (as members of the Academic Council and in various Board of Studies, constituted by the Syndicate, University of Kerala), and syllabus reviews and updates are communicated to departments by the Academic Committee. To ensure effective delivery, the College Master Timetable and Department timetables are set at the beginning of the academic year. Department heads divide course material to guarantee timely completion, allowing students adequate time to learn and apply the material. Regular academic audits are conducted by department heads and submitted to higher authorities for review and action. Mentoring is a key component, with faculty advisors conducting monthly tutorial meetings to facilitate open communication between students and teachers. Attendance is recorded, and regular Parent-Teacher-Student (PTS) meetings are held to involve parents in the academic process.

IQAC collects feedback annually from stakeholders, analyses it, and submits it to the College Council to ensure quality curriculum delivery. Continuous assessment is conducted through internal examinations, class tests, assignments, seminars, and practical exams. Retests are offered to students who miss exams for valid reasons, ensuring equitable treatment. College Level Monitoring Committee (CLMC) and Department Level Monitoring Committee (DLMC) oversee the evaluation process and provide platforms for students to address grievances. Newly enrolled students receive academic orientation through induction and bridge courses, assessing learning levels to provide support. Minimum Learning Materials (MLM) are provided to assist students, especially during challenges like the COVID-19 pandemic.

Recognising the importance of flexibility, the institution offers value-added/add-on courses and skill enhancement programs under the scheme – *Naipunya* – equipping the learner with the current evolving educational and industrial needs. IQAC plays a significant role in curriculum planning by organising interdisciplinary programmes and integrating real-world problems into the curriculum. Workshops, seminars, and competitions supplement learning by fostering creativity and critical thinking. Extra-curricular activities promoting diversity and inclusiveness, facilitated by CBCSS Clubs, NSS, and NCC, enrich the educational experience through experiential learning, soft skill development, and a well-rounded education. Peer teaching opportunities are available, and students are trained and supported to become effective peer teachers. Satellite group study sessions provide individualized attention and

support from their peers. The Grievance Redressal System provides a fair and transparent process for addressing student concerns and complaints. A clear procedure is established for submitting and addressing grievances, which are addressed promptly and confidentially. In conclusion, our institution's comprehensive curriculum planning and delivery approach ensures a balanced and inclusive educational experience, fostering a supportive learning environment that promotes academic excellence, student growth, and community engagement.

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

1.2 Academic Flexibility

1.2.1

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

Response: 50

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 42.55

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
1282	907	792	354	521

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

In an era defined by rapid technological advancements and global challenges, VTM NSS College, Dhanuvachapuram takes note of its responsibility to equip students with the skills and perspectives needed to navigate and address the complex societal issues as this is essential for fostering holistic development, encourage critical thinking, and equipping the learners to become responsible global citizens. Realising the significance of embedding issues related to the environment, sustainability, gender inclusivity, and professional ethics into education and the transformative impact it can have on students and society, our institution effectively utilises various methodologies – through curricular, co-curricular, and extra-curricular activities to inculcate the same into the learning process, naturally.

Through the First Semester Common Course in English – "Writings on Contemporary Issues," students engage in a comprehensive course discussing gender inequality, human rights, and other socially relevant issues. The course cultivates a deep understanding of these issues, enabling students to internalise essential human values like empathy, inclusivity, and social responsibility. In the Second Semester, the Foundation Course on Environmental Science and Disaster Management equips the students with the knowledge to face unprecedented climate change and sustainability challenges. Additionally, second language courses in Malayalam and Tamil (both regional and classical languages) aid the learner in imbibing the rich heritage and cultural diversity of the land. Core, Complementary, and Open Courses also courses integrate various issues like gender inclusivity, ethical issues, and professional values, ensuring diversity and social commitment. Moreover, Add-on courses offered by the Departments and Central Library also engage the learner with social, cultural, historical, ethical, and scientific paradigms. Project work serves as a powerful educational tool for imparting cross-cutting issues like environmental

issues, gender inclusivity, and human values as it provides practical learning experiences, fosters interdisciplinary understanding, promotes critical thinking and problem-solving skills, reinforces ethical values, encourages community engagement, and prepare students for future challenges.

The institution meticulously includes programmes of diverse nature to complement curriculum transactions. Human values of empathy, social-environmental responsibility, ethical and responsible living, and much more are integrated through various programmes of which a few are:

- "La Fierte" - to raise awareness about gender stereotypes, discrimination, and barriers faced by marginalized genders.
- Participation in Child Labour Awareness Campaign, Anti-Dowry campaign organised by The University of Kerala, etc
- Book donation drives like "Kathir", donation of books to nearby schools Etc.
- Various competitions and exhibitions on Human Rights, gender rights, environmental concerns, Gandhian thoughts, etc
- Day Celebrations of International and national significance like International Day for the Elimination of Violence against Women, Human Rights Day, Environment Day, World Day of Social Justice, and much more
- Various programmes under "Urjakiran" to enlighten society on energy conservation
- Workshops and seminars discussing challenging and diverse social issues
- Awareness Campaigns on waste management, sustainability, energy conservation, water purification, dowry issues, human rights, etc. within the campus and local community.

Departments, CBCSS Clubs, NSS, NCC, and other statutory Committees work in tandem with IQAC to foster a culture of awareness, inclusivity, and responsibility among students and faculty, alike.

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

1.3.2

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

Response: 66.42

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

Response: 1080

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 98.74

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
564	580	618	682	687

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

2022-23	2021-22	2020-21	2019-20	2018-19
583	601	618	682	687

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

2.1.2

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

Response: 60.64

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
88	48	100	108	109

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
145	143	144	157	158

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 29.04

2.3 Teaching- Learning Process

2.3.1

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

Response:

The student centric methods adopted by the college is categorised under the headings of experiential learning, participative learning, and problem-solving methodologies with an objective to enhance learning experiences and widen the perspectives of knowledge transfer.

Experiential Learning

- State-of-the-art labs have been upgraded to support experiential learning in subjects like Physics, Chemistry, Botany and Zoology.

- Each department is equipped with ICT-enabled learning resources, such as projectors, desktops, and laptops.

- Language Lab serves as a Skill Resource Centre with internet connectivity, enhancing communicative and language skills.

- The Department of Mathematics incorporates LaTeX workshops and practical sessions in the computer lab to teach students how to use LaTeX for mathematical typesetting and document preparation. The department also initiates trainning in other softwares such as SageMath, Excel,R programming and Python.

- Learners use the computer lab for project-related work, where students can collaborate on projects, simulations, and research.

- Industrial visits in the final year, field visits and tours enrich students' practical knowledge.

- Experiential learning is promoted through co-curricular and extra-curricular programs organized by various clubs, fostering awareness through exhibitions and displays.

- For teaching learning, students and faculty members uses the e-resources such as e-pathsala, shodhganga, videos and blogs.

- Exhibitions and various cultural activities are conducted by the departments to improve the experience level of the students

- The Physical Education Department imparts knowledge about Yoga and its practice to students to improve their physical fitness

- Various departments encourages students to create educational and subject oriented YouTube videos and the learners also have prepared documentaries in commemoration of various important dates.

Participative Learning

- Techniques include classroom discussions, practical demonstrations, seminar presentations, satellite grouping, peer teaching, visit to labs, workshops, exhibitions, google classroom

interactions and using various e-resources.

- The college actively promotes Peer Teaching-Learning as an integral part of educational approach - fostering a direct interaction and enhancing the learning experience of the learners.

- The college has implemented the Satellite Group Study System in the classrooms. This innovative approach is designed to enhance students' communication skills and foster stronger bonds among them.

Problem Solving

- The Science and the Arts Departments conduct exhibitions every year to showcase working models and experiments to promote interdisciplinary learning. Learners are motivated to arrange puzzle-solving competitions and exhibitions, involving mathematics, science and arts students to stimulate critical thinking and problem-solving skills.

- The program syllabi are designed to foster maximum student engagement in problem-solving tasks and self-directed learning modules, nurturing independent research and learning skills.The college library offers a suite of modules to streamline library functions and improve user experiences including acquisition, cataloguing, circulation, patron management, reporting, analysis, customisation and integration.

- The College Library has subscribed to the British Library's Institutional Membership, which provides the opportunity to use a number of digital resources, including e-books, e-magazines, documentaries, online learning modules, and IELTS contents, as remote. The institution has a subscription to the MHRD-sponsored NLIST project, which gives students access to more than 6000 periodicals and 6 lakh e-books through National Digital Library.

- The research and learning tendencies along with problem solving skills are inculcated through project work and workshops

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 93.33

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
72	70	67	77	74

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

2.4.2

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

Response: 95.54

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
56	65	63	69	68

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college in its stride for an all-inclusive development and excellence caters to a unique student-centric teaching, learning and evaluative system. The semester system followed by the institution comprises of the Continuous Internal Evaluation (CIE) method, consistently done throughout the duration of a course. This is conducted in the form of periodic tests, multiple choice questions, projects, presentations, group activities, field visits, quizzes, etc. By its very nature, the continuous evaluation is a systematic and structured assessment task spread across the semester that enables the learners to develop a critical outlook, logical reasoning and deductive rationalisation. The institution improvises the structured framework of CIE to suit the intellectually heterogeneous student community. Through class tests and assignments, the students are identified as advanced and slow learners and the latter are given pertinent guidance for the examination. Minimum Learning Material (MLM) is advocated to slow learners. In this, minimum portions are simplified for easy comprehension and application. Evaluation is done using two modes: Formative Assessment (FA) and Summative Assessment (SA). FA includes two components such as internal examinations and assignments (that is submitted in a proper and time bound manner) while SA measures how much a student has learnt from the class through a test conducted at the end of the semester. Remedial coaching and retests are conducted as part of the evaluation process to help the weak learners. The DLMC monitors the academic performance and attendance of students. The CLMC analyses the feedback from stakeholders with the help of DLMC and appropriate measures are undertaken to resolve the grievances, if any. A student friendly teaching-learning methodology aids in assessing their cognitive output. Group discussions, debates, question answer sessions, role plays, peer evaluation and peer teaching under the guidance of their mentor are some of the methods employed to ensure participative learning and comprehensive application. Open book examination system is encouraged among the PG students to inculcate a comprehensive and critical approach towards learning in them. The teachers ensure proficient measures to set the pattern of questions accordingly and the ensuing assessment is also done likewise. These processes enable the students to overcome their fear factor, lack of confidence, stage fright and anxieties related to the examinations. They are motivated to think innovatively, present their inferences and views constructively and to face an audience in a poised manner while making presentations. The learners are there by encouraged to speculate their strength and weaknesses and assisted to become self-reliant. Thus the system of reforms provides ways and means to ensure its credibility and reliability of the CIE.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Programme Outcomes (POs), and Course Outcomes (COs) of the curriculum delivered in the institution, is displayed in the institution's website and is accessible to the stakeholders and the general public. The learners are also familiarised with outcome-based education through a bridge course conducted at the beginning of a degree programme. They are acquainted with the objectives of their course each semester and the desired outcome of their specific programmes. The IQAC coordinates stream-wise inter-disciplinary interactions (arts, science and commerce) to discuss and define the need and skill-based outcomes of specific programmes (PSO). The learners are equipped with the skills and resources required, to obtain optimum course outcomes. The institution purports to create a niche for the students to develop a suitable attitude and aptitude to enhance their career choices. This enables them to develop critical thinking, profundity in a specific course and a pragmatic approach toward life- their holistic growth. At the Undergraduate level, the institution offers 11 First Degree programmes along with 3 complementary Departments that offer courses (Second language) in Hindi, Tamil and Physical Education (Open Course). At the Postgraduate level, 4 programmes are offered by the Departments of English, History, Economics and Commerce. The Outcome based curriculum designed by the University of Kerala promotes interdisciplinary and multidisciplinary teaching-learning methodolgies. Apart from the major disciplines, the inclusion of an Open Course enhances the curriculum's adaptability, emphasizing the university's commitment to providing a well-rounded and versatile education.

To achieve the outlined Course Outcomes (COs) in diverse disciplines, effective communication and curriculum transaction mechanisms are essential: Organisation of seminars, workshops, etc encourages cross-disciplinary discussions, sharing of insights, and collaborative projects, aiming at holistic progress of the learners. For instance, a joint project involving Oriental Languages, History, and Political Science helps explore historical texts' linguistic nuances. The open course curriculum empowers students to explore disciplines aligning with their preferences. This approach facilitates a well-rounded educational experience, allowing students to enrol in Cross-Disciplinary Courses that seamlessly integrate content from various disciplines. Leveraging the open course curriculum, this method promotes a unified understanding of cultural and historical contexts. Faculty Collaboration Platforms, established through digital platforms or regular meetings, enable faculty members from diverse disciplines to share teaching methodologies, discuss challenges, and propose innovative ways to achieve course outcomes. This collaborative environment fosters continuous improvement. Encouraging the formation of Interdisciplinary Student Forums or clubs facilitates cross-disciplinary engagement. Students from different disciplines participate in discussions, projects, and activities, promoting a cross-pollination of ideas and perspectives.Workshops, field trips. internships, etc. enhance their skills and expose them to best practices in various fields. Periodic curriculum reviews, with input from faculty members across disciplines, ensure courses remain relevant, cohesive, and aligned with the overarching goals of a well-rounded education. Incorporating technology through online forums, collaborative documents, and virtual meetings enhances communication and collaboration, transcending physical barriers. By implementing these mechanisms, each discipline effectively communicates and transacts its curriculum, contributing to the achievement of comprehensive Course Outcomes.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The holistic evaluation of Programme Outcomes (POs) and Course Outcomes (COs) employs diverse assessment methodologies, spanning internal evaluation marks, semester-wise results, project assessments, student progression, career placements, and essential skill performance. This multi-faceted approach serves as a guiding compass, offering a comprehensive view of students' educational journey across disciplines. Internal evaluations, manifested in examinations, quizzes, and assignments, act as regular milestones, measuring students' comprehension and fostering continuous improvement. The detailed evaluation process extends across semesters, creating a mosaic that illuminates the trajectory of knowledge and skill acquisition. Students' progression to higher education institutions serves as a litmus test, indicating the curriculum's capacity to prepare them for advanced studies. Successful career placements become a tangible measure of the education imparted, affirming the curriculum's industry relevance and readiness. Beyond academic knowledge, the curriculum aims to cultivate all-round development, nurturing skills like communication, critical thinking, problem-solving, and interdisciplinary collaboration. This multifaceted evaluation ensures students develop a rich skill set, preparing them for diverse career paths.

Disciplines tailor their approaches to measure the level of attainment of Program Outcomes and Course Outcomes. In English Language and Literature, evaluation transcends traditional methods, including critical analyses, essay writing, and linguistic proficiency assessments. Arts and Humanities disciplines use examinations, research projects, and critical evaluations to gauge depth of understanding. Commerce transforms assessment into a practical domain, evaluating skills in costing, management accounting, and legalities through hands-on assignments. Mathematics becomes an arena for testing problem-solving abilities and software proficiency through examinations and projects. Natural and physical sciences evaluate practical skills, research attitudes, and critical thinking through hands-on experimentation and research projects. Physical Education assesses understanding through practical evaluations of health concepts, wellness principles, and first aid knowledge.

Collaborative projects rooted in interdisciplinary engagement serve as living proof of holistic comprehension. The Open Course Curriculum unveil another layer of evaluation, documenting students' exploration through project outcomes and active participation in research. Faculty collaboration and interdisciplinary engagement are dynamic arenas of evaluation during workshops and seminars. Success is measured through collaboration depth and cross-disciplinary discussions. Student Forums and Clubs emerge as crucibles of interdisciplinary engagement, where the effectiveness of discussions and projects becomes the heartbeat of evaluation. Training Sessions and Workshops, designed to enhance students' skills and expose them to best practices, become workshops of transformation. The impact of

professional development on skills and knowledge enhancement is measured through tangible outcomes. Periodic curriculum reviews scrutinize relevance and alignment, while Technological Integration becomes pivotal. The effectiveness of platforms in communication and collaboration is measured through their impact on transcending physical barriers.

This comprehensive analysis, like a symphony of assessment methodologies, ensures a robust evaluation of PO and CO attainment. It affirms that the curriculum is not a static repository but a dynamic force propelling students toward adaptability, innovation, and a well-rounded education. The evaluation becomes a celebration of the curriculum's success in crafting a versatile educational journey, where each student emerges not just with academic laurels but with a rich tapestry of skills, knowledge, and readiness for the challenges beyond academia.

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

2.6.3

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

Response: 72.09

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
299	416	465	465	473

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
561	615	618	585	559

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.48

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: 12.02

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
1.3	0	0.9	2.74	7.08

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

VTM NSS College, Dhanuvachapuram caters to a heterogenous community of learners, especially the first-generation learners. Inspite of the limited opportunities and resources, the
institution endeavours to equip the learners in line with the changing trends in technology and academics. The college ensures a holistic development of the students through constant workshops, field works, conferences, interactive sessions etc. The institution integrates ancient Knowledge systems, encourages research and development students to support the students to develop their own skill based ideas and startupsas part of its implementation of NEP. The college organises conferences and seminars to encourage traditional episteme, literary heritage and classical languages among the students. An international webinar on Sangam literature, a Bilingual Literary Fest, a National Seminar on Knowledge Discourse in Ancient Kerala were programs
conducted to enhance traditional knowledge. To equip the learners with social responsibility and ncessary skills, the institution integrated various programmes or activities like Seed Pen Initiative,

Jaivotsavam, Sustainable Development, Documentary on Farmers Problem, Go Green Campaign, Energy Conservation Signature Campaign, Field Visit to Munroe Island of Mangroves , World Ozone Day were conducted.

Jnangalum Krishiyileku is an inclusive project encouraging students to do agriculture stepping into the soil. National and International Days of varied importance were constantly celebrated in the college. Important Days viz., International Day of Climate Action, International Day For Democracy, International Day For Elimination of Violence Against Women, Mother Tongue Day, International Yoga Day, World Rivers Day, World Day to Combat Desertification were celebrated. Naipunya-One Student-One Skill - relaunched in 2021 conducted programmes to transmit skill development and industry expertise among students. The college also takes pertinent measures to sensitise the learners regaridng IPR and regularly conducts conferences and talks based on the same.

Institution's Innovation Council (IIC) was established in VTM NSS college in May 2023, by joining in the last quarter of IIC5.0. In the subsequent months IIC has relentlessly tried to make the institute an innovation hub in the locality for promoting entrepreneurship and start-up related activities. IIC has conducted a series of skill and entrepreneurship development programmes both based on the calendar stipulated by Ministry of Education and a self-driven calendar designed by the institute. The programmes conducted include a series of skill development programs in order to equip the students to establish their own start-ups, awareness programs about innovation and start-up to uplift the knowledge of students and faculty members of the institute, skill exhibition programs to boost the confidence of the students, idea and business plan hackathons to find out the ideas worthy for further support and collaborative programs with the involvement of angel investors and industry representatives.

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

3.2.2

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

Response: 108

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
40	33	15	17	3

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.55

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
19	19	16	15	09

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

3.3.2

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

Response: 0.33

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
17	14	10	3	3

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

3.4 Extension Activities

3.4.1

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

Response:

The academic oeuvre of a learner is not merely restrained to the fixities of pre-designed curricula and conventional classroom transactions, instead, it probes into the divergent terrains of experiential learning through consistent social engagements. Being an institution that is noted for its rural topography, VTM NSS College, Dhanuvachapuram, offers myriad dimensions of productive pragmatic experiences to its student community, particularly the first-generation learners. The distinct domains of public exposure include gender and environmental sensitization, energy conservation, skill enhancement, and socio-economic assistance to the nearby communities.

The various departments, clubs/committees/cells, and forums devise social outreach programmes and activities that constantly strive to engage the learner in creative, emphatic, and critical thinking. Under the aegis of IQAC of the college, various government, non-government, and private establishments, the institution has conducted extensive social outreach programmes, neighbourhood community activities, sensitizing students to social issues, for their holistic development, and the impact thereof during the last five years.

The NSS and NCC units of our college magnanimously shouldered the responsibility of lending the service of our students to enrich the socio-economic growth of our nearby communities. Programmes like **CLAUSURA***, Punarjani***, Harithalayam***, Parithranam***, Athijeevanam,** and *Jeevakiran* motivated

the learners towards blood donation, palliative care, vaccination drive, relief activities along with the aid of other Government flagship projects like *Vimukthi* (**no-drug campaign**)**,** *Swachh Bharat Campaign***,** *Thalir* (**cultivation and farming initiatives**) and many more. Our NSS Unit **adopted a village,** *Eithukondankani* where our NSS volunteers rendered enumerable services to enhance the socio-cultural welfare of the residents.

Environmental Conservation is the need of the hour and our student community offered a significant contribution in spreading the relevance of the same. Awareness programmes on well water purification in Kollayil Panchayath, *Haritha Veedhi* - 7-day online campaign, *Enikumundu Parayan*, the documentary on Neyyar, and a saga of several **eco-resurrection and energy conservation initiatives** like newsletter, poster/signature campaign, awareness classes, etc. Also for instance as part of **community welfare and human rights sensitization**, our students associated with the Kathir Project of **SFDA** and created *Pusthakathottil* – an act to constitute a library at Mambazhathara Tribal Settlement. As part of the **Gender Sensitization Drive** of our institution, *La Fierte: Celebrating Pride in Harmony*, various departments, clubs, and forums organized pride walk, street performances, awareness campaigns, etc. Apart from the above highlighted ventures a sprawling expanse of activities including academic and financial assistance for the rural community was also undertaken by our student community during the stipulated academic years.

Despite the socioeconomic barriers of our institution, our learners created an indelible impact in the neighbourhood community by rendering services through numerous venues of sociocultural and academic extensions. The following outcomes were observed:

- Exposure to diverse dimensions of day-to-day existence
- Comprehending the reality of socio-economic issues faced by the society
- Understanding the significance of pivotal aspects like environmental consciousness, energy conservation, gender sensitization, human rights awareness, national integration, etc.
- Enhanced Socialization skills
- Logical and critical insight
- Developing emotional Intelligence
- Effective communication and comprehension skills
- Leadership Abilities
- Developing social responsibility
- Developing a Cultural Consciousness.

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

3.4.2

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

Response:

The constant social engagement of our students through the NSS and NCC Units has been acknowledged and appreciated by the University and various Governmental and Government approved/affiliated bodies as well as institutions. Being an Institution situated in a rural locale, every single achievement of our student community proves to be seminal in framing the socio-cultural design of our neighbourhood population. The achievements stated below manifest the relentless collective effort of our student community in providing service to all realms of the neighbourhood society:

- Our institution's NSS Units 18A and B won the Prestigious Best NSS Unit Award in 2020-21 at the University of Kerala.
- Smt. Akhilasree. L, our NSS Programme Officer won the Best NSS Programme Officer Award at the University of Kerala for the year 2020-21
- Ms. Aparna Krishnan J R, our NSS Volunteer, won the Best NSS Volunteer Award at the University of Kerala for 2020-21.
- Got the Certificate of Appreciation from the University of Kerala for our exemplary services rendered to society through students by our Palliative Care Units during 2021-22.
- Sivadath S Suresh, our Cadet won the Best Cadet Award of the Cadet Welfare Society for the Academic Year 2020-21
- Our Cadets Sivadath S Suresh and Aparna Mohan got selected for the Chief Minister's Scholarship for NCC Cadets-2020-21
- Our Cadet Sivadath S Suresh participated in All Kerala Group Competition for RDC 2019-20 held at JNV-Mayannur and won the Best Cadet Award October 11-20, 2019.
- Our Cadet Sivadath S Suresh secured the third position Bronze in the Best Cadet Category of the Inter-Group Competition held from July 17-26, 2019
- Our Cadet Sivadath S Suresh got into the India Book of Records for participating in 27 camps and securing the first Position (Gold) in the Best Cadet Category in the All-India Inter-Group Competition held from October 11-20, 2019. He also secured the third position Bronze in the Best Cadet Category held from July 17-26, 2019.
- Our Cadet Sivadath S Suresh represented his NCC Directorate at the Annual NCC Republic Day Camp of 2020 held in New Delhi from January 1 to 29, 2020.
- Our Cadet Sreehari R S Nair represented his NCC Directorate at the Annual NCCRepublic Day Camp of 2023 held in New Delhi from January 1 to 29, 2023
- Our Cadet Sivadath S Suresh participated in the Advanced Leadership Camp 2019 at Hijili High School, IIT, Kharagpur from 28 th May to 8 th June 2019.
- One of our NSS volunteers Aparna Krishnan participated in the National Integration camp held at MCMBAV College, Kangra, Himachal Pradesh. (24/2/2020 to 1/3/20)

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

3.4.3

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

Response: 132

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
30	28	26	32	16

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

3.5 Collaboration

3.5.1

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

Response: 16

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

VTM NSS College is distinguished by its state-of-the-art infrastructure, designed to enhance academic, research, and extracurricular activities while maintaining environmental sustainability. The campus, surrounded by lush greenery spans around 19.465 acres (6837 sq. mts.), is equipped with modern facilities and a commitment to eco-friendly practices.

Academic Infrastructure

The college boasts ICT-enabled classrooms with LCD projectors and microphones, enhancing teaching effectiveness. Each department is well-equipped with specialized laboratories:

- Physics Department: Mechanical Lab, Spectroscopy Lab, Material Science Lab, and a Research Lab.
- Chemistry Department: Organic & Inorganic Chemistry Lab, Physical Chemistry Lab, Seminar Hall, and Library.
- Botany and Zoology: Dedicated Students' Labs for practical work.

For computing needs, the college provides:

- Common Computer Lab: 54 systems.
- Mini Computer Lab in Physics: 5 systems.
- Language Lab: 20 systems.
- Central Library: 12 systems.

IT Facility

The campus is Wi-Fi enabled with a high-speed of 200 Mbps BSNL broadband connection. Course management and student data are handled through Learning Management System (LMS) and Management Information Software (MIS).

Library and Reprographic Facilities

The Learning Resource Centre (LRC) of the College is a vital cornerstone of our institution's unwavering

commitment to nurture academic excellence - a hub for academic resources and a dynamic space that encourages independent and collaborative learning. The automated library houses 40,851 books, journals, and e-resources and subscription to NList consortium. It features dedicated areas for reading, discussion, and group study. Reprographic services are available in both the library and administrative sections.

Facilities for Cultural Activities

The college includes:

- Large Auditorium: Seating capacity of 1500 for major cultural events.
- Air-Conditioned Seminar Hall: Seating capacity of 200 for academic workshops and seminars.

Administrative Facilities

The administrative section is vital to the institution's operations, encompassing:

- Main Building: Principal's Chamber, Administrative and Accounts Section, and IQAC Room.
- Additional Spaces: Examination Control Cell, IIC/IEDC/Incubation Centre, and a Mini Conference Hall for meetings.
- Guest Room: Comfortable lodging for visitors.

Sustainability and Eco-Friendly Initiatives

The college's commitment to sustainability is evident in its various eco-friendly projects:

- Aranya – The Eco Park
- Botanical Garden
- Medicinal Plant Garden
- Marigold Garden and Sneharamam by NSS
- Organic Farming
- Heritage Museum and Stone Park by the PG Department of History

Sports and Recreation

The sports facilities include:

- Major Stadium: For a variety of sports.
- Specified Sports Courts: For different athletic activities.
- Multi-Gym: For fitness and training.

Facilities for Divyangjan

The college is equipped with ramps and accessible restrooms with signages to cater to the needs of Divyangjan. Well maintained restrooms, Ladies' recreation room and sick rooms are also provided for students.

Other Facilities

- Canteen and Dining Facility
- NSS Room
- NCC Office and Store Room
- Waste Management System
- Rainwater Harvesting
- Alternate Energy Resources
- Car and Two-wheeler Parking Area
- Employees' Co-operative Society
- Proper Display Boards, Signage, and Notice Board
- Public Address System
- Water Purifier and Cooler with RO Technology
- Compound Walls with Security Personnel
- CCTV Surveillance
- Fire Safety Measures

In short, VTM NSS College merges advanced academic facilities with a strong focus on sustainability and inclusivity, providing a comprehensive environment for education and personal development.

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

4.1.2

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

Response: 36.24

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
17.68	14.28	11.80	6.23	19.72

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Learning Resource Centre (LRC) of the College is a vital cornerstone of our institution's unwavering commitment to nurture academic excellence, foster holistic student development, and elevate our overall quality of education. This multifaceted centre is a hub for academic resources and a dynamic space that encourages independent and collaborative learning.

The fully automated library, spanning 3500 square meters and accommodating over 100 users, encourages both individual and collective learning. It boasts distinct sections dedicated to reference and general text (40851) books, journals, periodicals, and newspapers, ensuring easy access to a wealth of resources. Furthermore, it provides effortless access to subscribed electronic resources like digital newsstand Magzter (9000+ e-magazines and e-newspapers), British Council Library Institutional Membership (4000 magazines – current and backdated from around the globe and in different languages, full digital versions of over 2000 comics, the world's largest catalogue of concert films, award-winning music documentaries, and music events from the 1920s to today, 19000+ e-books, audiobooks, language training programmes IELTS) and N-LIST Consortium & NDLI (799500+ e-books, 6000+e-journals) that guides visitors to relevant information sources with remote access facility. The library also provides access to institutional digital collections (VTM Digital Library).

The library actively advocates for open-access resources like DOAJ, PubMed, Sodhganga, Shodhgangotri, NPTEL, SWAYAM online courses, etc aligning with our commitment to open knowledge dissemination and expanding access to high-quality educational materials. Our digital repository serves as a comprehensive platform for archiving research papers, student projects, Minimum Learning Materials, and various institutional outputs, and maintains an up-to-date archive of university question papers. Simultaneously, the library assumes a pivotal role as a resource centre and educational facilitator, actively aiding students in enhancing their information-seeking and research skills. The streamlined circulation services, complemented by a user-friendly library management system (Koha

Integrated Library Management System), ensure efficient use of resources.

To generate interest in research among the academic community, we offer workshops on information literacy, intellectual property rights, and research techniques in addition to conventional library services. To enhance the library experience, we conduct informative orientation sessions, acquainting users with our resources, ultimately contributing to an optimal and productive research and study environment. The Library organizes Add-on Courses, and offers internships to library science students, promoting personal and professional growth. Most of our digital resources are available 24/7 for uninterrupted learning. It provides photocopy service and printing facility in a restricted manner.

A WhatsApp service named Ashakiran was started by the library in association with the NSS Unit to provide assistance to visually challenged students and promote inclusivity throughout their academic careers. Committed to innovation and academic excellence, the library participates in initiatives such as Vidwan registration and IRINS instance creation. These endeavors aim to support research and networking by facilitating the integration of scholarly profiles and research information from faculty and researchers, contributing to the discovery and promotion of their work within the broader academic community. The Daily Fact Sheet prepared by the library keeps users well-informed with up-to-date information.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The IT facilities of VTM NSS College, Dhanuvachapuram aims to interlace technology with curriculum to enhance learning dynamics, while mindfully upgrading the technological infrastructure to meet the demands. The institution has a campuswide Wi-Fi network which supports connected-roaming across the premises. This allows the students to seamlessly access information from across the internet and intranet (library resources) with restricted access based on request. All the academic computers are on a gigabit circuit which is lined up behind a firewall enforced with strong filtering policies to moderate the content delivery and monitor the network traffic - with an internet bandwidth of 200mbps fiber optic internet connection by BSNL.

The Computer Lab actively functions as a priority IT resource for those intuitive students who are probing supplementary information from around the globe. Besides this, the lab also hosts as a shared laboratory for different departments in the college to enlighten awareness in programming languages like Malayalam DTP, Python and C++ and modelling students to get more out of 'office, linguistic and authoring' tools which are however the critical prerequisites for the modern professions. The facility is also envisioned to enable students to exploit its services to seek potential career opportunities, applying for competitive examinations like State PSC, SSC and NET, etc.

Language Lab, which runs under the authority of Department of English, is fundamentally targeted to disseminate English language enhancement tools and services to augment the communication skill of students, elevate their eloquence, and transcending their oratory potential. Oréll Talk, a globally recognised digital language lab platform, across all the 21 computers (20 desktop systems and 1 server system), is deployed, to make the most out of the facility - to reinforce the linguistic ability of the learners. Additionally, routine visual shows like English movies and documentaries aid the students in boosting their rhetorical skills.

Being aware of the fact that a library is an essential component in any academic system, the library resources were augmented over time. The digital library landscape organises a plethora of updated journals, magazines, e-books, newsletters and bulletins to facilitate the information accessibility. A network of 13 computers (10 for students, 2 for OPAC and 1 fro Librarian) is installed at the digital library to effectively cater the resources to students. The resource catalogue is being updated regularly to comply the changing needs.

The growing count of mobile devices demand for seamless wireless connectivity across a campus. The college has deployed wireless Access Points (AP) all over the premises to appreciate this necessity. The wireless network is also behind the firewall to monitor and filter the content and traffic traversing through it. The network is open (restricted access) to all students based on demand, by using a centralized authentication system to get them verified.

For ensuring the safety of the academic community with the campus, deterring ragging attempts and to safeguard the establishment, an advanced network of 46 CCTVs are installed that actively monitor the campus - 24/7.

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

4.3.2

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

Response: 17.67

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

Response: 92

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 16.6

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
4.32	11.32	5.65	2.32	8.32

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 88.08

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
1183	1467	1530	1821	1982

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 1.36

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
45	11	56	11	0

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 36.73

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
316	208	274	154	127

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
561	615	618	585	559

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: 5.43

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
48	20	17	10	6

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

5.3 Student Participation and Activities

5.3.1

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

Response: 92

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
26	19	20	16	11

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

5.3.2

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

Response: 24.8

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
23	25	25	19	32

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

5.4 Alumni Engagement

5.4.1

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

Response:

VTM NSS College, Dhanuvachapuram with its illustrious history of selfless service in the field of education, spanning more than six decades is proud of its alumni who have carved a significant niche for themselves in myriad spheres of the society. The institution constantly encourages its present learners to have an active interface with the distinguished alumni as part of its student centric methodologies. Being a rural college, with a lion share of first-generation learners, the latter, owing to financial constraints, tends to drop out fast even before completing their graduation.The institution constantly organises distinguished alumni interactions in the form of Distinguished Alumni Lectures, where expert alumni in their respective field of work/research/study deliver lectures of academic merit. They encourage and motivate and guides the learners to dream and work towards a successful career for themselves.

Dhanuss, an association of the alumni members, constanlty contribute towards the augmentation of academic and infrastructural facilities. They conduct regular meetings within the campus, and are encouraged to plant trees wihtin the campus as part of their ever-lasting bond with their alma mater.Their literary flair is kept ablaze with the publication of the magazine - Dhanuss, where the members actively contribute their musings.They have donated fans, white boards, green aboards, and mobile phones.Their providential help came at a crucial time when the institution was trying to facilitate the financially constrained leaners with mobile handsets during the COVID-19 pandemic. This considerably reduced the digital divide created during the lockdown period and thereafter. Their help was a huge relief as the learners were able to continue their studies uninterruptedly. They relentlessly continue their contributions in kind, and by way of intellectually motivating and guiding the learners. They enthusiastically continue their support by motivating the learners

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

VTM NSS College has established its vision and mission in tandem with the visualisation of Nair Service Society to address the all-inclusive requirements of the students and society sustainably, and to protect the distinctive tradition and value of this locality, constantly evolving along with changing educational scenario.

The **Vision of the College** is "to interlace a culture of civility with equity and excellence, by believing in a democratic dissemination of knowledge that transcends all bariiers of segregation."

The **Mission of the College** is "to build up an epistemological platform for exploring new realms in science and technology, art and culture, to improve the socio-economic status of the community and to instil values of life, diligence and skill in students."

A holistic development is sought by imbibing the values ingrained in the motto:

II?????? ??????? ??????II

> *"True knowledge and wisdom are imbibed by those with the sublime qualities of cosmic, spiritual and human values."*

The learners are inspired to seek and entrench true knowledge and wisdom by inculcating in them, the sublime ideals of cosmic, spiritual and human values. The institution propagates its various academic and administrative practices, programmes, and initiatives and enables the students to develop holistically. Innumerable events of the college are aimed to foster a sense of social commitment by facilitating them to real-life situations motivating them to render meaningful community welfare service. As part of implementing NEP, the college facilitates capacity buiding programmes and activites through various curricular, co-curricular and extra curricular activties and a well-functioning Institution Innovation Council. To improve the physical fitness and general well-being of the students' various sports and cultural activities are regularly organised. By utilising modern ICT tools like LMS paltforms, online learning and other social media platforms, NList, etc., the college ensures the inclusion of classical languages, regional language, and other traditional knowledge systems through various multidisciplinary and interdisciplinary academic processes.

Decentralization and participation in Institutional management are echoed through a strong and efficient Organogram of Committees/forums/clubs that transpires in the administrative processes and curriculum

designing, promoting shared involvement, transparency, and accountability of all the stakeholders. Link to Organogram: https://vtmnsscollege.ac.in/wp-content/uploads/2024/08/INSTITUTIONAL-ORGANOGRAM-VTM-NSS-COLLEGE.pdf

IQAC ensures the implementation of quality initiatives, and the coordinators and members of various statutory and non-statutory clubs and committees lead student support events. The principal forms the committees under the convenorship of a teacher or a non-teaching staff with members from teaching faculty, non-teaching faculty, and students for the various academic - cirricular, co-curricular, extra curricular and administrative processes. The College Council decides on policy matters and makes sure that decisions are taken in accordance with the vision and mission of the college. Any difference in opinion in any committees or problems encountered in decentralised decision-making is referred to the Principal by respective covenors-which in turn is referred to College Council that ensures collective decision.The holistic development of its learners, especially the first-generation learners, is a priority of the institution and the active involvement of the IQAC, PTA, CLMC, DLMC, College Union, the cells and statutory and non-statutory committees, ensures participatory decision-making in Curricular, Co-curricular, Extracurricular, and student-associated matters.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution functions with a structured Institutional Development Plan that ensures participative administration, experienced at all levels and Management plays a partaking role in the comprehensive functioning of the college.The principal brings about the administrative and academic matters in accordance with:

- UGC regulations for aided colleges
- Acts and Statutes of the University of Kerala
- Administrative Office Procedures
- Kerala State Service Rules (KSSR)

The decentralisation and participative functiioning of the institution is as stated in the Oraganogram below: https://vtmnsscollege.ac.in/wp-content/uploads/2024/08/INSTITUTIONAL-ORGANOGRAM-VTM-NSS-COLLEGE.pdf

The principal plays a vital part in establishing an accountable and effective communication between the Management and the stakeholders like students, teachers, administrative staff, PTA, alumni. The entire faculty works out policies, schemes, and methods for accomplishing excellence in all facets to ensure proper implementation of its plans. Representation of the faculty in all the statutory and non-statutory committees and Internal Quality Assurance Cell is suggestive of their participation in the decision-making and implement the plan of action in cooperation with other members in various bodies of the Institution. The various Cells and Committees function efficaciously based on well-defined policies and the same is reflected in the institutional website. The Internal Complaints Committee, Women's Cell, Grievance Redressal Cell, Equal Opportunity Cell, SC/ST/OBC/Minority Cell, Career Guidance and Counseling Cell, Students Affairs Committee, Gender Justice Forum, ICT/IT Initiatives Cell, CLMC for CBCSS, General Time Table Committee, Anti-Ragging Cell supported by Anti-Ragging Squad, UGC Committee, Building Committee, Planning Board, Discipline Committee, Anti- Narcotics Cell, Legal Studies Cell, Research Committee, Advanced Learning Forum, PG Forum, work towards achieving excellence along with the Principal and the Management. Designed for the purpose of consultative organization, the various committees/cells work in tandem with each other. HODs ensure that the academic calendar is followed at all levels in the delivery of course content, conduct of examinations, assessment etc , identifying departmental needs and prepare proposals. A democratically elected College Union as per the directions of the University of Kerala is actively participating in making the students' academic life interesting and creative by conducting a set of programmes covering arts, social committment, gender issues and anti-drug awareness, etc. They also play an active role in highlightimg the problems faced by the student community to the Principal of the College and is addressed through various organs of the college. Altogether, activities are planned well in advance in consultation with IQAC. For financial matters, a detailed budget is organized well ahead of the academic year, in tandem with the PTA and is approved accordingly by the College Council for the academic and adminstrative functioning.

The staff comprising of the teaching and non-teaching members are encouraged to contribute their ideas towards problem solving, enrichment and optimum initialization of resources, project planning and its implementation.The well-structured policies ensure systematic functioning and uplift the quality, research, student support of the institution. Effective Teaching Learning blended with Technology is implemented (Digital Library), NLIST and LMS for effective teaching learning process. The institution follows all rules and regulations about
service, career development, research, staff welfare and grievance redressal as enacted by statutory regulatory authorities.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college takes significant care to ensure a healthy and dynamic professional environment for both the teaching and the non-teaching staff and has implemented welfare measures to warrant the same through well-defined procedural methodologies and strategies to ensure qualititative and quantitative augmentation. The initiatives taken are listed below:

1. Performance Appraisal System: The institution appraises the faculty members, annually, by taking the inputs from the Head of the Departments and the respective faculty member. Self-appraisal forms, in the prescribed format approved by University of Kerala, are distributed to the faculty for their self-appraisal. Appraisal is the main criteria for confirmation, promotion, review for premature termination or retirement etc. Writing and maintenance of appraisal assumes importance not only in the interest of service but also in the interest of the employee.For the Non-teaching staff, their appraised is ordained by the concerned departmental Heads and the Principal, and is based on their performance on the assigned duties as per the KSSR rules.

2. College Employees Co-operative Society: A functional Co-operative Society provides ample financial support to the teaching and non-teaching staff of the college. The society supports them for their immediate financial requirements. The shares are put forth by the members of the society and deposits

are collected. Once the initial shares are floated, it becomes the capital for the society. They get bonds and deposits from retired faculty members as well. The loan is provided with low interest rates. The society also functions as a haven to safely deposit their savings. A transparently and democratically elected executive committee efficaciously runs the society. It disburses eligible dividend to its members periodically. The society, as part of their social commitment, gives away incentives to the children of its members who excel in their studies. The society is governed by the Kerala Cooperation Department, Government of Kerala, strictyly under a byla.

3.Salary Advance: The College cares to disburse contingency advance from PTA to the staff who await approval and salary from the Government, after appointments.

4. Government Insurance Welfare Schemes: Employee insurance schemes like State Life Insurance Scheme (SLI), Group Insurance Scheme (GIS), Group Personal Accident Insurance Scheme (GPAIS) and MediSEP (Medicalim policy) are mandatory for all permanent employees of the college and is managed through different e-governance portals.

5.Infrastructure: The institution is keen on providing a positive working environment through better facilities which include: furniture, computer, hygienic drinking water, sanitary facilities, canteen, leisure time facilities etc.

7.Other Financial Measures: The institution makes its staff comfortable by ensuring the timely disbursal and remittance of various welfare measures proposed by the Government of Kerala, under whom the permanent staff is working. The notable schemes under the same include: Provident Fund (General and Contributory), State Life Insurance, Group Insurance Scheme, Medical reimbursement, Service pension etc. The staff who come under the banner of temporary/ contract category are also protected with all possible means. Besides salary, they are also given festival allowances and advances.

8. Recreation and Team Building: The instituion takes pertinient measures to ensure the emotional well-being of its faculty members. A pleasure trip for the entire teaching faculty was organised as part of team-building and increased cooperation.

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

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	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](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

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

Response: 50

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
50	57	48	38	12

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
13	13	16	16	16

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Being a government aided establishment, VTM NSS College strictly adheres to the rules and regulations set for financial management by the various Government and Non-government agencies. The UGC Plan funds- General Development funds, aid from the State Government, funds collected through PTA and e-grants of various kinds are the main resources of the college. In addition to these, the funds provided by the Management are utilised for the infrastructural development in the college. The college keenly prepares claims and proposals and submits the same to the bodies concerned to procure the funds on time. Various bodies like IQAC, Planning Board and Purchase Committee play vital roles in these mechanisms and the College Office, that functions effectively, facilitates the process. All the financial procedures are subjected to Internal and External audits. The accounts related to the State funds are audited periodically by the Audit wing of Deputy Director of Collegiate education, Government of Kerala. The funds received from the UGC are utilised and audited before the submission of the reports. A chartered accountant appointed by the Committee audits the PTA accounts and is presented before the Annual General Body meeting for its approval. Adhering to a systematic process, the college hardly faces any serious audit objection by the auditors. The objections raised during the audit have been positively considered and remedial steps are taken to avoid any further occurrence.

Funding is also secured for organisng research conferences at the national and international level and extension programmes like Urja Kiran - from Kerala State Council for Science Technology and Environment (KSCSTE). Funding is also secured through research grants - from Biodiversity Board, Government of India, Institutte of Parliamentary Affairs, Government of Kerala and KSCSTE for research projects and to cultivate efficacious parliamentary practices among students. Ministry of Education (MoE), Government of India, aids in conducting various Skill-oriented and entrepreneurship

programmes of Instituions' Innovation Cell (IIC). Salary and perks and the welfare schemes of Government are claimed through e-governance platforms for both teaching and administrative Staff in an efficient manner by the college, thereby ensuring the well-being of its incumbents.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC plays a pivotal role in ensuring quality by regular the review of the academic and administrative progress of the institution.The cell constantly encourages the teaching faculty to participate in curriculum design workshops, FDP's relating to e-content development, familiarising online teaching platforms, New Education Policy, Syllabus framing workshops
etc. The cell ensures that feed back is taken from various stake holders and analysis of the responses are properly done. The inferences taken from the feed back and the results of the students are taken into careful attention while preparing the Annual action plan of IQAC. The cell launched its flagship Skill Development Programme-*Naipunya* to ensure atleast one student skill per student. IQAC takes action to ensure that maximum number of programmes such as talks, poster exhibitions,
student presentations, conferences etc address cross cutting issues such as professional ethics, gender, human values, environment and sustainability there by cultivating empathy and a sense of social responsibility among all students and promotes ICT enabled teaching-learning.

The new vistas unravelled in the policy document on New Education ushered in the field of transforming higher education by the state and central governments are imparted to teachers by IQAC. The IQAC has taken active step in introducing Outcome Based Education in the college and encourages implementation student centred learning approach through field trips, short summer projects, assignments, research projects, community linked projects, short films depicting environmental education, conferences, workshops, skill oriented training, industrial visits, study tours and other methods in teaching. IQAC also has contributed to the development of botanical garden, medicinal plants garden, organic farming, Aranya ecopark, harnessing of rain water with the active participation of faculty and students.

IQAC is the primary source of inspiration in setting up of a digital library with enormous quantity of e-resource study material available to students in their smart phones. It also has a repertoire of previous question papers, learning material prepared by teachers, special programmes designed for differently

abled students such as Ashakiran. IQAC also encourages the students to use National Library and Information Services Infrastructure for Scholarly Content (NLIST) for preparation of self study notes and for doing research projects. This encouragement has ushered in a positive result that our college came first in the nation in terms of usage.

IQAC encourages teachers to apply for grants to various funding organizations conduct seminars and conferences on emerging areas and for executing research in developing areas of various disciplines. This has resulted in transferring of technology with the collaboration of National Institute of Technology. IQAC was instrumental in preparing policies for the working of National Service Scheme and National Cadet Corps to ensure a directed approach to benefit community through extension programmes. A large number of programmes were conducted in the adopted village by the NSS and has resulted in the appreciation of local people and elected representatives and received the best unit award, programme officer and student volunteer at the University Level. IQAC has taken active steps in ensuring constant increase in infrastructure augmentation and repair. It was instrumental in the renovation of inorganic and organic chemistry lab and physical chemistry lab, Physics Lab, language lab, central computer lab, toilets etc and also in infrastructure augmentation for physical and academic infrastructural facilities.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Promoting Gender equity and sensitization among students is crucial for fostering a more inclusive and equal society. Promoting gender equity in colleges is not merely a matter of
policy but a commitment to creating an environment where all students can achieve their full potential. By developing and implementing equitable policies, fostering an inclusive campus
climate, encouraging student engagement, and evaluating progress, colleges can work towards a more inclusive and equitable educational experience. Ultimately, gender equity
benefits the entire academic community, enriching learning experiences, enhancing institutional excellence, and preparing students to thrive in a diverse and dynamic world. The
annual socio-economic survey conducted by the college has identified that majority of our students are female. Hence, a lot of programmes in interest of women are conducted. Though
we do not have students belonging to transgender community as of now, there is quota reserved in admissions as prescribed by Higher Education Department. College arranged a plethora of activities which include talks, seminars, performances etc. about gender issues, stereotypes, and biases with the aim of spreading the word for empathy
and understanding.
Important gender sensitive initiatives and events are listed below:

- *La Fierté-* Flagship programme of IQAC envisioned to support LGBTQ+ causes.Programmes are arranged in sync with Pride month celebrations.Under the banner of *La Fierté* various programmes were conducted:
- Talk on Gender Inequality by Nadira Mehrin on 23 rd June 2021.
- Poster Making Competition on Gender Inequality on 24 th June 2021.
- Invited talk on Gender Equality in Indian Constitution on 24 th June 2021.
- Talk by Sheethal Syam, transgender activist, on 25 th June 2021.
- Walk towards Pride conducted on 20 th June 2022.
- Talk by Anilesh Anurag, Writer and Assistant Professor on 25 th June 2022.
- Mime on Gender Inclusivity by students on 30 th June 2022.

Other programmes conducted with concerns on gender:

- Two Day National Seminar on 'The Politics of Dramaturgy: Perspectives on Gender and Theatre' on 16 th and 17 th January 2020.
- Talk by Smt. Shyni, Motor Cycle Rider, on motivation and overcoming challenges as woman pursuing atypical passions and professions on 22th December 2020.

- Gender Sensitization and Anti Dowry Campaign on 17 h November 2021.
- Walkathon conducted by NSS on Women's Day, 8 th March 2022.

Various committees catering to the administrational needs of the college do active work in inculcating sense of equity, justice, and discipline in students. Women's Cell, NSS, NCC, Gender Justice Forum etc. have worked in initiating awareness campaigns, talks and activities in gender related concerns.

The institution ensures optimum physical facilities for the female students and teachers so as to warrant their holistic well-being. Facilities like Napkin Vending machine, incinerator, Ladies' Recreation Hall and Sick room. The sick room is gender neutral by nature of its purpose.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The departments and clubs of the college work together to promote inclusive environment. Initiatives like awareness campaigns, workshops, commemoration of days etc. are conducted with eye on building a generation with empathy. NSS and NCC wings of the campus conduct programmes of similar nature on regular basis. These programs cover subjects such as unconscious bias, gender justice, and cultural competency. By educating the campus community on these issues, VTM NSS College aim to reduce prejudices and promote a more understanding and respectful atmosphere. Initiatives and Campaigns organised spread message of diversity, tolerance, and harmony, encouraging dialogue and action. Clubs and departments also advocate for and help implement inclusive policies and practices within the college. Collaborative Initiatives by clubs and Departments with other clubs, departments, or external organizations strengthen efforts in creating an inclusive campus. Clubs offer safe space for students to share their experiences. Accessibility services for students with disabilities are also arranged. Days of National and International importance

are celebrated in view of reminding heritage, human achievements, and our sense of responsibility to forces of community and nature. Yoga day, Environmental Day, Ozone Day, International Youth Day, Women's Day, Human Rights Day, World Soil Day etc. are commemorated with various programmes. Independence Day and Republic Day are celebrated officially by hoisting the national flag. Gandhi Jayanti is commemorated accompanied by cleaning drive.College immerses in festive mood when Onam and Christmas approach. Various programmes conducted with the above intention include:

- Awareness Campaign on International Day against Child Labour, by Human Rights Forum on14 th June 2022.
- Two Day Seminar on Parliamentary Democracy and Social Justice in Multicultural India ' by department of Political Science, 10.11.2022, 11.11.2022.
- Poster Making Competition on National Unity Day, 31.10.2021
- Flood Relief Camp Visit by NSS, 16.08.2018.
- Swachh Bharat Programme, organised by NSS.
- Women's Day Celebration, Women's Cell.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice I: *"Naipunya-One Student–One Skill"*

I. **Title of the Practice:** *"Naipunya-One Student–Oner Skill"* – Naipunya is a Sanskrit word – which means "skil." VTM NSS College, Dhanuvachapuram has adopted the Best Practice "Naipunya – One Student-One Skill" in order to equip the learners with a life skill other than their university prescribed curriculum.

Objectives:

i) To uphold the mission and vision of the institution – the institution aims to create and impart creative, critical, inclusive, socially sensitive and regionally viable knowledge for the holistic development of the students

ii) To aid the students to discover their aptitude and skill apart from their programme of study

iii) To inculcate life skills and enable them to be industry ready

iv) To equip our student community with a strong sense of responsibility and commitment in one's own life and towards others as well.

v) To promote entrepreneurial ability among the learners and to provide them the confidence to face the practical world at large.

vi) To indoctrinate the qualities and ethics of team work, leadership and self-esteem.

The Context:

The first-generation learners in this institution struggle to come out and interact with the society at large due to lack of exposure in various social dimensions. In a highly competitive world, the learners are required to fight fiercely to mark a niche for themselves and the changing world scenario is such that the skill of a person earns them a gateway to success. With this novel thought, VTM NSS conducts the skill enhancement programmes "**Naipunya–One Student–One Skill**" as a pathway for the students to realise their potential and accomplish their dreams.

The Practice:

Experts from various fields were invited as resource persons and interested learners were given hands on training.

Evidence of Success:

Under the aegis of IQAC various departments and CBCS clubs conducted skill-oriented workshops.

Significant initiatives under Naipunya:

- Craft Awareness Programme for students was conducted by the Department of History in association with IQAC. The programme was sponsored by Office of the Development Commissioner (Handicrafts) under The Ministry of Textiles and National Design Centre, New Delhi on January 2023.
- Department of Malayalam in association with IQAC offered an Add on Course of DTP in Malayalam in the academic year 2022-23.
- "Think outside the Trash" – As part of nature awareness month a workshop was organised by the Nature Club, Bio diversity Club, Media Club in association with IQAC on 14.06.2022.
- Skill development training programme for students on handicrafts and jewellery making organised by the Department of Political Science in association with IQAC from 05/07/2022 to 15/07/2022.

Problems Encountered and Resources Required:

The only source of income for the college is through PTA fund which is used for all the academic, administrative, and miscellaneous expenses. Another constraint was that of time as organizing such sessions without disrupting the hours for teaching-learning. A major hurdle was the pandemic situation that rendered us helpless, as initially learners were apprehensive of learning a skill in a close-knit space,

however, the classes were conducted by following all the COVID-19 protocols.

Best Pratice II: "Pragathi"-Holistic Progress of the Self and the Society"

1. **Title of the Practice:**

"Pragathi"-Holistic Progress of the Self and the Society"– *Pragathi* is a Sanskrit word – which means progress and development. The college has adopted the second-Best Practice to ensure the holistic growth of the learners through academic, co-curricular and extra-curricular practices including social outreach community engagement programmes.

Objective of the Practice:

i) To uphold the mission and vision the institution – The institution aims to create and impart creative, critical, inclusive, socially sensitive, and regionally viable knowledge for the holistic development of its learners.

ii) To inculcate the values of social and humanitarian ideals amongst the learners.

iii) To impart a sense of ethics and compassion amongst the learners towards fellow beings in distress and misery.

iv) To equip our student community with a strong sense of responsibility and commitment in one's own life and towards others as well.

v) To engender the value of community service.

vi) To nurture the qualities and ethics of team work, leadership, and self-esteem.

vii) To instil and promote a basic understanding of the humanitarian values and universal rights of every citizen.

Context:

Our mission is to help the students to address the needs of the local community, crossing cultural barriers, in a harmonious manner. By realising the needs of the marginalised and less privileged sections of the community, with special needs, we aspire to cross the socio-cultural and economic barriers.

Practice:

Our institution tries to enlighten the minds of the learners through activities beyond the curriculum. The core aspects of this practice are sensitising the academic community towards the challenges faced by the society, ecosystem, and natural habitat – devising inclusive strategies to meet the requirements and implementing the same with a deep sense of empathy.

Evidence of Success:

Under the aegis of IQAC various departments CBCS clubs, NCC and NSS conducted programmes with

social commitment.

Significant initiatives under Pragathi:

- La Fierté- Flagship programme of IQAC envisioned to support LGBTQ+ causes. Programmes are arranged in sync with Pride month celebrations.
- Environmental Activities Club in association with the Mathematics Department, Biodiversity Club, and college IQAC celebrated World River Day on 25th September 2021, focusing on the villages near the bank of Neyyar River and educating villagers how to manage waste disposal without throwing it into the river. Students prepared the documentary "Enikkumundu Parayan", which means The River wants to say Something.
- "Vimukthi"- Anti drug campaign organized by NSS on 6th February 2020.
- 'Serving with Gratitude' conducted by NCC which lasted for around three months from April 2020. Meal for one time was provided to the people in need in nearby localities.

Problems Encountered and Resources Required:

The constraints of pandemic situation, posed a real problem. Being a rural and grant-in-aid institution, funding and outsourcing of finance was also a major issue. A lion's share of the learners are first generation students from rural and underprivileged background, hence personal/financial constraints and digital divide pose greater challenges to them. Yet, their enthusiasm is unmatched and they see the activities a doorway to social and community engagements

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Being a rural institution, VTM NSS College, Dhanuvachapuram caters to a socially and economically weaker sections of the learner fraternity - a significant number of the them being first-generation learners. The institution devices various teaching-learning methodologies and encourages them to think beyond the curricular box. As the holistic development of the learner is the motto of our institution, various programmes of social, cultural, linguistic, historical, and academic relevance are conducted.

These programmes contribute to the efficacious growth of the learner into socially responsible and confident individuals, ready to face the world confidently, yet with compassion for their fellow men. The mission of the college is to provide the students with an excellent background in the fundamentals of their subjects to facilitate a comprehensive development of their all-round competency, to foster scientific temper and a culture of lifelong learning, and to render socially relevant extension services.

VTM NSS college takes annual socio-economic survey (basic personal details and academic data) to identify the first-generation learners. The major social and economic variables used for the study are gender, religion, caste, economic status, education, and occupation details of the parents. Department wise date is collected using google forms and consolidate the results using appropriate statistical methods. Following statistics shows the data collected and analysed. The Socio-economic survey conducted by IQAC is assessed and the detailed report is submitted by the Internal Quality Assurance Cell to the head of the institution and the College Council for further action. Various suggestions and concerns raised by the stake holders are taken into consideration by the college council and actions are suggested. The action taken measures during the academic years 2018-23 are as follows:

- The head of the departments were given special instructions to give the First semester students of both CBCSS programme and Postgraduate programme and how the same is going to shape their academic prowess and career in future.
- Instructions were given to conduct Bridge courses for at least two-weeks and to conduct more learner-oriented sessions through activities and group discussions.
- The mentors were asked to give special attention to each learner and assess their progress.
- Classes were taken in blended mode to ensure maximum student participation, especially add-on classes and skill development classes were taken in the online mode. All assignments and project submissions were also encouraged to be executed in the online mode.
- Mentors were given instruction to ensure N-List membership of students to ensure uninterrupted digital learning and to tackle concerns over the lack of availability of study materials.
- Students were encouraged to participate in student seminars and competitions on power point presentation and paper presentations were encouraged
- Industrial visits to reputed institutions based on their subject of study as part of their curriculum were conducted
- Field visits were conducted as part of the curriculum delivery where, the learners got acquainted with indigenous knowledge systems and the current social scenario in which they are living
- Student centric teaching-learning methodologies like satellite group study systems, peer teaching, etc were augmented and departments were given instructions to conduct them diligently.
- As per the opinions from the students, the teachers were instructed to take regular feedback on the course completed and to improvise accordingly.
- Library was also equipped with new books related to research and subject/syllabus base content and were made accessible to the learners.

- Initiated steps to improve the cleanliness and aesthetics of campus buildings and facilities - More seating spaces were created in the outdoor spaces for students to utilise for curricular and extra-curricular activities.

- Upgraded Classroom equipment and ICT enabled classrooms.

- More skill enhancement programmes as part of Naipunya – One Student One Skill were

conducted.

- Boot camps and special training were given to students in Sports and learners were encouraged to participate in cultural and other extra-curricular activities.

- Career Guidance and Placement Cell conducted various workshops, seminars, awareness sessions regarding the current job sector and to enable the learners industry ready.

- Learners were also encouraged to participate in NSS and NCC to imbibe human values, responsibility towards environment and its conservation, inculcate leadership qualities, social commitment, commitment to oneself and to nation.

- Regular PTS meetings were held to monitor the students' progress and to have an interpersonal interaction with the parents.

- Interface with subject experts and industry experts were conducted to enhance the competence of the learner and to enable them scale the heights of academic and professional success - Distinguished Alumni Lecture (DAL), Pedestal Lecture Series, research conference, etc were also conducted.

First-generation learners are a resilient and valuable part of the higher education landscape. Their journeys are marked by unique challenges, but also by remarkable triumphs and strengths. As our college continue to strive for inclusivity and diversity, it is crucial to recognize the significance of first-generation learners and provide them with the
support they need to succeed. VTM NSS College is committed to ensure that these trailblazers continue to inspire future generations and contribute to a more equitable and enriched educational environment.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The institution has completed 60 years of its existence imparting knowledge and human values to generations of students. This college is instrumental in transforming the lives of many families who belonged to a socially and educationally backward strata of the society. Many of its former students are adorning high positions in science, technology, administration, media and business. The Internal Quality Assurance Cell has always played a proactive role in assuring a balanced and novel academic milieu. IQAC is instrumental in evolving strategies for smooth, time bound and effective delivery of the curriculum even during the period of spread of COVID-19 pandemic by rapidly adapting to online learning platforms. It has also taken initiative to approach alumni for distributing mobile handsets to the needy students. It has taken a lead role in encouraging the departments and central library to conduct Add on/ Value added courses and skill based courses to students and also ensured that the newly enroled students get a bridge course to complete the prerequsites for pursuing a course. IQAC in association with Research and Development Cell has taken initiatives to submit projects to various funding agencies to get optimum financial assistance to conduct conferences, seminars and research projects. In order to inculcate a sense of societal responsibility students were encouraged to participate in community linked extension programmes by NSS, NCC, various clubs, committees and departments. IQAC has taken all out efforts to improve the infrastructure, academic support facilities and maintenance of physical facilities of the college. IQAC has played an effective role in defining the best practices of the institution and the distinctiveness of the institution. The issue of lack of skill orientation in the curriculum was addressed through a well charted programme called *Naipunya* which was envisaged with the motto - One Student-One Skill, whereas, *Pragathi* was designed for the holistic growth of the student as an individual.

Concluding Remarks :

The Self Study Report was prepared as a collection of all the activities conducted at the college grouped into seven criteria as envisaged by the National Assessment and Accreditation Council. The college has witnessed three prior accreditations in the past. Through this, the college has improved in all the spheres of activity. The present report is a contribution of the tireless efforts put forth by the entire acadcemic and admininstrative faculty of the college under the aegis of the Internal Quality Assurance Cell. The institution has strived hard for ensuring quality in every activity of the college. It has taken optimum effort in imparting quality education by employing technology. The college has given special emphasis to skill development during the assessment period. Presently, the instituion has implemented the Four Year Undergraduate Programme (FYUGP) implemented by the Government across all universities of Kerala. FYUGP has built-in components for skill enhancement, language proficiency, subject flexibility, student portability and also the implementation of enrolment of students in the Academic Bank of Credits (ABC) with ABC-ID. The institution ensures the smooth transition to the novel methodology by enhancing additional infrastructural facilities, thereby augmenting the gamut of academic and administrative excellence.

6.ANNEXURE

1.Metrics Level Deviations

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
107	106	115	120	115

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
88	48	100	108	109

   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
145	143	144	157	158

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
145	143	144	157	158

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

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)*

   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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
65	65	63	69	68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
56	65	63	69	68

Remark : DVV has made the changes as per 2.2

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
1.3	0	0.9	2.74	8.35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.3	0	0.9	2.74	7.08

Remark : DVV has made the changes as per shared reports.

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
20	27	35	20	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	16	15	09

Remark : DVV has made the changes as per shared UGC care list.

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
19	14	10	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	14	10	3	3

Remark : DVV has made the changes as per excluded those books and chapters without ISBN.

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
67	48	41	42	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	28	26	32	16

Remark : DVV has made the changes as per shared reports.

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)*

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7.14	13.11	7.36	4.39	10.01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.32	11.32	5.65	2.32	8.32

Remark : DVV has made the changes as per shared reports.

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	21	105	15	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
45	11	56	11	0

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

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**

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*

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	36	24	37	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	19	20	16	11

Remark : DVV has made the changes as per excluded shared certificates of participation.

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
76	42	43	38	49

Answer After DVV Verification :

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

23	25	25	19	32

Remark : DVV has made the changes as per shared clarification.

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
65	58	46	39	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	57	48	38	12

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
13	13	16	16	16

Answer After DVV Verification :

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

Remark : DVV has made the changes as per excluded repeated teachers.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1620	1723	1821	1817	1806

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1626	1720	1921	1925	1871

2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 356 Answer after DVV Verification : 143
2.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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70	68	65	75	72 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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56	68	65	75	72	
3.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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32.86	34.02	29.15	22.33	53.25 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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29.46	42.76	35.96	29.74	54.45	