



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MAHATMA GANDHI COLLEGE

**MAHATMA GANDHI COLLEGE KESAVADASAPURAM, PATTOM P O
695004**

<http://mgcollegetvm.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mahatma Gandhi College, the institution established to perpetuate the memory of the Father of the Nation, was founded in the year 1948 by the legendary social reformer Padmabhooshan Bharatha Kesari Sri Mannathu Padmanabhan. It is one of the leading and oldest institutions of higher education in the capital city of the state of Kerala run by the major educational agency of Kerala, the Nair Service Society (NSS). Mahatma Gandhi College functions with the objective of providing value added quality education to all, with special emphasis on the economically poor sections of the society. It offers thirteen UG, ten PG and eight research programmes in various disciplines including basic science, humanities, and social sciences with nearly 2500 students and 100 faculty members. Our college was accredited by NAAC in the first cycle in 2004 and subsequently reaccredited in the second and third cycles during 2012 and 2018 respectively. The excellence shown by the institution in the realm of higher education was credited with the award of UGC's prestigious status of 'College with Potential for Excellence' in two consecutive terms in the year 2010 and 2016 respectively. In 2018, the college bagged the 68th position in NIRF ranking by MHRD, Government of India, under colleges category. The department of Chemistry was initially selected for SARD by KSCSTE in the year 2006 and FIST programme of DST in 2007 followed by the department of Physics in 2009. The college was selected for FIST in 2012 and all the PG science departments are receiving financial assistance under this programme. The college was also selected for BSR assistance of UGC in 2009. A RUSA fund of two crores was also awarded to the college for infrastructure development in 2018. Sprawling in a lush green campus of forty-seven acres, Mahatma Gandhi College has a built-in area of more than 10000 square meter. The institution is equipped with Wi-fi facilities, ICT enabled class rooms, seminar hall, science laboratories, advanced research laboratories, gymnasium, sports amenities, and other state of the art facilities required to ensure the effective knowledge transactions as envisioned by the curriculum of the affiliating university.

Vision

Sa Vidya Ya Vimukthaye

Sa Vidya Ya Vimukthaye (Knowledge is the path to liberation), acts as a guiding force aiming to set standards in educational excellence and competence through curriculum enrichment

Padma Bhooshan Mannathu Padmanabhan's vision, leadership, and perseverance inspired the establishment of Mahatma Gandhi College, driven by the belief in education's transformative power, particularly for the underprivileged. We envision an equitable society, by fostering character, competence, and social progress through interdisciplinary programs rooted in arts and sciences, in addition to preparing students for the future challenges. We are dedicated to creating an inclusive learning community that prioritizes academic excellence, ethical values, and global accessibility through innovative teaching methods and technology. Our vision embodies the notion of education as liberation, recognizing its multifaceted role in human development. Beyond imparting knowledge, education serves as a catalyst for emancipation from unawareness and unfairness, fostering deeper understanding and wisdom. It embraces holistic development, nurturing not only academic proficiency but also emotional intelligence, moral values, creativity, and practical skills essential for an accomplished individual. Through education, individuals are empowered to make informed choices, pursue their aspirations, and actively contribute to the betterment of society. Encouraging critical thinking and social

responsibility, education instills a sense of duty towards addressing societal issues and promotes lifelong learning. It liberates individuals, strengthens communities, and drives positive change in societies worldwide.

Mission

Excellence, Equity, Inclusiveness, and Social Justice in Education

The mission of our college prioritizes holistic education, aiming at developing not only intellectual brilliance but also morality and social distinction through a diverse range of academic endeavours. Our commitment to equity is demonstrated through the removal of barriers to education, provision of scholarships, and offering support services to ensure that all students have equal opportunities to thrive. Inclusiveness of our institution is accomplished through providing equal access to opportunities and resources for all students, including the socio-economically disadvantaged. Our college ensures social justice by providing equal access to the well-being, privileges and promoting prosperous coexistence of faculty and students. Our mission is to foster innovation and research in education through dedicated faculty, ensuring an enriching learning experience. We accentuate community engagement to promote cultural vitality, civic responsibility, and social consciousness, aiming to empower students to become compassionate and knowledgeable members of society.

Core values

- *Quality*: We strive to excel and grow as we work together to support the institute for teaching, research, and service.
- *Integrity*: We believe professional excellence requires personal and organizational integrity and a collective commitment to ethical behavior.
- *Respect*: Our relationships are based on mutual respect and personal trustworthiness and are strengthened by open communication.
- *Synergy*: We value team work and collaboration, which contribute to our efforts to achieve personal and shared goals.
- *Eco-consciousness*: We are committed to promote environmental awareness, global thinking, and local action in all our activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- Seventy-five years' tradition of exemplary service in the field of Higher Education and Research in Kerala.
- Being in the heart of Thiruvananthapuram city, our institution has easy access to leading research and advanced learning institutes.
- Nearly fifty acres of campus with ample potential for future development along with easy access from various places.
- Selected for the coveted award of CPE, FIST, BSR and RUSA.
- Active functioning of college level bodies to design, implement and monitor the quality enhancement initiatives of the institution.

- One among very few colleges in the state that offers programmes in Sociology & Psychology.
- Offers foreign language as Russian and traditional language as Sanskrit along with UG, PG and Research programmes in Hindi.
- Well qualified faculty with higher qualifications. Several of our faculty members represent various decision – making bodies of the affiliating University.
- Our college has a significant presence of female students and women in teaching positions emphasizing gender diversity and inclusion.
- Availability of large number of student population with high academic pedigree.
- Providing holistic development to the heterogeneous student community, hailing largely from socially and economically backward strata of the society.
- MoUs, collaborations and linkages with leading institutions to provide wider opportunities to the student community including internships.
- Add-on/value-added/certificate courses offered in various disciplines are conducted through hybrid learning mode ensuring the effective implementation of online/distance education as envisioned in NEP.
- The library showcases a collection of rare and valuable books, enriching the academic experience.
- Active functioning of NCC, NSS units, WWS, SSP, ASAP, and various clubs.
- Yoga and counselling, blood donation, anti-narcotic awareness, UPSC, PSC, JAM, JRF, and NET coaching, field trips etc.
- Active engagement of alumni through Distinguished Alumni Interaction Series (DAIS).
- Consistently bags University ranks in examinations and results stand above the University average.
- The sports team achieved recognition in national competitions, earning commendations for their prowess.
- Meritorious research achievements in the form of fellowships, publications, patents, and research degree.
- Initiatives to inculcate environmental consciousness and knowledge enhancement in the form of best practices.
- Dissemination and effective utilization of knowledge through need based social outreach and extension activities.

Institutional Weakness

- Decreased number of campus recruitment owing to the lack of job-oriented courses.
- Lack of national and international students.
- Optimum automation of office procedures is not achieved.

Institutional Opportunity

- The level of academic excellence which the college has acquired makes the students capable to get entry into institute of global repute.
- If a cluster of colleges emerges, our excellence makes us capable of leading the system.
- Need to establish more research collaborations with national and international agencies/institutes.
- To augment faculty and student exchange programmes with national and international research institutes.
- In view of our accomplishments in academics and sports activities, augmentation of existing facilities

within the campus may attract meritorious students outside the district and state to the institution.

- The diverse array of opportunities provided by the NCC and NSS of the college attracts more students to this institution.
- Upgrading the existing departments to PG and research centers.
- To design, develop and offer interdisciplinary, multidisciplinary, and advanced courses in various disciplines through online and distance education mode as envisioned by NEP.
- To accelerate our initiatives for the creation of complete zero emission campus.

Institutional Challenge

- Students with varied background with diverse needs and potentials.
- Difficulty in adhering to the proposed time schedule for activities in academic calendar due to the changes suggested by the university.
- To establish linkage with industries.
- To increase the filing of patents and number of research publications.
- To promote campus placement of students in various organizations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Affiliated with the University of Kerala our college adheres to its curriculum while innovatively supplementing it to meet holistic educational needs. At the outset of each academic year, an extensive academic calendar is devised, guiding teachers in delivering the curriculum through well-structured teaching plans. Our commitment to academic excellence is evident in the rigorous evaluation procedures. Internal examinations are conducted for every semester, over seen by both College and Department Level Monitoring Committees. Regular academic audits are performed, emphasizing our commitment to maintaining high educational standards. Result analysis is a crucial component of our assessment strategy, allowing us to gain insights into the performance of students.

In addition to the prescribed curriculum, the college takes pride in offering value added /add-on courses, over 30 options. Over the past five years, more than 2000 students have immensely benefited from these courses, enhancing their overall academic experience. Induction programme and bridge course are organized during the beginning of each academic year for new entrants, ensuring a smooth transition into the academic environment. Students engage in experiential learning through project work, field explorations, internships, seminars, and workshops, enriching their academic experience. Feedback, a crucial element is systematically collected, analyzed, and acted upon, fostering a dynamic feedback loop. The detailed action report is readily available on our website, ensuring transparency and accountability. This commitment to academic rigor, innovation, and student centric initiatives underscores our dedication to providing a comprehensive and enriching educational experience. Our commitment to innovation, diverse educational initiatives and a student centric approach distinguishes us as an institution dedicated to providing a comprehensive and enriching educational experience.

Teaching-learning and Evaluation

The admission process at our institution follows the centralised allotment process of the University of Kerala,

with an average enrolment percentage of about 90% against approved seats in the past five years. Embracing a diverse student group, including those with disabilities, from other states, rural areas, and economically background sections we prioritize inclusivity. Our commitment to reservation policies mandated by the government and university authorities is evident, as we consistently fill about 90% of seats earmarked for reservation categories. IQAC, DLMC, and CLMC aim to broaden student's academic horizons through seminars, discussions, peer teaching, industrial and field visits.

To enhance the teaching-learning process, student-centric methods are employed, such as remedial classes, counselling sessions, and provision of learning materials. The teacher-student ratio is maintained around 1:25, ensuring personalised attention, and over 80% of teaching posts are held by permanent faculties possessing higher qualifications. The inclusion of faculty-guided projects enriches the academic experience. Nearly fifty percentage of our faculty members are recognized as research guides by University of Kerala at our research centres.

Our systematic internal and external evaluation processes, coupled with prompt addressing of student grievances, contribute to a conducive learning environment. The emphasis on Program Outcome and Course Outcome attainment, in line with University of Kerala norms, underscores the institution's commitment to ongoing improvement and the real-world relevance of program outcomes. Programs like internships, counselling sessions, peer teaching, participation in seminars further enrich the student experience. The results speak for themselves, with an average pass percentage well above that of the university average for the last five years. Several university ranks secured during the last five years highlight our consistent commitment to academic excellence.

Research, Innovations and Extension

The major source of research funding for our institution comes from the research grants obtained by faculty members and research scholars from various National and State Government funding agencies. The revenue obtained from these sources act as the back bone for the financial needs of our Research and Development (R&D) initiatives. Various endowments at departments also contribute towards this funding resource. Our institution is successful in establishing MoUs, collaborations and linkages with leading research institutes in and abroad to widen the scope of R&D activities at our college and to encourage our researchers to explore international opportunities available in their chosen field of study. The success of our approach is evident from the collaborative research publications as well as human resource/facility sharing achieved. Our institute is vibrant in providing training on best research approaches and professional ethics to be followed in research activities. The number of quality publications, trained man power, as well as research recognitions underscores our success story in R&D activities.

To inculcate a sense of self-entrepreneurship and to make the students aware about the need for protecting our knowledge for future advancement, our IPR Cell routinely organize seminars and workshops on entrepreneurship and intellectual property rights. The skill-based activities organized by our departments and clubs are expected to encourage our students to design new start-ups thereby ensuring our institution to function as an incubation centre and to provide an ecosystem for innovation. We have been successful in molding our pupil to secure top positions in Youth Innovators Programme (YIP), a State Government initiative.

As part of our efforts to ensure a holistic development of our students, we always strive to apply our acquired knowledge to realistic problems of society through our student community. We routinely organize extension and social outreach activities in our nearby community to identify and address socially relevant issues. Various

departments along with the NCC wings and NSS units are instrumental in extension activities and several times these activities were recognized by the external authorities.

Infrastructure and Learning Resources

Our college proudly unveils two contemporary buildings, symbolizing its commitment to educational excellence. Funded through the RUSA scheme with an investment of **2 crores**, these structures with smart classrooms stand as a testament to the institution's dedication. In response to pandemic challenges, the college implemented innovative measures, including the creative use of G SUITE for virtual classrooms, and reinforced campus security with additional CCTV cameras, ensuring a safe and technologically advanced learning environment.

The upgraded open-air auditorium, designed for outdoor ambiance and weather resilience, reflects the college's commitment to versatile, inviting spaces, ensuring student comfort. The extensive 47-acre campus features well-equipped facilities, including technology-enabled classrooms, a 200-seat auditorium, two seminar halls, and a fully automated library with 68484 books, seamlessly managed through *Granta* software, providing unique logins for extensive e-resource access and automated management system.

Modernization initiatives extend to science laboratories, Zoological museums, an indoor sports hall, Gymnasium, canteen, first aid centre, girls' rest/recreation room, and washrooms. The college prioritizes technological advancement with digital classrooms, renovated computer labs, high-speed Wi-Fi, collaborative language labs, and Google Classroom for virtual learning in alignment with contemporary education standards.

The dedication to providing a dynamic and technologically advanced learning environment is evident in outdoor spaces, featuring an athletic stadium, Fitness Centre, partial open-air auditorium, and air-conditioned seminar hall. With over 150 computers, internet connectivity, and plans for additional computers with LCD projectors in major departments, the College strives to create a conducive and pioneering educational environment for its students.

Student Support and Progression

Our institution provides a comprehensive support system for the holistic development of students across academic, co-curricular, and extracurricular realms. The students hailing from lower economic status benefit from the free ships such as e-Grantz and the meritorious students receive other government scholarships at both state and central levels. A wide array of capacity-building programs, including soft skills development, language, and communication proficiency skills, life skills such as yoga, physical fitness, health and hygiene, and awareness of technological trends, are conducted to enrich student capabilities. Regular career counselling and guidance sessions are conducted to assist students in making decisions about their career goals based on their interests, values, and aspirations. A substantial number of our students progress to pursue higher studies and some others secure placements, in both public and private sectors. Some departments offer coaching sessions for UGC-NET, CSIR-JRF, Civil Services, and other state government examinations. The institution nurtures students' artistic and athletic abilities, showcasing remarkable accomplishments in college, intercollegiate, and inter-university competitions. A comprehensive grievance redressal mechanism at both department and college levels addresses student grievances effectively, with tutorial sessions discussing infrastructure, amenities, and other academic issues. The academic grievances are resolved at the departmental level, escalating to the Principal, if required. Alumni engage in diverse activities, notably the Distinguished

Alumni Interaction Series (DAIS), and offer endowments to recognize achievers at both undergraduate and postgraduate levels that further support and inspire students.

Governance, Leadership and Management

Being a premier educational institution, our approach is envisaged through our vision *Sa Vidya Ya Vimukthaye*, which emphasizes quality education, innovation, and social development. The institutional perspective plan (IPP) is effectively deployed, ensuring a comprehensive and forward-thinking strategic framework that aligns with the institution's vision and mission. The academic institution is structured with an effective organizational framework, democratic decision-making processes, clear appointment and service regulations, continuous professional development, and optimized administrative procedures. The administrative system is managed through SPARK, an integrated Personnel, Payroll, and Accounts information system. The institution has comprehensive policies addressing academic integrity, research ethics, student welfare, diversity, and inclusion, along with a responsive grievance redressal system. Mahatma Gandhi College implements a performance appraisal system, welfare measures, and career development opportunities to ensure a motivated and contented staff.

The institution utilizes various funding sources, including government grants, research funding agencies, and industry collaborations, to ensure a consistent supply of resources for development projects, research, and scholarship programs. It also conducts regular internal and external audits to ensure financial management practices are up-to-date. The institution's internal Quality Assurance Cell (IQAC) plays a crucial role in institutionalizing quality assurance strategies and processes. The IQAC monitors teaching and learning processes, operational structures, and learning outcomes to ensure compliance with educational standards. It also assesses learning outcomes and gathers feedback from stakeholders to identify areas for improvement. The IQAC promotes research and innovation by formulating policies and organizing seminars. The institution's actions resulted in significant improvements to its institutional framework, including improved teaching approaches, infrastructure, research output, and governance processes. These measures ensure a favorable environment for academic and professional excellence along with contributing to the institution's overall success and sustainability.

Institutional Values and Best Practices

Our college, named after the Father of Our Nation, embodies Gandhian Principles in its approaches. Rooted in ideals of *Samvedana Sadhaka* and *Praghyan*, the college prioritizes social and environmental responsibility. Its commitment to knowledge enhancement reflects in these best practices, fostering a holistic educational environment that resonates with Mahatma Gandhi's vision for a harmonious and enlightened society.

To ensure resource accountability through green, environment, and energy audits, implementing LED lights and solar panels for street lighting. Water preservation is achieved through rainwater harvesting. Green protocols minimize plastic use, while waste management includes incineration, biogas plants, and vermicomposting facilities, fostering an eco-friendly campus. Gender sensitization programs and awareness campaigns were conducted by Women's Study Centre and various Departments. Internal Complaints Committee addresses complaints and provides counselling services. The institution prioritizes holistic student development regardless of background, offering support and facilities for Divyangjan students to ensure inclusivity and accessibility.

College serves as a beacon of cultural pluralism, celebrating diversity through inclusive measures and programs. Annual awareness events on professional ethics and constitutional obligations educate students on fundamental rights and duties. The institution fosters an environment of inclusivity, promoting understanding and respect for cultural, regional, linguistic, and socioeconomic diversities. Research and development are pivotal role in cultivating innovation and knowledge. With over 40 research guides, our institution has produced nearly 150 PhDs through our research centres. Collaborating with IQAC, all departments host an annual research conference, providing a platform to address future challenges and foster a culture of continuous learning and discovery.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHATMA GANDHI COLLEGE
Address	Mahatma Gandhi College Kesavadasapuram, Pattom P O
City	Thiruvananthapuram
State	Kerala
Pin	695004
Website	http://mgcollegetvm.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Balamurali R S	471-2541039	9446414660	-	nssmgcollege@gmail.com
IQAC / CIQA coordinator	Ratheesh Kumar V K	417-2541039	8281867868	-	mgciqac@gmail.com

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 minority institution	No

Establishment Details	

State	University name	Document
Kerala	University of Kerala	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	03-03-1956	View Document
12B of UGC	03-03-1956	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	18-03-2010
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	Mahatma Gandhi College Kesavadasapuram, Pattom P O	Urban	48	10389

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English,	36	HSC or CBSE or ISC	English	43	41
UG	BA,Malayalam,	36	HSC or CBSE or ISC	English	55	49
UG	BA,Hindi,	36	HSC or CBSE or ISC	English	55	49
UG	BSc,Botany,	36	HSC or CBSE or ISC	English	43	29
UG	BSc,Chemistry,	36	HSC or CBSE or ISC	English	63	44
UG	BSc,Mathematics,	36	HSC or CBSE or ISC	English	63	48
UG	BSc,Physics,	36	HSC or CBSE or ISC	English	63	45
UG	BSc,Psychology,	36	HSC or CBSE or ISC	English	43	37
UG	BSc,Zoology,	36	HSC or CBSE or ISC	English	43	36
UG	BA,Economics,	36	HSC or CBSE or ISC	English	80	76
UG	BA,History,	36	HSC or CBSE or ISC	English	43	40
UG	BA,Sociology,	36	HSC or CBSE or ISC	English	55	52
UG	BCom,Commerce,Finance	36	HSC or CBSE or ISC	English	68	62
PG	MA,English,	24	UG	English	20	17
PG	MA,Malayalam,	24	UG	English	26	21
PG	MA,Hindi,	24	UG	English	20	16
PG	MSc,Botany,	24	UG	English	14	12

PG	MSc,Chemistry,	24	UG	English	14	13
PG	MSc,Mathematics,	24	UG	English	20	19
PG	MSc,Physics,	24	UG	English	16	15
PG	MSc,Zoology,	24	UG	English	14	12
PG	MA,Economics,	24	UG	English	20	10
PG	MCom,Commerce,Finance	24	UG	English	20	13
Doctoral (Ph.D)	PhD or DPhil ,Malayalam,	60	PG	English	4	3
Doctoral (Ph.D)	PhD or DPhil,Hindi,	60	PG	English	26	20
Doctoral (Ph.D)	PhD or DPhil,Botany ,	60	PG	English	16	10
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	60	PG	English	20	7
Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,	60	PG	English	10	5
Doctoral (Ph.D)	PhD or DPhil,Physics,	60	PG	English	30	3
Doctoral (Ph.D)	PhD or DPhil ,Zoology,	60	PG	English	8	8
Doctoral (Ph.D)	PhD or DPhil ,Commerce,	60	PG	English	16	11

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	4				16				72			
Recruited	2	2	0	4	10	6	0	16	27	36	0	63
Yet to Recruit	0				0				9			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						40
Recruited	10		6		0	16
Yet to Recruit						24
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	2	0	10	6	0	24	24	0	68
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	3	10	0	13
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	8	0	9
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	1	3	0	4
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2		14		16

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	829	1	0	0	830
	Female	992	0	0	0	992
	Others	0	0	0	0	0
PG	Male	66	0	0	0	66
	Female	242	0	0	0	242
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	11	0	0	0	11
	Female	56	0	0	0	56
	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	44	46	43	39
	Female	76	72	69	73
	Others	0	0	0	0
ST	Male	9	11	9	6
	Female	11	11	13	8
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	130	128	123	138
	Female	306	292	294	286
	Others	0	0	0	1
Others	Male	135	147	152	153
	Female	154	122	123	102
	Others	0	0	0	0
Total		865	829	826	806

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our institution adheres to the curriculum prescribed by the University of Kerala with an objective to provide a comprehensive and diverse education to its pupils, along with the NEP 2020. The primary goal is to promote education and provide students with the opportunity to delve into diverse courses and curricula across several fields of study. The institution organizes expert sessions by eminent speakers, conferences, seminars, and workshops that are attended by students across disciplines. The college is very keen to organise various programs like Yoga Day celebrations, women's day celebration, Road safety day celebration etc. As of now, students can select a course other than their core subject in the</p>
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	<p>fifth semester as Open course. In our college, 15 different open courses are offered by various departments and students can select an open course based on their choice. Also, our institution is offering a good number of certificate and add-on courses. Based on the interest of the student, they can select a course of their choice. We also encourage multidisciplinary research activities among our research scholars as well as student project groups. These initiatives are expected to deepen the learning process of the student community and improves their comprehension of other areas. The curriculum of several programmes offered have courses that are inclined towards sensitizing and generating awareness about society, community, human values, and environment. Our institution ensures the effective implementation these learning activities.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>At present, the University of Kerala is not allowing course credit transfers, but the implementation of NEP could introduce an Academic Bank of Credit (ABC) to facilitate this. ABC would enable students to switch disciplines and majors, which our institution is ready to implement pending university approval. We also intend to develop online interdisciplinary courses to help students earn extra credits, adhering to university and government guidelines. Moreover, students are made aware about various SWAYAM courses and emphasize their importance in credit transfer, during their academic journey. It would provide a centralized platform where students' earned credits are stored, making it easier for them to utilize these credits when transferring between educational institutions or programs. The ABC system is designed to promote flexibility and mobility in higher education, aligning with the objectives of the National Education Policy (NEP) to promote multidisciplinary learning and skill development.</p>
<p>3. Skill development:</p>	<p>The institution prioritizes the holistic development of students and places particular focus on skill development to ensure their success in their professional endeavors. Our institution actively encourages the participation of students in activities such as the Additional Skill Acquisition Programme (ASAP), Scholar Support Programme (SSP), and Walk With a Scholar Programme (WWS). The students are instilled with the spirit of innovation and</p>

	<p>entrepreneurship through various initiatives such as the Entrepreneurship Development Club, Young Innovators programme, and the Institution's Incubation Centre. The College offers add-on/value added courses as well as skill development sessions in areas such as LED bulb repair, Mushroom culture and preservation, vermicomposting, crafting decorations from recyclable materials, cuisine classes, food stall management and sale of handcrafted things. Training programmes are organized by various departments to enhance the ICT skills of our students. Language labs are also engaged for ICT skill development of students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Effective integration of the Indian Knowledge system involves several strategies, including teaching in Indian languages, incorporating cultural elements, and utilizing online courses. Offering instruction in Indian languages alongside English can enhance students' understanding and appreciation of indigenous knowledge. Courses conducted in languages such as Malayalam, Hindi, and Sanskrit allow students to engage more deeply with their cultural heritage. The college offers undergraduate and postgraduate programs in Malayalam, along with additional language options such as Hindi and Sanskrit. The Department of English provides core courses on Eastern Linguistics and Eastern Critical Theory, aligning students with Indian language traditions. The Department of Malayalam focuses on teaching the regional language and literature, with Sanskrit being compulsory for Malayalam students to appreciate indigenous culture. History courses cover Indian history and include topics like Translation Studies and History of Indian Culture. Special seminars, such as the National Seminar on Kalaripayattu, was organized in 2022-23 by the History Department. The curriculum emphasizes yoga's importance, overseen by the Yoga club, along with courses on business ethics, social responsibility, and human rights. Additionally, activities during the month of Ramayana highlight the significance of this epic, including recitations of various versions. Integrating cultural elements into the curriculum helps students connect theoretical knowledge with real-world contexts. This involves studying traditional practices, historical events, and philosophical concepts rooted in Indian culture. For</p>

	<p>example, incorporating art, literature, and music into a course in English like World Classics or Twentieth century Malayalam Literature in Translation impart valuable insights into the rich cultural heritage. Online courses and digital platforms can broaden access to Indian knowledge systems beyond the classroom. Overall, by incorporating teaching in Indian languages, integrating cultural elements, and utilizing online courses, our institution ensures a comprehensive and inclusive approach to integrating the Indian Knowledge system into the curriculum.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The syllabus of all the UG and PG programmes focuses on outcomes. The implementation of assessment programmes, both formative and summative, is done well to determine the attainment of learning objectives. Furthermore, the learning objectives at all levels include not only domain-specific abilities, but emphasize social responsiveness, ethics, and entrepreneurial skills. Our approach ensures the active contribution our students in the development process of our nation along with building their successful career. The institute places a strong emphasis on developing lesson plans to implement outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes, and Programme Learning Outcomes.</p>
<p>6. Distance education/online education:</p>	<p>Smart classes have been set up to support the idea that students can learn by doing and to improve their visual memory and comprehension, in pre-covid period. While the country was under the COVID lockdown, all classes were held online using resources such as G-Suite, Google Classroom, Google Meet, YouTube channels, blogs, LMS platforms. To encourage the use of online as well as ICT tools in education, our add-on, and value-added courses are conducted in hybrid mode. We also frequently conduct webinars on various topics thereby maximizing student participation for the programme. Our initiatives are also aimed to increase the ICT skills of students.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been</p>	<p>The Electoral Literacy Club is functional in our</p>
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<p>set up in the College?</p>	<p>College since 2016. The ELC acts as a social engineering platform to engage students in various activities and to conscientize them with core values like democracy, equality and equity. The members are sensitized on their electoral rights and familiarised with the process of electioneering.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the Club democratically elects the students' coordinator and the faculty members who coordinate the club activities are appointed by the Principal on the basis of inviting expression of interest. Currently Mr. Ravisankar R S, Assistant Professor, Department of Political Science acts as the coordinator of ELC. Sri. Evan Aby Paul (2nd year B. A. Sociology), Mahatma Gandhi College is elected as students' coordinator. The ELC is representative in character as the membership is open to all students and faculty members.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>(A) Voter Registration Drive: Mahatma Gandhi College organizes voter registration drives to ensure that students are registered to vote in local, state, and national elections. The activities involve setting up of registration booths on campus, providing information about registration deadlines and requirements, and assisting students in completing registration forms. The Booth Level Officers are invited to the programmes who act as facilitators in accomplishing the desired objective of "no voter to be left behind". (B) Discussion Forums and Debates: The College often hosts discussion forums and debates to provide students with the opportunity to learn about political candidates and their affiliations. These events allow students to engage actively in discussions, ask questions about policies and positions of different political parties, and make informed decisions about their voting choices. © Community Outreach Programs: The club members distributed pamphlets among voters of nearby areas extending their electoral literacy initiatives beyond campus boundaries by engaging with local communities. (D) Use of Technology: The college has made the best use of technology to enhance electoral literacy initiatives, such as creating online voter guides, designing e-posters, developing educational contents and utilizing social media platforms to disseminate information about elections and voter registration. Q R code based registration process was one among such techno-assisted practice during the academic</p>

	year 2023-2024.
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.	4. Awareness programmes are conducted for general public and students. E-contents and pamphlets were also distributed among people.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college has made every effort to upscale the voter registration of students. Currently the percentage of non-registered voters is less than 5. With the help of Booth Level Officers the ELC set up registration booths on campus, providing information about registration deadlines and requirements, and assisting students in completing registration forms. QR code based registration process was one among such techno-assisted practice during the academic year 2023-2024.

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
2209	2270	2319	2332	2289
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: 132

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
87	88	94	99	101

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
85.45	105.10	24.36	47.85	85.45

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:

Mahatma Gandhi College ensure effective curriculum planning and delivery through a multilayered strategy whereby faculty members, students, and technology participate to create an intelligent learning scenario. The core of this exercise is represented by the Department Level Monitoring Committee meetings that are conducted at regular intervals during the academic year in each department. Academic activities are planned during these meetings along with its continuous monitoring. The Academic Committee of our college prepares our academic calendar in line with that published by the University of Kerala and guides the departments to formulate their department academic calendar. In consultation with IQAC, the academic committee monitors the activities of the departments, conducts academic audits and result analysis, and suggests remedial measures for each department.

Departments constantly hold national and international seminars and workshops that promote interactive learning experiences. They help the students understand their areas, think critically, and study with a spirit of inquiry. Incorporating ICT makes learning better, as it promotes the digital literacy of the students for the digital world. Involvement of students in various learning exercises comprises assignments, seminars, field trips, projects, group discussions, chart presentations, role plays, peer teaching, and other learner centered activities. Although these varied methods address different learning styles, they promote innovative thinking, collaboration and problem-solving. In addition, the various departments keep track of minutes of DLMC meetings, assignments, departmental tests, non-curricular activities, dropout cases and achievements to promote openness and responsibility.

Our institution provides additional helping sessions to meet individual learning needs and support to slow learners. Additionally, PTS are organized regularly to promote communication and cooperation between stakeholders. Bridge courses for first-year graduate students help them fit into the new higher education system, ensuring inclusive learning experience and success. The students are made aware about the Course and Program Outcomes of their degree programme during various stages of their study.

Mahatma Gandhi College also values the welfare of its students in addition to academic endeavors. Departments hold frequent meetings with students to air grievances. The issues raised are discussed in department meetings and forwarded to higher committees, if required, for further action. Holistic learning is also reflected in the extracurricular programs. For instance, Yoga and organic farming have been incorporated as part of supplementary course curricula in the Department of Hindi. In addition, this idea enhances students' mind development as it cultivates good health and an understanding that there is a need to care our environment. The faculty members play diverse roles as chairperson, members of the Board of Studies, and Academic Council, and in revising the syllabus, setting the question papers, marking schemes and assessments.

The curriculum plan in Mahatma Gandhi College demonstrates how this institution is focused on bringing up people with balanced personalities. Along with acquiring academic excellence, our institution helps the learners to inculcate qualities including social awareness, morals, and the willingness to contribute to society. We believe our approach ensures the molding of our students to future leaders, innovators, and compassionate citizens.

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

1.2 Academic Flexibility

<p>1.2.1</p> <p>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)</p> <p>Response: 27</p>	
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: 18.48

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
884	595	100	248	283

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Mahatma Gandhi College is committed to the holistic development of individuals by focusing on gender issues, environment, sustainability, and human values as part of their curriculum. The college has adopted an inclusive strategy to infuse these core elements in every school discipline through its departments.

Students study subjects related to the environment, informatics and cyber law, entrepreneurs' development, and auditing of the taxes within the Department of Commerce as prescribed by the University of Kerala. These courses are carefully crafted to discuss the interface between trade and nature, the hurdles and prospects facing female entrepreneurs, and the complexities associated with tax and audit issues.

A deeper analysis of human and gender values is studied in the Department of Psychology. Through modules encompassing human values, humanistic theories, gender and feminist psychology, and social psychology, students gain a better understanding of the intricacies surrounding their behavior as individuals and society at large. Specifically, other specialized counselling psychology classes emphasize setting up a safe and non-judgmental therapeutic environment.

The curriculum of English language courses at Mahatma Gandhi College is focused on modern issues and ecological problems. Adding women's writings into the curriculum enhance gender inclusion and offer diverse literary views. Elective classes such as "Theorizing Sexuality" allow for postgraduate discussion on topics including gender identities and queer theory.

In line with university policy, the Department of Physics incorporates elements related to the environment in its syllabus. Students will learn about interdisciplinary approaches toward environmental challenges such as exploration of energy forms, disaster management, and radiation effects in life. They are provided with enrichment courses on subjects like astrophysics and material science, which expand their perspective further.

The Department of Hindi provides add-on courses like Yoga for Humanity and Organic Farming catering for the same purpose by making students more practical while living sustainable lives. The Department of Zoology also stresses ecological knowledge, habitat preservation, and diversity in general and specialized courses. Such enrichment programs in ornithology and animal behavior help students develop care for their environment.

At present, the curriculum of the Department of Botany stresses the issues related to the conservation of biodiversity, healthy ecosystems, and environmental contamination. Studies in conservation are carried out for undergraduate and postgraduate levels in environmental studies, phytogeography, and climate change, which are responsible for promoting a sense of accountability toward nature and sustaining the ecosystem.

Themes of environmental economics, gender equality, social justice, and environmental sociology stressing ethics and social responsibility are included in the Economics and Sociology departments. These themes are incorporated into their coursework, enabling the students to gain knowledge of the connections between economic, social, and ecological systems.

Our institution emphasizes comprehensive education, which encompasses strong ethics on equality, environment conservation and moral issues. This will ensure that our students are well conversant with global issues and ready to engage in activities that can lead to societal transformation.

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: 37.08

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

Response: 819

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: 90.8

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
797	800	817	857	856

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
909	909	909	909	909

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: 77.88

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
372	374	400	422	414

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
509	509	509	509	509

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: 25.39

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 educational landscape has evolved, moving beyond traditional teaching methods towards more student-centric approaches that prioritize experiential learning, participative learning, and problem-solving methodologies. These dynamic methods aim to enrich students' learning experiences, fostering holistic development that goes beyond mere theoretical knowledge.

Experiential Learning:

Experiential learning is pivotal in enhancing students' academic journeys. One key initiative is the implementation of Bridge courses, beginning in 2018-2019 and continuing in subsequent years. These courses help new students adapt to the curriculum, bridging the gap between theoretical knowledge and practical application through hands-on experiences.

Additionally, Remedial classes, provided in various academic years, including 2020-2021 and 2021-2022, assist students with poor academic performance. These classes address academic deficiencies and engage students in practical learning, ensuring a nuanced comprehension of challenging subjects.

Departments further enhance experiential learning through institute visits, science exhibitions, and field trips. These initiatives provide students with direct exposure to real-world applications of theoretical concepts, reinforcing their understanding through firsthand experiences. Engagement with scientific phenomena outside the classroom allows students to connect theoretical knowledge with practical scenarios.

Participative Learning:

Participative learning is characterized by active engagement and collaboration among students. Peer teaching programs include Bridge courses initiated in 2018-2019 and continued in subsequent years, foster a culture of mentorship within academic communities. Students mentor their peers, facilitating a healthy exchange of ideas, solidifying academic understanding and cultivates companionship and collaborative learning.

In 2021-2022, a flexible approach was adopted, offering Bridge courses, Remedial classes, and Peer teaching in both online and offline modes. This adaptability reflects a commitment to participative learning, responding to students' requests for convenience and acknowledging diverse learning preferences. Peer learning, student seminars, group discussions, debates, and quizzes are initiatives to encourage active student involvement, critical thinking and communication skills. Through interactive sessions, students not only absorb theoretical knowledge but also actively apply it, enhancing their overall academic experience.

Problem-Solving Methodologies:

Problem-solving methodologies are integrated into the curriculum to develop practical skills essential for navigating real-world challenges. Seminars on current economic issues, workshops, and field visits allow students to apply theoretical knowledge to real-world scenarios, equipping them with analytical and problem-solving skills. Departments adopt problem-solving methodologies through activities such as short films, skits, roleplays, exhibitions, book review sessions, and add-on courses. Students approach concepts from various angles, fostering creativity and critical thinking. Engagement in practical activities

enhances problem-solving skills and enthusiasm for the subject matter.

In the academic year 2022-2023, final-year students took the role of Peer teachers, contributing positively to the academic environment. This initiative exemplifies a problem-solving approach as students actively participate in addressing their peers' learning needs. By assuming leadership roles and sharing their knowledge, these final-year students promote a culture of problem-solving and mutual support.

The amalgamation of experiential learning, participative learning, and problem-solving methodologies reflects a comprehensive, student-centric approach to education, collectively contribute to the holistic growth and skill development of students, preparing them for a dynamic and challenging future. By embracing diverse pedagogical strategies for varied learning needs, transcends traditional paradigms and encourages lifelong learning.

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: 89.33

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
105	105	105	105	105

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: 98.08

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
87	87	93	96	97

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 awarded 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:

Internal assessment plays a crucial role in the ongoing evaluation process, alleviating the stress and burden on students associated with final examinations. It aids in better preparation for end-semester exams and is conducted in adherence to the norms set by University of Kerala. The conduct of external examinations by the University of Kerala follows a structured process designed to ensure fairness, transparency, and integrity.

The college proactively informs students and parents about the Internal and External examination schedules at the start of the academic year on the basis of the academic calendar published by the University. Detailed internal exam schedules are communicated well in advance. Examinations and assessments follow the academic timetable, with answer scripts of internal assessments shared with students.

Internal papers are promptly evaluated, and results are communicated to students in the classroom. Teachers address student doubts regarding question papers and provide guidance on performance improvement. Parents are informed of students' marks and performance through parent-teacher meetings and through WhatsApp messages. To maintain transparency and effectiveness, the college examination committee takes responsibility for monitoring the continuous internal evaluation process throughout the year.

The Internal Examination Committee is responsible for overseeing and managing internal assessments and examinations. The committee plays a vital role in ensuring the integrity, fairness, and effectiveness of the examination process at the institution. The committee comprises convenor, faculty members, including representatives from various departments, with specific roles in the examination process. It is responsible for planning and scheduling internal examinations in accordance with the academic calendar and university guidelines. Faculty members of different departments prepare and compile the question papers and the committee ensures that the question papers reach the concerned departments on time and the exams are conducted in a centralised manner. These questions align with the curriculum and learning objectives. The committee ensures the smooth conduct of internal examinations, including adherence to prescribed rules and regulations. Internal examinations align with the policies and regulations set by the educational institution and relevant academic authorities. The committee maintains transparency which includes ensuring that the examination process is clear, consistent, and free from biases. The committee establishes mechanisms for collecting feedback from both students and faculty to continually improve the examination process. Retests are conducted for those who fail to attend the exams in first attempt. Keeping accurate records of examination results, question papers, and other relevant documents is a critical aspect of the committee's responsibilities. It ensures that information is disseminated in a timely and clear manner.

The University establishes a comprehensive examination schedule that includes dates for various courses and programs. This schedule is typically published well in advance, allowing students to prepare adequately. On the day of the examination, question papers are distributed to examination centres where students are taking the test. Strict protocols are followed to ensure the confidentiality and security of the

question papers. Trained invigilators supervise the examination process to maintain a secure and controlled environment. They ensure that students adhere to the rules and regulations of the examination.

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:

Programme Outcome (PO) and Course Outcome (CO) attainment signifies the extent to which the educational objectives of a program or course are met. Our institution offers a diverse array of undergraduate and postgraduate courses under the University of Kerala's syllabus and places a strong emphasis on effectively communicating these outcomes to stakeholders. The learning objectives, crafted by the university, are entrusted with the institution to ensure comprehensive understanding and realization, focusing on students' knowledge, skills, and competency levels upon program completion.

1. Outcomes Information Availability: The College website provides comprehensive information on Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) for all programs. Each department maintains a dedicated PO-CO Attainment mechanism.

Syllabi for all programs are accessible online (via the University of Kerala and College website), offline (as hard copies in departments), and distributed to students at the beginning of each academic session.

2. Incorporation into Learning Management System (LMS): Classes executed through the Learning Management System (LMS) conveniently incorporates both Program Outcomes (PO) and Course Outcomes (CO).

3. Communication and Faculty Involvement: The IQAC and department heads disseminate outcome information to faculty members, who actively contribute to the formulation and review processes. The faculty designed frameworks for PO and CO attainment are discussed in departmental meetings, validated, approved by the Academic Committee, and subsequently circulated to all departments for more information.

4. Regular Review and Modification: Continuous reviews of PO, PSO, and CO attainment occur through internal examinations and continuous evaluation. This ensures relevance, with modifications implemented as needed. Assessments, examinations, projects, and various evaluation methods are designed to measure students' overall understanding and proficiency in the program's subject matter.

Course Outcomes are assessed through methods tailored to specific learning goals, including exams, assignments, presentations, and practical demonstrations.

5. Interaction with Stakeholders: During admissions, parents are informed about POs, and later, POs and COs are discussed with students in induction programmes, fostering a shared understanding.

6. CO-PO mapping: Program outcomes, course outcomes, and program specific outcomes are collected and set as targets for different courses. Calculations are performed by the departments to assess the attainment of course outcomes relative to program outcomes. Each CO is mapped to PO, creating a comprehensive (COPO) matrix. Mapping of individual assessments to Course Outcomes helps in evaluating the attainment of specific objectives.

7. Regular Monitoring and Remedial Classes: Student performance data is employed to calculate attainment levels. This is regularly monitored by the IQAC. Remedial measures are implemented for courses falling below the threshold. Assessment includes summative and formative evaluations proposed by the University, with 80% weightage given to semester examinations and 20% to internal assessments. Departmental Oversight and Remedial Action is another step: Departments actively monitor learning outcomes, taking remedial measures to achieve desired course outcomes. Regular reviews by academic committees ensure Program Outcomes align with educational objectives. If attainment falls below thresholds, institutions implement remedial measures such as classes or tutorials.

9. Feedback Mechanism: Feedback from stakeholders, including alumni, is considered to assess the real-world applicability of program 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:

In the dynamic landscape of education, evaluating the effectiveness of academic programs is crucial to ensuring students acquire the necessary knowledge and skills. The assessment of Program Outcomes (POs) and Program Specific Outcomes (PSOs) is a comprehensive process that involves both direct and indirect methods. Mahatma Gandhi College is affiliated to University of Kerala and follows its syllabi and its outcomes designed for each programme. The evaluation of attainment of POs and COs is done through direct and indirect methods devised at college level.

Direct methods involve assessing students' knowledge and skills against measurable course outcomes.

These outcomes are mapped to specific problems in various assessments such as university examinations, internal exams, and home assignments. The alignment between course outcomes and assessment tools ensures a focused evaluation of the intended learning objectives.

University examinations are conducted at the end of each semester, serving as a direct measure of course outcomes. The results published by the university are used as a yardstick for measuring the attainment of POs and PSOs. Internal exams and home assignments in this assessment, emphasise the integration of theoretical knowledge with practical problem-solving skills.

Assignments at the end of each semester provide students with opportunity to refer to textbooks and reference materials, encouraging independent learning and a deeper understanding of the expected outcomes. This method not only evaluates their knowledge but also their ability to apply it to real-world scenarios. Internal tests ensure students meet module competencies. Mapping student performance to Course Outcomes (COs) provides a detailed assessment of subject-specific CO attainment.

Indirect Methods include feedbacks from stakeholders like Alumni surveys which serve as assessment tools providing valuable insights into the relevance of the curriculum and the satisfaction of industry expectations. Conducting alumni surveys fosters ongoing engagement between the institution and its graduates. It creates a network where feedback is exchanged, creating a sense of community and shared responsibility for the success of current and future students. Alumni who feel connected to their alma mater are more likely to provide meaningful insights through expert lecture and other knowledge sharing techniques contributing to a robust feedback loop that supports educational excellence. Alumni surveys, conducted once a year, assess the level of relevance between the curriculum and the expected skills in the industry. They also measure the attainment of goals for the specified program, providing feedback that contributes to ongoing improvements. Faculty feedback can also contribute to program improvements.

Student Feedback:

Continuously gather and act on feedback from students to ensure that learning methods remain effective and relevant. Internships and projects assess both theoretical concepts and practical skills in POs effectively. Implementing a combination of these strategies builds a robust assessment framework that effectively measures program and course outcome attainment of our institution.

The following ways are used to evaluate PO-CO attainment:

1. Through Attainment activity
2. Results of University Exams
3. Achievements of Students recognised in merit day
4. CO-PO Mapping

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:** 76.25**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
448	615	649	661	655

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
787	807	813	783	781

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.18

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0.60

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:

Research Activities

The eight research departments of the college functions based on the guidelines of the research policy and their activities helps in making innovation, and expanding the knowledge horizon through collaboration. Their collaborative research leads to publications and patents thereby ensuring knowledge transfer and its application to a larger extent.

The Department of Botany publishes a research journal, Journal of Advances in Biological Science, that adds a flavor to these attempts. The R&D Cell of the college and IQAC conducts Annual Research Conference, MGC – ARC, that caters to the research activities of the college.

Entrepreneurship-Development Club: Our institute encourages the students to consider self-

employment as a career option, providing necessary training in entrepreneurship. College is an institutional partner in Aspiring Entrepreneur Programme – pathway organized by ICT Academy, Govt. of Kerala. Awareness meets, workshops, seminars, and guest lectures on Entrepreneurship are organized. Students are provided opportunities to directly interact with outstanding entrepreneurs excelling in their field. The Department of Commerce organised a workshop on *Earn While You Learn*, encouraging the students to secure financial stability while learning. Hands on training on Bangle making and crafts has been conducted by the college, with preference to women candidates, thus empowering them.

The IPR cell organizes a seminars and workshops related to IPR to make the students familiar with IPR procedures and protocols.

Budget Analysis and Presentation: Department of Economics organizes live telecast and further analysis of Union Budget annually. After presenting the Union budget, the students of Department were assigned to make an analysis and presentation of important budget heads.

Career Guidance and Placement Cell: Career Guidance and Placement Cell organizes many informative talks enabling students for employment.

Community Orientation: This is a fundamental objective of the institution and students play an active role in community development:

- Develop skills in the community
- Reuse of LED bulbs, under the initiative of UDS.
- Energy audit in the local community
- Training in Mushroom cultivation and Bee keeping.
- Water quality testing of major rivers to access the level of pollution and training on vermicomposting.
- Use of surveys as a research technique

K-DISC – Young Innovators Programmes (YIP)

The YIP is a specially designed initiative under the Kerala Development and Innovation Strategic Council (K-DISC) aimed at empowering future innovators. It encourages students to develop new products, services, or models that effectively address emerging requirements, unarticulated needs, or existing market demands through innovative challenges. Teams of students can participate in the programme by uploading their innovative ideas on the YIP platform. Each team consists of a mentor (faculty) and a team leader (student).

Mahatma Gandhi College secured the 9th position in the district level leader board (College Level – Best Institution) and the 6th position in the Best Facilitator category (YIP 4.0).

Science Fest: The college conducts science fest and open lab days annually inviting students from other schools and colleges to popularize the spirit of science. Sky gazing was conducted by the Department of Physics for the community to create awareness about the astronomical bodies of our solar system.

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: 44

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
28	4	4	5	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: 0.36

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
31	03	13	01	0

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: 0.15

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
3	5	3	2	7

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 extension activities at our college play a vital role in fostering community engagement, social responsibility, and holistic development among students. Spearheaded by organizations like the National Service Scheme (NSS) and the National Cadet Corps (NCC), along with various academic departments, these initiatives exemplify our commitment to serving society.

NSS and NCC actively participate in numerous charitable endeavors, including providing blankets to the needy in government hospitals and distributing food packets to orphanages, old age homes, and care centers. During times of crisis, such as the 2018 floods, our volunteers are at the forefront, aiding in cleaning efforts and collecting essential items for distribution. The Naval wing, for instance, celebrates Children's Day at Nirmala Sishu Bhavan, extending joy and support to the children residing there.

Our Psychology department offers invaluable counseling services, particularly during challenging times like the COVID-19 pandemic. They conduct mental health awareness programs in educational institutions and care centers, ensuring individuals have access to the support they need. Similarly, the Sociology department addresses critical social issues through public speeches and engagement with tribal communities, striving to create awareness and advocate for change.

In collaboration with the Horticulture department, our Zoology department empowers women through training programs in bee cultivation, contributing to their economic upliftment. Likewise, the Botany department conducts workshops on mushroom cultivation, providing women with valuable skills and opportunities for self-sufficiency.

The Commerce department actively engages in awareness campaigns on important topics like GST return filing, while also organizing initiatives such as "pothi choru," where food packets are distributed to the elderly in nearby homes. Furthermore, events like Com Fest are organized to raise funds for charitable causes like Sanadhalayam Cancer Care, highlighting our dedication to social welfare.

During the COVID-19 pandemic, our faculty members have demonstrated exemplary commitment by participating in various relief efforts, including duties at airports and isolation centres. NSS volunteers and NCC cadets have also played a crucial role in supporting quarantine and vaccination drives, ensuring the safety and well-being of the community.

Through our NSS unit's adoption of Korakulam village, we provide ongoing support in education, healthcare, and palliative care, making a meaningful difference in the lives of its residents. Additionally, our awareness programs on drug abuse serve as a proactive measure to address this pressing issue, utilizing street shows, rallies, and magic shows to educate and empower our community.

In essence, our extension activities reflect our college's ethos of service, compassion, and social responsibility. By actively engaging with various sectors of society and addressing pressing issues, we strive to create a positive impact and foster a culture of empathy and empowerment. The college believes in and works towards achieving the goal of educating not only its students but also aims at the upliftment

of a larger community.

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:

Mahatma Gandhi College takes pride in its commitment to community service and social responsibility, which has garnered recognition from esteemed government and government-recognized bodies. Through our extension activities, we have made significant contributions to various sectors of society, earning accolades for our impactful initiatives. One notable recognition comes from the National Service Scheme (NSS), where our college has been honoured for its exemplary service in community development and humanitarian efforts. Our NSS unit's dedication to initiatives like providing blankets to the needy, distributing food packets to orphanages, and conducting awareness programs on critical issues has been acknowledged by the NSS authorities, highlighting our commitment to social welfare. Similarly, our contributions to promoting entrepreneurship and women's empowerment have been acknowledged by the Government of Kerala through its recognition of our Entrepreneurship-Development Club's initiatives. Collaborative ventures with institutions like the ICT Academy have been commended for their role in fostering economic empowerment and skill enhancement opportunities for students, particularly women candidates. Some of the recognitions our institution has received are the following:

- Shyamkumar S S received certificate for his exemplary volunteering activities in the aftermath of Kerala flood 2018. The certificate is issued by Ministry of Tourism and presented by District Collector, Government of Kerala.
- Dr Suresh Chandra Kurup R, NSS Program Officer (2018-2020) has received the Kerala University Award for *Best Program Officer* (2019-20)
- Anakha S volunteered in COVID Vaccination drive for 32 days at Jimmy George stadium conducted by District Disaster Management Authority, Government of Kerala.

- Balasury B Nair, BA Sociology was recognized by the Tourism Club Kerala, Department of Tourism, Government of Kerala for his outstanding contribution for Revive Destination Project of Akkulam Tourist Village.
- *Chirak Charitable Trust* has recognized and appreciated Abhiram K R, BA Sociology for his outstanding contributions towards the social activities of the trust.
- *We Grow Forest Foundation* recognized BA Sociology students Amal A M, Mathangi S R, Soorya S Prakash and Gayathri A R for their efforts and activities towards the successful completion of National Conference on Environmental Sustainability on the occasion of National Green Awards 2022.

The awards and recognitions received for our extension activities from government and government-recognized bodies serve as a testament to our college's dedication to serving society and making a meaningful difference in the lives of others. We remain committed to continuing our efforts towards community development and social upliftment, guided by the values of compassion, integrity, and inclusivity.

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: 47

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
21	06	05	10	05

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: 14

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:

Mahatma Gandhi College, Thiruvananthapuram stands at the forefront of educational excellence, fostering a rich academic environment coupled with cutting-edge facilities. The college's commitment to technological advancement is exemplified through the integration of digital classrooms across thirteen departments. These classrooms are equipped with computers, multimedia projectors, and LAN systems, facilitating real-time access to information and resources. The campus boasts high-speed Wi-Fi and optic fibre internet, ensuring seamless connectivity for both students and faculty.

A testament to the institution's dedication to staying technologically current is the renovation of computer labs. These labs not only showcase the college's commitment to providing state-of-the-art resources but also empower students and staff with the skills needed in today's rapidly evolving digital landscape. Collaboratively managed by the English, Hindi, and Malayalam departments, the language lab serves as a comprehensive resource for language studies. It goes beyond conventional language instruction, incorporating phonetics, diction, and oral communication training. This collaborative effort ensures a holistic approach to language education, emphasizing practical application and effective communication skills.

The college library, housing an extensive collection of over 66,535 books, functions as a digital hub with e-books and e-journals. The library operations are efficiently computerized, with a division into four sections: Reference, General, Department, and Internet. To facilitate access to e-resources, students receive unique logins, showcasing the institution's commitment to providing cutting-edge resources for research and learning. The library operates under comprehensive rules that emphasize optimal use and preservation of its valuable assets. The implementation of advanced library software and the proactive role of the Library Advisory Committee underline the college's dedication to a conducive and technologically advanced learning environment.

Laboratory facilities in Physics, Chemistry, Botany, Zoology, Maths, and Psychology provide students with invaluable hands-on learning experiences. These well-equipped labs, managed by experienced faculty, contribute significantly to academic and research pursuits across various disciplines.

The college's athletic stadium serves as a versatile space for various sports, complemented by amenities such as volleyball and badminton courts, a table tennis board, and the introduction of a 'Health Education and Fitness' course since 2012-13. The Fitness Center, operational since 2005, not only promotes health

awareness but also provides students with access to cardio and strength training equipment, fostering a holistic approach to well-being.

Cultural events, meetings, and seminars find suitable venues in the open-air auditorium and air-conditioned seminar hall. These spaces contribute to the overall ambiance of the campus, fostering creativity, intellectual exchange, and a vibrant college community.

The college canteen, operating within stringent hygiene standards, serves as a communal space for students to gather, reflecting the institution's commitment to inclusivity and an enriched college experience. It provides affordable food options during regular hours, offering a convenient place for students to refuel and recharge between classes.

The College stands as a beacon of educational excellence, integrating cutting-edge facilities, technological advancements, and a commitment to inclusivity. The diverse array of resources and spaces on campus ensures a holistic and enriched learning experience for students, preparing them for success in both academic and real-world endeavours

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: 13.66

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
20.72	12.40	3.25	4.28	6.91

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 heart of any educational institution is its library, and the college library is a treasure trove for avid readers and knowledge seekers. The Mahatma Gandhi College library stands as a hub of knowledge, boasting a collection of over 66,535 books, along with subscriptions to 22 periodicals, 16 dailies, and 50 journals. The digital hub of the library extends its reach with e-books and e-journals, providing students with a vast array of resources for research and learning. Students admitted to the college are given access to these e-resources through unique logins and passwords.

The library is divided into four sections, each catering to specific needs: the Reference section, General section, Department section, and Internet section. The library operates under a comprehensive set of rules and regulations to ensure the optimal use and preservation of its valuable assets. The recent implementation of advanced library software and the active role of the Library Advisory Committee underscore the institution's commitment to providing a conducive and technologically advanced learning environment.

The library utilizes an integrated library management software called "Granta" for automated housekeeping activities, including circulation, acquisition, and an Online Public Access Catalog (OPAC) for easy book searches. This innovative system has been seamlessly integrated into the library's infrastructure, making the overall library experience more efficient and user-friendly. One of the key functionalities of the Granta software is its capability to manage the circulation of books within the library. Through automation, this system simplifies the process of borrowing and returning books, reducing manual efforts and ensuring a smoother workflow. Students and staff can easily check in and check out books, making the entire circulation process more seamless and time-effective.

Additionally, the software plays a crucial role in the acquisition of new library materials. It facilitates the procurement and cataloging of books, journals, and other resources, ensuring an organized and up-to-date

collection. The automated acquisition process helps in maintaining accurate records of the library's inventory, making it easier for librarians to manage and track the availability of resources.

An essential feature of the Granta software is the implementation of an Online Public Access Catalog (OPAC). This user-friendly interface allows library patrons, including students and staff, to search for books and other resources digitally. The OPAC provides real-time information on the availability, location, and details of library items, empowering users to efficiently locate and access the materials they need.

The adoption of such technology not only enhances the efficiency of housekeeping activities but also significantly contributes to the overall user experience. Students and staff benefit from a more accessible and convenient library environment, where they can navigate the catalog and find relevant resources with ease. The OPAC, in particular, offers a modern and intuitive tool for conducting searches, promoting a more user-centric approach to library services.

By embracing innovative solutions, college ensures that its library remains a dynamic and technologically advanced. This commitment aligns with the broader mission of providing students and staff with the best possible resources and tools for academic and research pursuits.

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:

Mahatma Gandhi College emphasizes pioneering IT facilities to ensure a technologically advanced learning environment, demonstrated through various initiatives enhancing the educational experience.

- **ICT Enabled Classrooms:** The college features advanced ICT-enabled classrooms equipped with modern technology, fostering interactive and engaging learning experiences. These classrooms seamlessly incorporate digital resources into the curriculum, providing students with cutting-edge educational tools.
- **Technological Showcase:** The presence of an ICT seminar hall underscores the institution's dedication to hosting technologically enhanced presentations, workshops, and seminars, fostering

- a dynamic and collaborative learning environment through multimedia-rich sessions.
- **Digital Evolution:** During the Covid-19 pandemic, the college effectively used Google Classroom, online platform facilitating virtual classrooms, resource sharing, and discussions, transcending traditional boundaries for enhanced communication and collaboration.
 - **LMS Moodle:** The Learning Management System (LMS) Moodle serves as a comprehensive platform for managing course content, assessments, and communication. It ensures a centralized and organized approach to online learning, providing easy access to resources for both students and instructors.
 - **Admission Software:** The institution employs admission software to streamline processes with the University of Kerala, enhancing efficiency, accuracy, and the overall experience for prospective students, showcasing the college's commitment to leveraging technology for administrative excellence.
 - **Practical Learning Hub:** A well-equipped computer lab serves as a hub for practical learning, allowing students to develop essential digital skills in a supervised and supportive environment, preparing them for real-world applications.
 - **EPR Software:** The use of Enterprise Resource Planning (ERP) software enhances the efficiency of administrative tasks and data management within the institution. This streamlined approach contributes to smoother operations and facilitates better decision-making processes.
-
- **Ubiquitous Access to Technology:** Mahatma Gandhi College ensures students have ubiquitous access to computers and laptops, fostering a technology-friendly academic environment, empowering students to engage in coursework, research, and collaborative projects both on and off-campus.
-
- **Academic Documentation with Reprographic Facility:** The provision of reprographic facilities, including printers and scanners in the computer lab, supports efficient reproduction of academic materials, complementing the digital learning environment.
-
- **Extensive Digital Resources:** The e-resources serves as a dedicated space for students to access digital resources, academic databases, and online materials. The digital library extends beyond traditional book collections, providing a vast array of electronic resources, e-books, and academic journals.
-
- **Enhanced Connectivity and Information Access:** Integration with the Information and Library Network (INFLIBNET) enhances the college's access to academic content, research databases, and collaborative networks, fostering an enriched academic environment.
 - **Internet Connectivity:** The institution prioritizes robust internet connectivity, ensuring seamless access to online resources, research databases, and communication tools for both students and faculty.
 - **CCTV Cameras:** The installation of CCTV cameras contributes to campus security, ensuring a

safe and monitored environment, enhancing overall well-being, transparent examination conduct, and preventing malpractices.

- **Digital Outreach through Institutional Website:** The college's institutional website serves as a comprehensive online platform for disseminating information, providing updates, and showcasing achievements. This digital presence reflects transparency and effective communication, fostering a sense of community and keeping stakeholders informed.

Advanced technologies and digital tools creates a dynamic and inclusive learning environment that aligns with contemporary educational needs.

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: 21.04

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

Response: 105

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: 22.5**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
29.71	19.65	0.055	15.78	13.16

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: 55.03

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
1141	1257	1263	1303	1320

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: 47.8

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
2188	835	589	1226	620

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: B. 3 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: 11.2

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
97	78	70	42	52

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

2022-23	2021-22	2020-21	2019-20	2018-19
448	615	649	661	655

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: 4.43

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
47	30	19	16	07

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: 101

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
16	27	20	26	12

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: 19

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
27	17	08	23	20

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:

Alumni play a pivotal role in molding the institution's reputation and academic impact. Following the management's directives, the institution upholds a registered network that refrains from accepting direct financial contributions. Beyond conventional financial support, alumni act as mentors, and guest speakers, enriching the educational journey. The college benefits from the alumni's valuable contributions, which include academic participation, inspirational speeches, career advice, and assistance. Their wealth of professional knowledge fosters a practical learning environment, ensuring the students are thoroughly equipped for their professions. Yearly interactive sessions and events orchestrated by alumni networks augment students' skills and overall growth.

Alumni support creates a ripple effect, fostering collaborations, partnerships, and knowledge exchange in the broader academic community. Prominent alumni consistently provide valuable perspectives on vital growth areas, endorsing essential soft skills, career advancement, and pertinent contemporary subjects. The palpable enthusiasm of students is evident in their active participation across events, showcasing the enduring impact of alumni involvement.

Alumni engage in diverse activities, notably the **Distinguished Alumni Interaction Series (DAIS)**, alongside offering endowments to recognize achievers at both the undergraduate and postgraduate levels. Each year, various departments organize programmes as part of DAIS, offering alumni opportunities to impart their knowledge to our emerging students and scholars on a regular basis.

The objectives of the DAIS are multi-faceted:

- Facilitating the exchange of knowledge and expertise between distinguished alumni and current students, enabling the transfer of practical insights, experiences, and industry trends.
- Providing a platform for distinguished alumni to share their success stories, challenges faced, and lessons learned, inspiring and motivating current students to pursue their goals with determination.
- Creating networking opportunities for current students to connect with successful alumni across various industries, fostering professional relationships and potential mentorship connections.
- Offering guidance and advice on career paths, job opportunities, and professional development strategies, helping students make informed decisions about their future careers.
- To strengthen the bond between the institution and its alumni community by involving them in meaningful interactions with current students, faculty, and staff, thereby fostering a sense of pride

and loyalty towards their alma mater.

Overall, the DAIS aims to enrich the educational experience, enhance employability, and promote lifelong learning and alumni engagement within the college community.

These engagements aid students in boosting their employability and honing their skills. Additionally, sharing their experiences fosters awareness among students.

Distinguished alumni leave a profound mark on the college culture through their provision of career guidance and their active involvement during the 2018 flood crisis in the state of Kerala. Their efforts included the collection and distribution of vital supplies, as well as contributions through sponsorships, scholarships, and endowments, all of which contributed to the enhancement of overall development.

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:

Mahatma Gandhi College, Thiruvananthapuram, the premier educational institution of Kerala stands for excellence, equity, inclusiveness, and social justice in education. The college aims to set standards in educational excellence and competence through curriculum enrichment and information dissemination.

Alignment of Vision and Mission:

The essence of Mahatma Gandhi College's institutional administration and leadership is rooted in its unwavering dedication to its vision and goal. This alignment guarantees that all strategic choices and actions are focused on attaining long-term goals, cultivating an atmosphere that encourages academic superiority, comprehensive growth, and social accountability among students.

Execution of NEP (National Education Policy):

The adoption and implementation of the National Education Policy (NEP) is a crucial measure in updating the curriculum, teaching methods, evaluation, and student assistance, guaranteeing that the education provided is current, inclusive, and tailored to address the demands of the 21st century. This is in consistent with the college's objective to offer high-quality education and promote innovation and research.

Sustained Institutional Growth:

The governance and leadership at Mahatma Gandhi College are focused on guaranteeing continuous expansion, both in terms of infrastructure and academic programmes. This encompasses the enlargement of facilities, implementation of novel programmes, and augmentation of research capacities, guaranteeing the institution's sustained competitiveness and relevance.

Decentralization:

Mahatma Gandhi College promotes increased participation and responsibility at all levels of the institution by distributing decision-making processes. This strategy cultivates a feeling of responsibility among employees and teachers, promoting proactivity and creativity. This structure exemplifies a leadership style that highly values collaboration and participatory governance.

The administration of the college is vested with the Principal, subject to the general direction of the NSS Management. The College Council, consisting of Heads of the Department and elected representatives

from among the teaching staff, and the Office Superintendent, assists the Principal in all academic and administrative matters. The IQAC, PTA, and college level committees ensures the design, effective implementation, and monitoring of annual plan of action. The statutory committees include ICC, SC/ST Cell, Equal Opportunity Cell etc. Academic matters of students including grievances are addressed by DLMC and CLMC.

Institutional Governance Participation:

The engagement of multiple stakeholders, such as teachers, students, and administrative staff, in governance procedures, guarantees a democratic atmosphere within the institution. The use of this participatory method is essential to promote transparency, inclusivity, and the incorporation of varied viewpoints in decision-making processes.

Sustained Institutional Growth:

We have been in the forefront to create and imbibe new know-how and impart the upcoming trends to our pupils. It has been accredited by NAAC at 'A' level in the first phase. In 2018, the college bagged the 68th position in NIRF ranking by MHRD, Government of India, under colleges category. Thus, the approaches used by Mahatma Gandhi College exemplify a visionary, inclusive, and dynamic governance, and leadership paradigm. This model aligns with the institution's mission *Sa Vidya Ya Vimukthaye* which emphasizes the provision of high-quality education, the promotion of an innovative culture, and the contribution to social development.

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:

1. Implementation of Institutional Perspective Plan (IPP)

The implementation of the IPP at the institutions entails a comprehensive and forward-thinking strategic framework that is in line with the institution's vision and goal. The efficacy of this deployment can be understood from the following:

? Strategic Planning and Execution: The institutions possess a well-defined and deliberate approach to

attaining their long-term vision while simultaneously addressing short-term objectives. This entails periodic evaluation, revision of the IPP in accordance with changing educational patterns, input from stakeholders, and societal demands.

? **Conformity to National and Global Standards:** The implementation of frameworks such as the NEP ensures that institutions adhere to national educational reforms and international best practices, guaranteeing that their offerings are up-to-date and globally relevant.

? **Emphasis on Comprehensive Development:** The IPP places importance on programmes and initiatives that prioritize the comprehensive development of students, encompassing academic, non-academic, and extracurricular activities.

2. Optimal and Productive Operation of Institutional Entities

The effectiveness and efficiency of institutional entities can be gauged by examining their policies, administrative structure, appointment procedures, service norms, and other operational protocols.

? **Explicit Organizational Framework:** These establishments possess a clearly delineated administrative framework with unambiguous jobs, duties, and hierarchies. This framework enables effective decision-making, responsibility, and openness in operations.

? **Democratic Decision-Making Processes:** The participation of multiple stakeholders in decision-making processes guarantees the inclusion of different viewpoints, fostering a culture of democracy and inclusivity inside the institution.

? **Clear and Explicit Appointment and Service Regulations:** The recruiting, appointment, and promotion procedures are grounded in meritocracy, qualifications, and performance, guaranteeing the attraction and retention of top-notch personnel and faculty in the institutions.

? **Continuous Professional Development:** Provision of sufficient chances for teachers and staff to enhance their professional skills guarantee that the institutional workforce remains competent and well-updated in their respective areas.

? **Optimized Administrative Procedures:** Simplified administrative procedures, frequently facilitated by digital tools and platforms, guarantee smooth operations of institutions, with reduced bureaucratic obstacles, hence improving the overall efficiency of institutional activities.

? **Administrative Setup:** The administrative setup of the college is managed through SPARK (Service and Payroll Administrative Repository for Kerala). It is an integrated Personnel, Payroll, and Accounts information system used by the institution. Every employee has a unique Permanent Employee Number through which the whole system operates ensuring optimum transparency.

3. Policy Framework and Governance

The institutions have established policy frameworks and governance structures to uphold their vision and mission, hence assuring efficient leadership and management.

? **Comprehensive Policies:** Policies that address academic integrity, research ethics, student welfare,

diversity and inclusion, and grievance redressal are in place to create a favorable climate.

? Strategic Governance: Governance entities, such as Boards of Management, and Committees, have strategic responsibilities in directing institutions towards attaining their objectives, guaranteeing that governance is both efficient and in line with the institution's goals. The successful implementation of the Institutional Perspective Plan and the effective operation of institutional bodies at Mahatma Gandhi College, as demonstrated by the practices adopted, indicate a dedication to achieving high standards, responsibility, and ongoing enhancement.

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

Performance Based Appraisal System (PBAS) is a well-organized performance appraisal system with the purpose of assessing the efficacy, productivity, and professional growth requirements of both the teaching and non-teaching personnel. Essential components that are included in this system are as follows

? Periodic Evaluations: Performance evaluations are carried out regularly to evaluate the performance of employees based on predetermined goals and metrics.

? Feedback Mechanism: The focus is on delivering valuable feedback to employees, emphasizing their strengths and pinpointing areas that need work.

? Peer and Student Feedback: Utilizing feedback from peers and students can provide a thorough understanding of instructional efficacy and interpersonal aptitude.

? Professional Development Planning: Performance reviews are connected to professional development opportunities, enabling staff members to engage in training, workshops, and additional studies in order to improve their skills, knowledge and effectiveness.

Measures to support the well-being of both teaching and non-teaching staff

Implementing welfare measures is essential for ensuring a motivated and contented staff. These commonly consist of:

? Mahima: The cooperative movement of Mahatma Gandhi College provides various types of financial and non-financial assistance to its members.

? Pension and other Post-employment Engagements: Pension programmes and provident fund schemes guarantee employees' financial stability after they retire. The institution also seek assistance from these experts in the conduct of academic enrichment programmes

? Optimal equilibrium between one's professional and personal life. Work-life balance is facilitated through the provision of flexible working hours, maternity/paternity leave, and sabbatical opportunities.

? Acknowledgment and Incentives: For the motivation of Staff members, their achievements are acknowledged through awards and recognition for exceptional performance, research contributions, and years of service.

? Potential Pathways for Advancing in One's Career: Ensuring career growth and advancement is crucial for retaining top-tier employees and cultivating a culture of ongoing education and enhancement.

? Promotion Policies: Well-defined and easily understandable standards for promotion motivate employees to meet and surpass performance objectives.

? Professional Development activities: Staff members are provided with support for pursuing additional education, engaging in research activities, and participating in conferences, workshops, and seminars. These possibilities allow them to enhance their knowledge and skills.

? Leadership Development Programmes: Programmes are designed to specifically cultivate and train individuals who have the potential to become future leaders within the institution. These programmes aim to establish a consistent supply of competent managers.

? Mentoring and coaching involve the establishment of partnerships where less experienced personnel can get direction from more experienced colleagues, thereby promoting professional growth and development.

Mahatma Gandhi College ensures a favorable environment for academic and professional excellence by implementing efficient performance appraisal systems, offering comprehensive welfare measures, and providing clear opportunities for career development and advancement. This ultimately contributes to the overall success and sustainability of the institution.

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

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: 24.95

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
16	32	28	36	25

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
16	16	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:

Approaches for Fund Acquisition

? The institution aggressively pursues funds from a range of sources, such as government grants, research funding agencies, industrial collaborations, and other collaborative programmes. Through the process of diversifying their funding sources, organizations maintain a consistent and uninterrupted supply of resources that are essential for the successful execution of their development projects, research efforts, and scholarship programmes.

? Applying for and successfully obtaining grants from both governmental and nongovernmental entities is a crucial that entails closely monitoring the availability of grants and drafting persuasive bids that correspond precisely with the objectives of the granting authorities.

? Industry partnerships offered opportunities for funding as well as internships, placements, research, and development projects.

? Institution is also engaged in revenue-generating endeavors, such as providing consultant services, offering continuing education programmes etc. These endeavors offer supplementary financial assets that can be subsequently reinvested into the institution.

Efficient Allocation of Resources and Funds

? Optimal allocation of resources is accomplished through careful strategic planning and budgeting.

Institutions allocate resources and attention to projects and initiatives depending on their adherence to the institutional mission and their potential to create significant effects.

? Consistent monitoring and evaluation processes guarantee the efficient and effective utilization of resources and funds. Projects and initiatives are evaluated based on their objectives to gauge their impact and return on investment.

? Implementing cost-efficient strategies in operations, such as implementing energy saving measures, practicing sustainable resource management, and embracing digital transformation, aids in minimizing expenses and allocating more resources towards essential academic endeavors.

? Regular internal audits are performed periodically to evaluate the financial well-being of the institution, verify adherence to financial policies and procedures, and pinpoint opportunities for enhancing financial management practices.

? External audits, conducted by independent auditors or government entities, offer an extra level of examination and openness. Conducting these audits is essential for ensuring responsibility to stakeholders, such as funding agencies, regulatory authorities, and the public.

? The findings from both internal and external audits are documented in detailed reports. In response to these results, institutions implement remedial measures to enhance their financial management systems and processes. The practices employed here demonstrate a holistic approach to financial management, with a focus on responsibility, openness, and strategic distribution of resources. Institutions can effectively support their goals and promote sustainable growth and development by aggressively mobilizing resources from various sources and guaranteeing their optimal use via rigorous planning, monitoring, and auditing.

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:

The IQAC plays a crucial role in developing and executing strategic plans to improve the quality of the institution. It ensures that quality assurance is an ongoing process that is incorporated into the

institution's culture. The IQAC conducts regular monitoring of teaching and learning processes to ensure compliance with the highest educational standards. This entails assessing the curriculum, pedagogical approaches, and the integration of technology in instruction. The objective is to establish a captivating and efficient educational setting that enhances student achievement.

The IQAC periodically evaluates the operational structures and procedures of the institution to ensure their efficiency and effectiveness. This includes the implementation of administrative protocols, research infrastructure, and community involvement strategies, guaranteeing their congruence with the institution's aims and objectives.

Another primary role of the IQAC is to assess the achievement of learning outcomes. It guarantees that the desired educational achievements are explicitly stated, quantifiable, and in harmony with the curriculum. This technique facilitates the identification of deficiencies in student learning process and those areas that require improvement.

The IQAC is tasked with documenting and overseeing gradual enhancements in different activities throughout the institution. The IQAC conducts a methodical gathering of feedback from stakeholders, including students, faculty members, alumni, and employers, to identify both exemplary practices and areas that require enhancement. The presence of this feedback loop is essential for making well-informed judgements and implementing modifications that improve the quality of education and the overall experience of students. The IQAC promotes research and innovation by formulating policies that facilitate research activities, fostering collaborations with industry and academia, and organizing seminars, workshops, and conferences.

To maintain transparency and accountability in its operations, the IQAC achieves this by publishing annual reports and audit outcomes. The reports are hosted in the website and accessible to all parties involved, offering valuable information on the institution's performance and the efficacy of its quality assurance methods. The actions undertaken by the IQAC have thus resulted in substantial enhancements to the institutional framework, encompassing improved teaching approaches, upgraded infrastructure, expanded research output, and enhanced governance processes. The IQAC

guarantees that the institution and allied departments adhere to accrediting criteria and promote a culture of excellence and innovation by implementing quality assurance systems.

The IQAC's endeavors in evaluating and improving teaching-learning procedures, operational frameworks, and learning achievements provide a substantial contribution to the overall educational superiority and institutional advancement.

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:

Mahatma Gandhi College is dedicated to fostering an inclusive and equitable environment, and as part of its commitment, the institution has initiated a comprehensive gender audit. This audit aims to assess and improve gender equity across various aspects of the college, including curricular and co-curricular activities, awareness programs and campus facilities.

Curricular and Co-curricular Activities: In line with promoting gender equity, our college has integrated sensitivity into its curricular and co-curricular activities. Seminars, debates addressing gender-related issues are regularly conducted, providing students with a platform to discuss and understand the nuances of gender equality. The college has taken a progressive step by forming sports teams and quiz teams that include both boys and girls, fostering teamwork, mutual respect and breaking traditional gender norms.

Talks on significant social issues like dowry, legal awareness, gender identity, and self-defense classes were organized, empowering female students with knowledge and skills to navigate societal challenges. A film was aired showcasing works that highlight gender issues contribute to a broader understanding of diversity and inclusion.

Awareness Programs: Mahatma Gandhi College actively engages in awareness programs to sensitize students and staff. Special events are organized on occasions like Women's Day, where celebrations include discussions, recognition of achievements by female students. Department of Psychology organized a talk on transgender issues aim to educate the student community on diverse gender identities, fostering acceptance and understanding.

Counselling Services: Recognizing the importance of psychological health, the Department of Psychology provides counselling services for both teachers and students. The sessions are designed to address challenges related to gender bias, stereotypes, and any other concerns affecting the well-being of

the college community. The department also initiated counselling skills training to all the faculties which empowers them to scientifically undertake counselling sessions when there is a requirement. By offering a safe space for discussion and support, Mahatma Gandhi College reinforces its commitment to the mental and emotional health of all campus personnel.

Facilities for Women on Campus: Our college ensures that the campus facilities cater to the specific needs of women. Adequate and well-maintained restrooms, secure living arrangements contribute to a comfortable and safe environment for female students. The college has implemented measures to enhance security, including well-lit pathways, Camera surveillance, and 24/7 security personnel. The college has constituted various bodies to ensure the safety and security of women i.e., Internal Complaints Committee headed by female faculty, Women’s Cell, Equal Opportunity, Grievance Redressal, Anti Ragging Cell is wide-awake making sure that female students are not affected by any violent atrocities during their tenure in the campus.

In the spirit of Mahatma Gandhi’s teachings, Mahatma Gandhi College goes beyond eliminating discrimination; it actively fosters an atmosphere that uplifts and empowers all individuals. By championing gender equity, the college not only honors the legacy of Mahatma Gandhi but also prepares its students to be torchbearers of equality in their future endeavors

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:

Mahatma Gandhi College stands as a beacon of inclusivity, weaving a vibrant tapestry of tolerance and harmony across dimensions. The college actively cultivates awareness and understanding among students and employees regarding constitutional obligations, values, rights, duties, and responsibilities of citizen.

Cultural Celebrations: The celebration of cultural festivals such as Onam, Kerala Piravi, Christmas, and Holi creates an atmosphere where diverse traditions are embraced fostering a sense of unity among students. These celebrations not only add vibrancy to campus life but also promote cultural exchange and understanding. The Malayalam Department organized *Pala Mozhi Ramayanam* competition in August 2022 exemplifies the college's dedication to cultural preservation and student engagement.

Moral Values and Belief Upliftment: The college places a strong emphasis on uplifting the moral values and belief systems of students. Open forums serve as platforms for students to engage in meaningful discussions, fostering an environment that encourages ethical decision making and empathy and thereby contributing to holistic student development.

Language Learning Opportunities: The college provides language learning to recognize linguistic diversity. Students can explore Malayalam, Hindi, Sanskrit and Russian as additional languages, promoting a rich linguistic environment that encourages cross-cultural communication. This initiative ensures that students can connect with their roots and appreciate different linguistic heritages.

Financial Support and Scholarships: In addressing socio-economic disparities, Mahatma Gandhi College actively informs students about state and central government scholarships and fee concession schemes, ensuring that financial barriers do not hinder education. Orientation programs further contribute to awareness, fostering an environment where students are sensitive to communal and societal issues.

Learning Materials and Accessibility: To enhance learning, college provides students with diverse learning materials, including video and audio clips. The campus is also equipped with ramps and railings ensuring accessibility for disabled students. The college provide scribe facilities for exams and endowment awards. Additionally, the presence of students from outside the state enriches the campus with diverse perspectives, creating a truly inclusive academic community.

Transportation Facilities: The college assists students who commute from distant areas by liaising with the Kerala State Road Transport Corporation authorities to ensure our students have access to convenient bus routes and schedules.

Community Support: The institution's holistic approach to education is evident through the collaborative efforts of its three NCC wings, NSS and various departments and clubs. The college took various initiatives from blood donation camps, free eye checkups, beach cleaning, active participation in Swachh Bharat Campaigns. Naval NCC cadets even learned Braille language to create greetings for visually impaired children. Students and faculties are involved in various philanthropic and socially relevant activities.

Mahatma Gandhi College's multifaceted efforts in promoting inclusivity, cultural understanding, and civic responsibility create a vibrant and harmonious educational environment. By fostering a sense of belonging and social responsibility, the institution ensures that its students graduate not only as academically enriched but also as conscientious and compassionate citizens.

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: 1

Samvedana Sadhaka

Objectives:

- To increase awareness about the importance of ecosystem and biodiversity in their surroundings.
- To encourage pro-social behavior in students through community engagement initiatives.
- To foster an understanding of the diverse needs of fellow beings, particularly those with disabilities.

The Context

We prioritize a holistic approach to education, extending beyond mere academic pursuits. Inspired by Gandhian philosophy, the institution recognizes the importance of nurturing well-mannered individuals. This practice delves into the college's commitment to fostering a deeper connection with nature, instilling empathy for fellow beings, and cultivating a profound understanding of societal needs.

In response to the pressing need for environmental consciousness and social responsibility, the college initiated the Practice of *Samvedana Sadhaka*. Recognizing that students play a pivotal role in shaping a sustainable future, this initiative aims to create a holistic understanding of environmental issues and social dynamics.

The Practice

- The Practice of *Samvedana Sadhaka* was commenced in the academic year 2018-2019 with the aim of fostering environmental awareness and social responsibility in students.
- In 2018-2019, a butterfly garden was established by the Department of Zoology, providing students with a hands-on opportunity to understand nature intimately.
- In 2018 Kerala floods, our students along engaged in rescue and philanthropic activities, displaying a keen sense of civic duty.
- In 2019, the Botany Department incorporated QR codes to label all campus trees so that it helps other student to know the details about it by merely scanning the code.
- Various departments participated in tree plantation initiatives, contributing to environmental sustainability.
- In 2020-21, when COVID pandemic hits the world, our students served as health and safety warriors for the community.
- In 2021-22, Students actively participated in cleanliness drives, contributing to the Swachh Bharath mission.
- In 2022-23, Naval NCC wing cadets learned Braille language and created greeting cards for visually impaired children, gained recognition from the Indian Armed Forces on Twitter.
- College launched a waste management initiative, focusing on vermicomposting.
- The Practice of *Samvedana Sadhaka* has evolved over the years, not only focusing on making students environmentally friendly but also instilling a strong sense of social responsibility.

Evidence of Success

- Charity and philanthropic activities have positively impacted a wide range of people across various strata of the society.
- Participation in the activities has witnessed a significant surge, indicating growing enthusiasm and commitment among the college community.
- The campus has become greener than ever, reflecting the positive impact of environmental initiatives.
- Recognitions received by the college serve as tangible evidence of the success of this Practice.

Problems encountered and resources required:

- QR Code labeling initiated in 2019, disrupted by COVID, restarted by the end of 2021.
- Food donation drive was conducted with household supplies from staff and students.

- Philanthropic funds were managed from the personal savings of teachers and students.
- Vermicomposting at college faces challenges due to insufficient funds and other constraints.
- Pandemic acted as a blessing in disguise. The pandemic prompted unity and initiative, strengthening the collective resolve of the college community.

Best Practice: 2

Praghyan

Praghyan is an innovative academic process deeply committed to the enhancement of knowledge. Steeped in a holistic educational approach, it provides an environment conducive to academic excellence.

Objectives:

- To realize the vision of empowerment through knowledge grounded in Gandhian philosophy.
- To enhance knowledge to the underprivileged and marginalized students.
- To nurture research aptitude in students through exposure to diverse academic activities.
- To instill critical reasoning in students alongside a profound sense of moral, civic, and social responsibilities.

The Context

Mahatma Gandhi College is steadfast in enhancing student knowledge, prioritizing a curriculum that extends beyond traditional boundaries for comprehensive learning. To achieve this, programs organized by individual departments are accessible to all students, fostering a shared learning experience. Seminars and open discussions serve as platforms to boost self-esteem and diminish social inhibitions, creating an environment conducive to holistic development.

The Practice

Praghyan, initiated in the academic year 2018, serves as a testament to the college's progressive approach to education. With a focus on knowledge enhancement, the institution demonstrates a commitment to providing students with a well-rounded and enriching educational experience through a variety of initiatives. Various departments actively engage in organizing seminars featuring Alumni who are experts in their fields, offering students insights beyond the confines of the curriculum.

Understanding the pivotal role of career development, the institution conducts regular programs religiously to equip students with necessary skills and knowledge for their professional journey. The Annual Research Conference organized by the institution stands as a testament to the commitment to fostering academic excellence and encouraging students to engage in research pursuits.

Departments extend their impact beyond college boundaries through initiatives like the open lab for school students. We organize programmes like *syam vigyan* and *vivid vigyan*, where students deliver talks in various scientific fields under faculty supervision.

The institution actively promotes interdisciplinary learning and problem-solving methods, allowing students from different departments to learn about various disciplines.

Amidst the challenges posed by the pandemic, faculty members swiftly adapted to technology., transforming the classroom platform into a vital space.

Evidence of Success

The transformative impact of Praghyan is evident, students have flourished academically. Engaging in various intercollege competitions, students not only showcased their intellectual prowess but also earned accolades with prizes. Notably, without social inhibition displayed in presenting papers at research forums highlights the college's success in fostering a confident academic environment.

Guidance across diverse fields has been instrumental in aiding students to make well-informed career choices. The incorporation of peer teaching methodologies has proven motivational, fostering a collaborative learning environment that goes beyond traditional classroom settings.

The Annual Research Conference organized by the college plays a pivotal role in broadening students' perspectives.

Problems encountered and resources required:

- The existing syllabus lacks academic flexibility, limiting students' exploration and adaptability.
- Geographical constraints during the initial stages of Praghyan impede speaker availability.
- Financial shortages hinder the provision of remuneration for resource persons.
- Occasional internet connectivity issues can hinder virtual events and communication.

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:

Research and Development

Research and Development stands as the lifeblood of progress, driving innovation and pushing the boundaries of human knowledge. It is the dynamic process through which societies advance, technologies evolve, and solutions emerge for the challenges that shape our world. At its core, research is the systematic exploration of the unknown, guided by curiosity and the pursuit of understanding. This

intellectual journey often takes place within the hallowed halls of academic institutions, where inquisitive minds delve into uncharted territories. Here, researchers dissect complex problems, conduct experiments, and analyze data with the aim of uncovering new insights. In the crucible of research, hypotheses are tested, theories are challenged, and paradigms are shifted, contributing to the ever-expanding tapestry of human knowledge. However, the impact of research is magnified when coupled with development. Development takes the seeds of knowledge sown by research and nurtures them into practical applications. It is the bridge that connects theoretical understanding to tangible solutions, transforming innovative ideas into technologies that can reshape industries and improve lives. Development is the alchemy that turns the abstract into the concrete, making the fruits of research accessible and beneficial to society at large. In the realm of academia, research and development are intertwined with the educational journey. Students, the torchbearers of the future, are integral participants in this symbiotic relationship. Engaging in research activities exposes them to the methodologies of inquiry, cultivates critical thinking, and fosters a spirit of lifelong learning. The classroom becomes a dynamic space where the latest discoveries inform the curriculum, ensuring that education remains a living, breathing entity, constantly evolving to reflect the cutting edge of knowledge.

In our college Research and Development play a crucial role in fostering innovation, advancing knowledge, and preparing students for the challenges of the future. Colleges engage in research and development to contribute to the creation of new knowledge, technologies, and methodologies. The primary goal is often to address societal challenges, enhance academic reputation, and support the professional development of faculty and students. Faculty involvement in Research and Development enhances their expertise, keeps them updated on the latest advancements, and allows them to contribute to the academic community

Our institution is a leading Centre of research among the Arts and Science colleges in the state of Kerala. Among the ten postgraduate departments in the college, eight departments such as Malayalam, Hindi, Mathematics, Physics, Chemistry, Botany, Zoology and Commerce are recognized research Centers of the University of Kerala. The first department to be elevated as a research Centre was the PG Department of Physics in 1983. The PG department of Botany was recognized as a Research Centre in 1988. At present there are more than 30 research guides in the college. The research facilities of the college are also extended to former faculty members of the college and experts working in other institutions. They serve as external guides of the departments concerned. More than 150 PhDs have been produced from these Centre so far. The faculty members of the departments have completed many major and minor projects. The departments have published more than 400 research papers in reputed international and national journals, and presented papers in many international and national conferences. In association with IQAC, all departments organize Mahatma Gandhi College Annual Research Conference.

Only candidates who have qualified the NET by UGC or the entrance test conducted by the University of Kerala with not less than 55% marks in their masters will be considered for registration for Ph.D. (For SC/ST candidates 45% marks in science and 40% marks in Arts and Commerce fetch the eligibility). As there are only limited number of openings for PhD in the college, the candidates can have the details from the respective departments.

During the five years from 2018 to 2023, there were fifty-four internal research supervisors in Mahatma Gandhi College and more than two hundred research scholars were doing research under the guidance of these faculties. About fifty research scholars were availing CSIR- UGC fellowships and one hundred and fifty-three research scholars were availing University fellowships. In addition to this faculties from other colleges and institutions are also serves as research supervisors in this College and they are

considered as external guides. There were thirty external guides in Mahatma Gandhi College in various departments. More than three four hundred research articles were published in various journals during this period. About hundred PhDs were produced during this period. More than sixty books or chapters were also published during these five years. About one hundred and eighty research scholars were placed in various institutions. Two patents were also awarded during this period. Some of the faculties were also providing consultancy services. There are lot of research collaborations with various institutions like Kerala Hindi Prachar Sabha, Thiruvananthapuram, Faculty of Mathematics and Physics, University of Ljubljana, Slovenia c Faculty of Natural Sciences and Mathematics, University of Maribor, Slovenia d Institute of Mathematics, Physics and Mechanics, Ljubljana, Slovenia e Dept. Computação, Universidade Federal do Ceará, Fortaleza, Brazil, Instituto de Informática, Universidade Federal de Goiás, Goiânia, GO, Brazil, School of Mathematics and Statistics, Open University, Walton Hall, Milton Keynes, UK, Department of Information Engineering, Computer Science and Mathematics, University of L'Aquila, Italy, Instituto de Computação, Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brazil, Dept. of Future studies, University of Kerala, TBGRI Palode, Trivandrum, Sree Narayana College, Kollam, Dept of Aquatic Biology University of Kerala, CRMAS, OmicsGen, Department of Chemistry, University of Kerala.

As part of our strive to excel further in research, we are planning to focus on the following aspects,

- To explore significant financial resources for equipment, materials, and personnel through grants, collaboration with industry partners and leading research institutions.
- To establish centralized instrumentation facility for sharing of instruments among departments.
- To increase the access to research reports through increasing the number of subscriptions of scientific journals and periodicals in the central library and through collaboration with other institutions for resource sharing.
- To encourage faculty members and research scholars to win scientific projects and international fellowships.

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

5. CONCLUSION

Additional Information :

No additional information

Concluding Remarks :

During the past five years, Mahatma Gandhi College has witnessed a transformative journey, marked by substantial growth and progress across various domains. Our Strategic planning and dedication have established the institution as a beacon of higher education in the state.

Academically, we have consistently elevated our standards through innovative pedagogies, learner-centric approaches, and integration of ICT technologies. The introduction of add-on/value-added/certificate courses across various disciplines has broadened students' knowledge bases, fostering well-rounded understanding of their subjects. Our qualified and motivated faculty have been instrumental in creating a dynamic academic environment. Collaborations with esteemed institutes, internships, and field-visits further enrich our students' educational experiences, preparing them to thrive in a globalized world.

Extracurricular activities and a vibrant campus culture also play crucial roles in our educational model. Students develop interpersonal skills, leadership qualities, and talents through various initiatives. Integrating community service into our curriculum has instilled a sense of civic duty, with students actively contributing to local communities through outreach programmes. Several of these activities are conducted as part of our best practices.

Our commitment to promote physical fitness, teamwork, and sportsmanship has resulted in the emergence of a robust sports culture on campus. Through tournaments, and regular sporting events, students have had the opportunity to showcase their athletic competence. Recent infrastructure developments include new academic buildings, and ICT-equipped seminar halls. Our library is regularly updated to support the evolving needs of our academic programmes.

We are at the forefront of pushing the boundaries of knowledge through our robust research ecosystem. MGC-ARC acts as a platform for researchers to interact with eminent professionals in the relevant field along with knowledge dissemination. Our institution is vibrant in utilizing our alumni expertise through Distinguished-Alumni-Interaction-Series. The college's effective governance structures, including the College Council, PTA, and IQAC, support these initiatives with backing from the NSS management.

Looking towards the future, our institution remains steadfast in its mission to nurture the next generation of leaders, innovators, and changemakers. Together, we are shaping well-rounded individuals who are not only academically proficient but socially responsible and ready to make a positive impact on the world.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification : 31 Answer After DVV Verification :27</p>																				
1.2.2	<p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>939</td> <td>595</td> <td>200</td> <td>413</td> <td>383</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>884</td> <td>595</td> <td>100</td> <td>248</td> <td>283</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	939	595	200	413	383	2022-23	2021-22	2020-21	2019-20	2018-19	884	595	100	248	283
2022-23	2021-22	2020-21	2019-20	2018-19																	
939	595	200	413	383																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
884	595	100	248	283																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 825 Answer after DVV Verification: 819</p> <p>Remark : One student involved in multiple field works and/or project work and/or internship in the same academic session will be counted as one only. Hence input edited accordingly.</p>																				
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
2.1.1	Enrolment percentage																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
806	826	829	865	869

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
797	800	817	857	856

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
902	902	902	902	902

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
909	909	909	909	909

Remark : Input edited from data template.

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
126	141	141	142	143

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
372	374	400	422	414

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
160	160	160	160	160

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
509	509	509	509	509

Remark : Input edited from data template.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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
53.15	30.44	29.36	25.46	8.54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0.60

Remark : JRF award letter and Fellowship will not be considered in this metric, Hence input edited accordingly.

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
76	24	29	17	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	03	13	01	0

Remark : Input edited as per the calendar year publications and research papers in the Journals notified on UGC CARE list.

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
36	7	8	18	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	06	05	10	05

Remark : Events conducted for the benefit of their own students will not considered and national festivals, Days celebrations like Yoga day, Women's day etc., will not be considered in this metric, Hence input edited accordingly.

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

Answer before DVV Verification :

Answer After DVV Verification :14

Remark : Collaboration of research, faculty exchange, student exchange, internship/,on-the-job training and project work with the sign of both parties and in English Language only will be considered , Input edited accordingly.

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

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

Answer before DVV Verification:

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

20.82	63.27	3.25	4.28	7.44
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20.72	12.40	3.25	4.28	6.91

Remark : Input edited considering the expenditure for infrastructure development and augmentation excluding salary during the last five years.

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

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

Answer before DVV Verification : 172

Answer after DVV Verification: 105

Remark : The computers for office and faculty use will not be considered. Hence input edited accordingly.

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
28.45	31.36	4.99	5.1	7.83

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29.71	19.65	0.055	15.78	13.16

Remark : Input edited considering the expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs).

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*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1141	1257	1444	1577	1674

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1141	1257	1263	1303	1320

Remark : Input edited from supporting documents provided for clarification as per the list of students provided.

5.1.4

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited considering the option 1, 3 and 5 as per the supporting documents provided by HEI.

5.2.1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
301	324	278	228	203

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
97	78	70	42	52

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
789	827	837	808	800

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
448	615	649	661	655

Remark : 5.2.1.1 - Input edited as per the number of outgoing students placed and / or progressed to higher education year wise during the last five years. 5.2.1.2- Only pass students will be considered , input edited accordingly.

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

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.)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	44	19	16	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
47	30	19	16	07

Remark : JRF will not be considered, Qualifying certificate not in assessment period will not be considered, Hence input edited accordingly.

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
20	31	17	23	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	27	20	26	12

Remark : Input edited as per the 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.

5.3.2 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
44	39	10	40	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	17	08	23	20

Remark : Multiple activities on the relatively closer dates to be considered as one only and events cannot be split into activities, it will considered as one only, Hence input edited accordingly.

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
16	32	29	36	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	32	28	36	25

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
0	0	0	0	0

Answer After DVV Verification :

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

16	16	16	16	16
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6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 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. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>2209</td> <td>2270</td> <td>2319</td> <td>2332</td> <td>2289</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>2209</td> <td>2270</td> <td>2319</td> <td>2332</td> <td>2289</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	2209	2270	2319	2332	2289	2022-23	2021-22	2020-21	2019-20	2018-19	2209	2270	2319	2332	2289
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2209	2270	2319	2332	2289																	