



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MAHATMA GANDHI GOVT. ARTS COLLEGE

CHALAKKARA NEW MAHE POST MAHE

673311

www.mggacmahe.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mahatma Gandhi Government Arts College, situated at Mount Vera, Chalakkara, Mahe and built in a serene, picturesque, sprawling campus is an outcome of the efforts of the Puducherry administration with the avowed objective of imparting quality education in Commerce, Humanities and Science to all the constituent units of the Union Territory of Puducherry.

The college was established in the year 1967 and was inaugurated on 11th December 1970 by Shri. B.D. Jatti, His Excellency the Lt. Governor of Puducherry. Prof. M.M. Ghani, Vice Chancellor, University of Calicut, unveiled the plaque. The function was presided over by Shri. M.O.H. Farook, the Hon'ble Chief Minister of Puducherry.

The institution started off as a junior college affiliated to the University of Calicut. It attained the status of a full-fledged degree college in the year 1973 and a Post Graduate Institution in the year 1992. The college is presently affiliated to the Pondicherry University and is accredited 'B' Grade by NAAC (National Assessment and Accreditation Council). The College is participating in NIRF (National Institutional Ranking Framework) India Ranking and in the last 4 years it is placed among top 150 colleges of India. In NIRF India Ranking 2023, college has been placed among the top 101 to 150 colleges of India. The college has good infrastructural facilities, well equipped laboratories, qualified and experienced Faculties.

Vision

At Mahatma Gandhi Government Arts College, our vision is to empower students, especially those from socially backward and marginalized communities, by providing access to high-quality higher education. We are committed to fostering intellectual growth, creativity, and critical thinking, preparing our students to meet the challenges of the modern world. Our focus is to integrate skill-oriented education with the latest advancements in knowledge and research, cultivating an environment that promotes innovation, problem-solving, and the pursuit of academic excellence.

We aspire to be a leading institution that nurtures diversity, inclusivity, and public-mindedness, fostering individuals who are not only academically proficient but also socially responsible and capable of contributing positively to society. Through this vision, we aim to inspire our students to explore new horizons of learning and development, bridging gaps between educational opportunities and socio-economic realities.

Mission

Mission of Mahatma Gandhi Government Arts College are

To provide quality higher education to all the students of the region in basic sciences, humanities and commerce.

* To inculcate appropriate social, cultural, economic and environmental values amongst the students to

facilitate their contributions to the development of this region.

* To undertake research studies and result-oriented projects, specific to the region, that may contribute to the economic development of the country.

* To enhance and develop the technological skill of the students and to make them globally competitive.

* To make the students realize their roles in serving the cause of social justice and to contribute their share to the national development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Mahatma Gandhi Govt. Arts College, Mahe has a unique distinction of having a green campus with endemic and endangered flora and fauna. Here, in our campus eco-friendly practices are integrated into every aspects of its life. This holistic approach fosters a culture of environmental responsibility among students, faculty and other staff members, promoting a healthier, greener and more sustainable future.

Another distinctive strength of our college lies in the recruitment process which is undertaken by the topmost recruiting agency of India i.e., UPSC. Through its rigorous process of selection we are getting faculty members from the length and breadth of India. Teachers hailing from Kashmir to Kanyakumari are telling examples of the multicultural fabric of India.

Student diversity is another marked feature which adds to the strength of the college. As per the reciprocal agreement between the governments of Puducherry and Kerala, 10 seats of each science courses are reserved for Kerala students. This diversity provides cultural symbiosis as well as creative bonhomie.

NEP envisaged as a larger framework for reforming higher education in India, was introduced in the college in 2023. It's professed aims in making education more accessible, equitable and inclusive serves our institution also in myriad ways. As it seeks to develop critical thinking and problem solving skills among students it is expected that a more competitive and skilful work force from among the students will emerge.

Another significant strength is the abundance of culturally and physical competent students who could do wonder in artistic and sports related activities. Many a time they have brought laurels to the college in winning accolades at University and intercollegiate levels. A wide variety of cultural and artistic performances of our students on several occasions are pointers to this fact.

E governance introduced by the Government of Puducherry offers several advantages to the institution in the sense that it proffers streamlined process and removes unnecessary manual works which cause much of the difficulty. It contributes in making the system accountable and transparent.

Many departments in the college have been instrumental in getting nearly cent percent results in the university examinations.

Institutional Weakness

Besides the strengths every institution has weaknesses also.

For several years new courses especially which have clear cut job orientation have not been introduced.

No new PG courses have been granted over several years is another weakness and consequently no research department has been sanctioned. Therefore dearth of innovations is another blind spot. Inadequate physical infrastructure is another glaring lacuna which is an impediment for starting new courses.

As the headquarters is located far away from the place where the college is situated is another factor which hampers the speedy disposal of administrative issues. This “away from the centre” factor is really an issue in itself. However, it is hoped that the newly introduced E-governance system by the government of Puducherry will remove all the obstacles in this path.

The available supporting staffs are inadequate if we compare it with the number of department and students. This adversely affects the smooth functioning of the institution. The delay in the recruitment of teaching and non teaching staffs in proportion with retirements is affecting the efficient functioning of many departments of the college.

Institutional Opportunity

NEP 2020 has brought in a paradigm shift in the educational scenario of India. It has a strong emphasis on skill enhancement and job readiness. It offers a plethora of skills to students in making them employable. Industry partnerships which provide real world experience make them attuned to current employment demands.

It is indeed a very positive thing that the internships and projects open wider opportunities for acquiring valuable insights and exposure. As many students receive industry recognized certification upon completion it makes them readily employable. ISRO has several programmes specifically designed for students such as Young scientists (Yuvika) which provides exposure to space science and technology through work shops, lectures and hands on training. IUCAA also supports student’s projects in space science and technology providing mentorship funding and access to ISRO functions. Our college, being a nodal centre, has ample opportunities to tap the resources offered by them.

Institutional Challenge

It becomes really a challenge for the faculty to make the new generation students cope with the new academic environment which has emerged as the outcome of the introduction of NEP 2020 that gives special emphasis to inter-disciplinary, multi-disciplinary, trans-disciplinary and job oriented courses. The curriculum offered is a way light but tight and students have to pitch in to the academic groove in the very first semester itself where multiple things are presented to them instantaneously. Most of the students are first generation learners and it becomes really a daunting task to lift them up. As the medium of instruction is English, majority of the students hailing from the hinterlands find it difficult to adapt to the new situation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Mahatma Gandhi Government Arts College Mahe, affiliated with Pondicherry Central University, offers a broad range of academic programs including eleven undergraduate and two postgraduate courses. The college follows the Choice-Based Credit System (CBCS) and the National Education Policy (NEP), ensuring a structured, student-focused approach to education. The curriculum is designed to meet University standards and is delivered through a collaborative system of departmental and college-wide oversight. Faculty employ innovative teaching methods, supported by supplementary reading materials, to provide a comprehensive learning experience. Interdisciplinary faculty discussions and regular departmental meetings ensure the curriculum remains relevant and effective.

The college also places a strong emphasis on student orientation, creating a solid foundation for academic and personal growth. A well-maintained library with over 51,000 titles and regular seminars fosters an environment conducive to research and scholarly activity. Information and Communication Technology (ICT) is seamlessly integrated into teaching methods, and student progress is closely monitored through assessments and feedback mechanisms, ensuring academic rigour and continuous improvement.

Aligned with the University of Pondicherry's syllabus and NAAC standards, the curriculum incorporates cross-cutting issues such as professional ethics, gender equality, human values, and sustainability. Programs like B.A. Hindi, B. Com and B.Sc. address ethical behaviour in their respective fields, while mandatory courses like "Environmental Studies" promote ecological awareness. Gender studies and the exploration of caste discrimination are also integral to courses like B.A. English and B.A. Economics, promoting social responsibility and inclusivity.

The college actively engages with stakeholders, including students, parents, alumni, and academic bodies, to gather feedback for continuous improvement. This includes surveys on teaching quality, curriculum effectiveness, and overall institutional development. The institution's performance is further assessed through external evaluations like the Academic Assessment and Audit Committee (AAA) and the National Institutional Ranking Framework (NIRF). Feedback from these bodies, along with internal result analysis, helps shape future academic strategies, ensuring the institution remains responsive to societal needs and committed to holistic education.

Teaching-learning and Evaluation

1. At MGGA College, we prioritize an interactive teaching and learning process that consistently enriches the academic experience. This is reflected in the improved performance of our students in university examinations, final placement results, and their pursuit of higher studies over the past five years.
2. The College enrolls students in accordance with the approved sanctioned strength and reservation policies of the Government of India pertaining to SC/ST/OBC/EWS and PWD applicants.
3. Our teachers utilize a range of inclusive approaches to cater to diverse learners, including mentor-mentee programs, programs for both slower and advanced learners, mentoring sessions, classroom activities and interactions, didactic and tutorial sessions, as well as peer tutoring.
4. We enrich traditional teaching methods with ICT-based technologies and innovative pedagogies such as flipped classrooms, blended learning, real-world applications, case discussions, role plays, and micro-research

projects.

5. To provide experiential learning and exposure to practical aspects and research advancements, the college organizes special talks, conferences/seminars, workshops, projects, and panel discussions.
6. Students undergo continuous internal assessment through innovative techniques such as presentations, debates/discussions, case studies, role plays, field visits, projects, and research papers.
7. The college conducts a compulsory Personality Development course to help students groom their personality, and extracurricular activities are facilitated by the College Society to enhance organizational and leadership skills.
8. A high percentage of full-time teachers out of the total sanctioned posts in the college, and our academic faculty is well qualified with commendable teaching and research experience.
9. Students provide feedback every semester on curricular aspects and infrastructure.

Research, Innovations and Extension

Mahatma Gandhi Government Arts College, Mahe, Puducherry (MGGAC) received a grants of Rs 46,19,000.00 from Government agencies for research projects during the last five years (SSR 3.1.1). The research output of the college has increased manifold since the last Self Study Report (SSR) (91 papers in Journals in UGC care list and 44 books/chapters in books) (SSR 3.2.1 and SSR 3.2.2). To facilitate more research, the IQAC played a pivotal role in organising Conferences, Seminars and workshops (https://mggacmahe.ac.in/tmhtml/docs/3.2.2a_seminar_report.pdf ,

https://mggacmahe.ac.in/tmhtml/docs/seminar_report_3.2.2a_2023_24.pdf).

To promote, innovative ecosystem in MGGAC various effective measures were adopted (SSR 3.2.1). Our college is well known for hosting state level and national level seminars, conferences and workshops every year. In the last five years MGGAC conducted 61 national seminars and workshops (SSR 3.1.3) on various themes including Research Methodology and Industry-Academia interactions. Many distinguished academicians and researchers have visited our college to share their research skills and to enrich knowledge.

Extension activities along with field trips and industrial visits are organised by MGGAC in collaboration with government and non- government entities. These committees involved include: National Service Scheme (NSS), Women Cell, Eco Club, National Cadet Corps (NCC), Red Ribbon Club, Science Forum, Anti Narcotic Cell (SSR 3.4.1). Almost all students were involved in a large number of such activities (103 activities during the last 5 years) (SSR 3.2.1).

MGGAC facilitated linkages and MOUs with Indian Space Research Organisation, Inter University Centre for

Astronomy and Astrophysics, Pune and Maharani Lakshmi Ammanni College for Women (Autonomous) Bengaluru, Mary Matha Arts and Science College, Mananthavady, Kerala and Co-operative Arts and Science College, Madayi, Payangadi, Madayi Para, Pazhayangadi, Kerala, for various training programmes, workshops and educational visits to promote research and aptitude and enhance knowledge among the students.

Infrastructure and Learning Resources

Mahatma Gandhi Govt. Arts College is situated at Mount Vera, Chalakkara, Mahe and occupies about 12 Acres of land with College built up area of 6,695 meter square. The College was established in 1967. The College blossomed as the outcome of the efforts of the administration with the avowed objective of imparting quality education in Arts, Humanities and Science to all catering to the diverse needs of the community of students in and around Mahe.

Our institution has 11 UG courses and two PG courses with 33 class rooms equipped with Smart Boards, Green board, LCD projectors, LED lights, fans etc. A well-equipped Seminar Hall with projector and podium is also available. The college has a Physical Education Department with adequate infrastructure for indoor and outdoor games and extra-curricular activities.

Two units of National Service Scheme are functioning in our college which inculcate social welfare in students and provides service to society. NSS volunteers in MGGA collage involved in activities as cleaning, afforestation, awareness rallies, inviting doctors for health camps, cultural programmes, procession to create awareness as social problems, education, health and cleanliness etc.

We have Green House for the conservation of indigenous medicinal and native plants and to disseminate information regarding the importance of the plants among the students of Mahe region, farmers and the public as well. A workshop attached to the department of Physics imparts training on spray painting, hand crafting etc.

We have a well-stocked library, housing over 50,400 volumes of books and a diverse collection of dailies, weeklies, periodicals, and journals. This rich repository of knowledge caters to the diverse academic needs of the college's students and faculty. The college is committed to automating its library tasks through the implementation of an Integrated Library Management System. All departments has well equipped library.

Our institution is at the forefront of embracing digital transformation, with a strong focus on the integration of Information and Communication Technology (ICT) across all academic and administrative functions. The B.Sc. Computer Science program offers a comprehensive curriculum that equips students with a strong foundation in various programming languages.

Student Support and Progression

Mahatma Gandhi Govt. Arts College has achieved notable advancements in student support and progression, encompassing aspects such as scholarships, student achievements and support from the college and alumni.

Many students receive scholarships such as Puducherry State Post Matric Scholarship, the Post-Matric Fisheries E-Grant Scholarship, the Merit Scholarship for SC Students, scholarship support from the Waqf board, and contributions from the parent-teacher association annually from governmental and nongovernmental sources. These serve as a support system for students from lower socio-economic backgrounds.

The college offers remedial coaching, develops soft skills and provides guidance in preparing for competitive exams. As a result a significant number of students successfully opt for higher studies from institutions located within the UT of Pondicherry and outside it. Some even pass examinations such as GATE, NET, CTET, and KTET. A small percentage of students pursue employment after completing their degree. Some also get engaged in entrepreneurial activities.

The alumni association, which organizes its annual gathering, plays an important role in student support. They offer assistance to students in securing employment or in starting new businesses. Further, they have provided the college with development infrastructure.

Apart from academic activities, the college encourages participation in sports and cultural activities. The college hosts an annual arts day and a sports day to encourage and highlight the skills of students in arts and sports. Additionally, there are numerous events held throughout the year. Students also participate in sports and cultural activities outside college, in which some of them have received medals and awards.

The college also has developed a system in place for handling issues such as grievances including ragging and sexual harassment. The college has established a grievance cell, an anti-ragging cell, a women's cell and a sexual harassment redressal cell. For instance, the college's women's cell educates faculty and students on women's health and protection. The anti-ragging cell takes initiatives to raise awareness about ragging on campus. Students must submit an anti-ragging affidavit during admission. Furthermore, each of these units promptly takes action in cases of individual rights' violations or conflicts.

Governance, Leadership and Management

The governance at Mahatma Gandhi Govt. Arts College Mahe, center around its vision and mission which is designed on the basis of the institution's responsibilities and commitments towards its stakeholders. The main emphasis of the governance is on nurturing and grooming the young students of Mahe with inclusive education coupled with civil and democratic value system which will embolden them to contribute constructively in the ever evolving and highly competitive environment. The institution has implemented the curriculum based on the National Education Policy 2020 from the academic year 2023 – 2024 onwards, which is inclusive, holistic, and adaptable to future needs. The administrative structure of the college consists of The Education Secretary, Director of Higher and Technical Education (both representing the Government of Puducherry), the Principal, Faculty Members, Non-Teaching Staff, and the students. The important academic policies like syllabus formulation and revision, constitution of board of studies, conduct of semester examinations for theory and practical, valuation procedures, declaration of results, inter college sports fixtures are exclusively decided by Pondicherry Central University which is the affiliating University of the college.

The institution has a very robust performance appraisal mechanism to evaluate its employees. The annual confidential report of all the employees is prepared every year as part of the assessment procedure. The career advancement of the faculty members is based on the Academic Performance Indicators (API) for Performance Based Appraisal System formulated by the University Grants Commission. The teaching and non – teaching staffs of the institution enjoy all the welfare and social security schemes offered by the Government of Puducherry.

The Internal Quality Assurance Cell of Mahatma Gandhi Government Arts College, Mahe plays a pivotal role in implementing the quality assurance strategies and processes in the college. The main emphasis of these strategies is aimed at establishing sound initiatives and practices for the rendering of quality education and

extracurricular activities to the students through a meaningful teaching learning process.

Institutional Values and Best Practices

The College demonstrates commitment to inclusivity, sustainability, and holistic education. The institution's efforts in fostering gender equity, environmental consciousness, cultural harmony, and community engagement are commendable.

Gender Equity and Sensitization

The college has integrated gender equity and sensitization into both curricular and co-curricular activities. Gender-related discussions in the curriculum are complemented by workshops addressing issues such as gender rights, sexual harassment laws, and financial literacy. Facilities like dedicated women's restrooms, sanitary dispensers, and an active Internal Complaints Committee (ICC) enhance campus safety and inclusivity. Additionally, programs such as self-defense training and yoga sessions tailored to women's health empower female students.

Environmental and Sustainability Practices

The college actively promotes sustainability through the installation of solar panels, energy-efficient lighting, and a comprehensive waste management system. Initiatives like rainwater harvesting and organic composting contribute to environmental conservation. Green campus programs, including tree planting, plastic-free zones, and awareness campaigns, are implemented with significant student participation. Off-campus efforts include lake clean-ups, rainwater harvesting projects, and food sustainability awareness in nearby communities.

Inclusivity and Cultural Harmony

The college represents inclusivity through its diverse faculty and student body, representing various cultural, linguistic, and socioeconomic backgrounds. Activities such as the Election Literacy Club, Linguistic Harmony Day, and inclusive infrastructure (e.g., wheelchair ramps, accessible restrooms) promote tolerance and harmony. Courses aligned with the New Education Policy (NEP) enhance students' understanding of India's cultural diversity, democratic values, and global responsibilities.

Best Practices

The Eco Club spearheads sustainability projects, including campus-wide green initiatives and environmental awareness drives. The Parent-Teacher Association (PTA) supports student development through scholarships, and addressing student concerns. The Alumni Association contributes to institutional welfare, fostering innovation in teaching and learning.

Institutional Distinctiveness

The college's commitment to affordable education is reflected in its subsidized fee structure benefiting a significant percentage of students from underprivileged backgrounds. Extracurricular activities, such as arts festivals, sports events, and National Service Scheme (NSS) projects, nurture holistic development. Recognized for its consistent performance in the National Institutional Ranking Framework (NIRF), the institution combines traditional values with modern teaching methods, such as smart classrooms and digital libraries.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHATMA GANDHI GOVT. ARTS COLLEGE
Address	Chalakkara New Mahe Post Mahe
City	MAHE
State	Puducherry
Pin	673311
Website	www.mggacmahe.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	K K Sivadasan	0490-2332319	9447634764	0490-2337350	mggac.mahe@nic.in
IQAC / CIQA coordinator	K M Gopinathan	0490-2334864	9447634854	-	kmgopi@gmail.com

Status of the Institution	
Institution Status	Government

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
Puducherry	Pondicherry University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-12-1967	View Document
12B of UGC	01-12-1967	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Chalakkara New Mahe Post Mahe	Urban	13.4	6695

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Zoology ,	48	H.S.E	English	24	20
UG	BSc,Botany,	48	H.S.E	English	24	20
UG	BSc,Chemistry,	48	H.S.E	English	24	11
UG	BSc,Computer Science,	48	H.S.E	English	24	23
UG	BSc,Mathematics,	48	H.S.E	English	24	10
UG	BSc,Physics,	48	H.S.E	English	24	5
UG	BCom,Commerce,	48	H.S.E	English	40	39
UG	BA,English,	48	H.S.E	English	24	19
UG	BA,Economics,	48	H.S.E	English	24	20
UG	BA,Hindi,	48	H.S.E	Hindi	20	18
UG	BA,Malayalam,	48	H.S.E	Malayalam	24	20
PG	MSc,Botany,	24	B.Sc.	English	30	30
PG	MA,Hindi,	24	B.A.	Hindi	12	8

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	0				5				85			
Recruited	0	0	0	0	5	0	0	5	22	25	0	47
Yet to Recruit	0				0				38			
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				57
Recruited	16	14	0	30
Yet to Recruit				27
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				7
Recruited	0	0	0	0
Yet to Recruit				7
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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	0	0	13	17	0	35
M.Phil.	0	0	0	0	0	0	1	6	0	7
PG	0	0	0	0	0	0	5	0	0	5
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	1	1	0	2
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	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	37	46	0	0	83
	Female	35	92	0	0	127
	Others	0	0	0	0	0
PG	Male	1	4	0	0	5
	Female	3	30	0	0	33
	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	0	0	0	1
	Female	0	1	1	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	68	72	97	86
	Female	211	205	167	143
	Others	0	0	0	0
General	Male	7	11	9	12
	Female	33	19	12	13
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		319	308	286	256

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Mahatma Gandhi Government Arts College (MGGAC), Mahe, functioning under the aegis of Pondicherry University, is systematically implementing the National Education Policy 2020 while adhering to the university's curriculum framework. The institution has established an NEP Implementation Committee led by the Principal, comprising a Nodal Officer and heads of departments to oversee the policy's execution from the academic year 2023-24. The college enriches the university's curriculum through planned interdepartmental activities, collaborative projects, and integrated learning experiences. Faculty from various departments conduct joint sessions and workshops, helping students grasp the interconnections between disciplines while remaining aligned with the university's academic structure. Following Pondicherry University guidelines, students engage with Natural Sciences, Physical Sciences, Commerce, Management and Humanities as part of their multidisciplinary studies. The college is also upgrading its infrastructure and technology to create a holistic educational ecosystem that meets NEP principles and future challenges.</p>
2. Academic bank of credits (ABC):	<p>The institution is dedicated to fully implementing the Academic Bank of Credits system as a vital step toward flexible, student-centric education. Working within Pondicherry University's framework, the college is proactively ensuring that students can maximize the benefits of the ABC system. This initiative aims to enhance educational flexibility, promote lifelong learning, and align the institution with the progressive vision of NEP. The ABC Id's of the students belonging to 2022-23 batch onwards have been already created and submitted to the University.</p>
3. Skill development:	<p>The college integrates theoretical knowledge with practical training through comprehensive skill development programs. MOUs with reputable institutions provide students with practical exposure and training opportunities. Regular guest lectures by industry experts, hands-on training sessions, and industrial visits are being organized. Skill Development Courses (SEC) have been incorporated into the NEP syllabus of all undergraduate courses run by the college. The SEC papers offered by the</p>

	<p>different department of the institution includes the following. 1. Department of Botany- Algal culture technology, Botanical garden and landscaping, Mushroom culture Technology, Bio-Fertilizer technology, Floriculture. 2. Department of Commerce – Entrepreneurial skills and practices, Personality dynamics, Computational skills, Accounting in Excel, E-filing, E-Commerce, E-Banking practices, Tally Prime, Web designing. 3. Department of Economics – Human Resource Management, Economics of Entrepreneurship, Data Analysis and Visualization using MS Excel. 4. Department of Hindi- Anuvaadsikshan, Rachantmak Lekhan, Bhasha Sikshan, Rangamnch or Natya Lekhan, Computer Sikshan, Rajbhasha Prashikshan. 5. Department of Malayalam – Thirakkada Rachana Thatwam, Natya Rachana Thatwangel. 6. Department of Computer Science – Python programming, R Programming, Programming for Mobile devises, Visual Programming with C++, Game Programming, 3D Modeling and Animation. 7. Department of Zoology - Aquaculture, Sericulture, Ecotourism, Vermitechnology, Diary Production Technology, Ornamental Fish Culture, Apiculture. Medical Laboratory Technology, Public Health Management. 8. Department of English – Spoken English, Creative Writing in English, Functional Communicative English, 9. Department of Mathematics - Quantitative Aptitude, Logical Reasoning, Latex. 10. Department of Physics – Laboratory practices in physics. 11. Department of Chemistry - Laboratory practices in Chemistry. The NSS and NCC units foster leadership quality and community awareness, while the Placement Cell addresses skill gaps in collaboration with academic departments. Value-based education, emphasizing ethics, constitutional values, and environmental consciousness, is incorporated into the curriculum to promote employability and entrepreneurship.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our Institution actively integrates Indian Knowledge Systems through co-curricular activities such as cultural programs, traditional art workshops, food festivals, and seminars. The college celebrates National Integration Week, including Linguistic Harmony Day and Cultural Unity Day, to promote harmony among diverse Indian traditions and cultures. In order to impart basic understanding and</p>

	knowledge on various components of Indian knowledge system, specific value added courses like Understanding India, Environmental Education and Health Wellness and Yoga have been incorporated in the course curriculum.
5. Focus on Outcome based education (OBE):	The institution implements Outcome-Based Education (OBE) following Pondicherry University's framework, incorporating regular assessments and formative evaluations to monitor student progress. A strong mentor-mentee system and remedial classes support students in achieving their learning outcomes. Various skill enhancement courses have been incorporated in the course curriculum in all the undergraduate programmes offered by the college.
6. Distance education/online education:	To enhance online education, the college has established essential infrastructure, including upgraded computer labs, smart boards in classrooms, internet access, and digitalized departmental library resources. Additionally, technical support is offered to both faculty and students to facilitate the smooth implementation of blended learning approaches as per university guidelines. The overall implementation strategy focuses on areas within the college's purview while maintaining strict alignment with university policies. Regular monitoring and feedback mechanisms ensure the effectiveness of these initiatives. As an affiliated college, MGGAC maintains close coordination with Pondicherry University while working towards the larger goals of NEP 2020, ensuring that our students receive the best possible education within the established framework.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes The Electoral Literacy Club of Mahatma Gandhi Government Arts College, Mahe was constituted in the year 2012.
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?	1. Dr. Rajendran Mathamangalam, Assistant Professor, Department of Economics as faculty coordinator from the year 2012 - 2015 2. Mr. Sandeep K.V. Assistant Professor, Department of Physics as faculty coordinator from the year 2019 - 2022 3 Mr. Shijith. T. Assistant Professor.

	<p>Department of English as faculty coordinator from the year 2022 - 2023 4 Mr. Sandeep K.V. Assistant Professor, Department of Physics as faculty coordinator from the year 2003 – to till date.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The important activities of the Electoral Literacy Club of Mahatma Gandhi Government Arts College, Mahe includes the following: 1. Enrolment of new voters – The Electoral Literacy Club of the college regularly conduct special electoral roll enrolment drives. The last such drive in the college was conducted on 9/11/2023. 70 students were found to be eligible for registration in to the electoral roll. The necessary data for the registration along with the required documentary proof were collected, processed and submitted to the election department, Mahe, for information and necessary action. The enrolment of the new voters is a continuous process and is specifically aimed towards the newly admitted first year students. 2. Setting up of a Democracy Room – As part of the Continuous Electoral and Democracy Education (C.E.D.E.) the seminar hall of the college was designated as a Democracy Room for the display of voter education materials to the students during the General Election to Lok Sabha, 2024. 3. A walkathon was conducted in the year 2014 to spread awareness about the electoral participation. 4. National Voters Day Celebration – 25th January of every year is being celebrated as the National Voters Day. The Electoral Literacy Club conducts Elocution Competition, Quiz Competition, poster making, reel making, and quiz competition for the students to mark the special occasion. The teachers, administrative staffs and the students of the college take voters day pledge which is administered by the principal of the college. On 9/11/2022, an awareness class for the degree first year students was organized on the topic “Sensitisation on Electoral Process”. This programme was inaugurated by Mr. Shivraj Meena, the then Regional Administrator of Mahe. In connection with the National Voters Day – 2023 an elocution competition was organized in the college on the topic “Modernisation of Electoral Process”.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in</p>	<p>Various innovative programmes and initiatives have been undertaken by the Electoral Literacy Club functioning in the institution. These programmes were designed to educate the students about the relevance of adult franchise in nation building and all</p>

<p>electoral processes, etc.</p>	<p>the aspects associated with electoral procedures. The administration of Mahe utilize the services of the students of the college during election time. The students of the department of Computer Science provided technical expertise for the Real Time Poll Monitoring System (RTPMS) during the General Elections and Assembly elections. The National Service Scheme Volunteers of the college offer their services during assembly and general election to help the physically challenged and infirm voters in casting their votes.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Political awareness level in Mahe is considerably high and as a result the electoral roll enrollment percentage is also very high. The administration also plays a proactive role with regular revision of the electoral role. The Electoral Literacy Club of the college in association with Mahe administration regularly conduct special electoral roll enrolment drives every year. This drive is specifically aimed towards the newly admitted first year students who attain the age of 18 years after coming to the college. Every year a sizable number of students get enrolled in the enrolment drive organized by the electoral literacy club of the college. 70 students were found to be eligible for registration in to the electoral roll in the year 2023. The necessary data for the registration along with the mandatory documentary proofs are collected, processed, and submitted to the election department, Mahe, for information and necessary action.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
790	850	913	922	898

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: 67

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
51	53	55	60	64

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
164.42670	86.61266	63.43971	82.52872	19.12010

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 Government Arts College Mahe proudly presents an array of academic offerings, encompassing eleven undergraduate and two postgraduate programmes, all adhering to the Choice Based Credit System (CBCS from 2018 to 2023-24) and National Education Policy (NEP from 2024 onwards) framework. This venerable institution, affiliated to the Pondicherry Central University, dutifully aligns its academic pursuits with the meticulously crafted curricular framework stipulated by the University. Within these limits, Mahatma Gandhi Government Arts College Mahe has ingeniously established a systematic modality for curriculum delivery and documentation. This modality undergoes rigorous supervision, centrally managed by the College Council and complemented by individual departmental supervision. A panoply of initiatives has been thoughtfully orchestrated to support the University's overarching objectives. At the heart of our efforts are student orientation programs designed at the start of each course. These programs help students understand the goals and scope of their academic journey. Our faculty employs innovative teaching techniques, fostering a student-centered environment for comfortable and enriching learning experiences. Complementing the syllabus-prescribed texts, a wealth of supplementary reading materials has been judiciously recommended, nurturing a comprehensive understanding of the subjects. To expedite the teaching of foundational courses such as languages, English, and Ability Enhancement Compulsory Courses like Public Administration and Environmental Studies, a coherent academic timetable has been specifically devised. This overarching structure merges with individual departmental timetables, each customized to optimally serve the academic content of their respective domains. Synchronizing with the commencement of each academic year, interdisciplinary faculty cohorts convene to deliberate upon and scrutinize syllabi emanating from diverse Boards of Studies. This collective discourse ensures a robust mechanism for the prompt and effective dissemination of subject-specific refinements and proficiencies. Regular meetings of departmental councils ensure systematic curriculum development, and each department carefully curates its own library collections, which includes vital texts, references, and journals, thus enhancing the delivery of the curriculum. Augmenting the scholarly atmosphere is a comprehensive main library housing an impressive compendium of 51,576 titles, comprising books, periodicals, and scholarly journals. To nurture research and effective communication, intra-departmental seminars are periodically convened. Additionally, semester-wise National Seminars, meticulously curated to address contemporary issues, feature erudite speakers from across the nation. Harnessing the potential of information and communication technology, ICT tools are seamlessly integrated into our teaching methods. Rigorous assessment is facilitated through result analysis registers and faculty handbooks, ensuring a holistic approach to stakeholder engagement with regular updates on students' progress extended to parents. Mahatma Gandhi Government Arts College Mahe stands resolutely committed to sculpting empowered and enlightened minds, employing a tapestry of academic endeavours that resonate with the ethos of meticulous scholarship and holistic development.

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

1.2 Academic Flexibility

1.2.1

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

Response: 87

File Description	Document
List of students and the attendance sheet for the above mentioned programs	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

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: 6.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
49	40	24	166	0

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:

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum, promoting a well-rounded educational experience for socially responsible graduates.

1. Professional Ethics

The Programme/Course Outcomes are structured to encourage socially responsible and ethical behaviour across all academic disciplines. The B.A. Hindi program emphasizes "Ethics and Professionalism in Translation" as a key area. Professional ethics is a crucial theme in various courses, including B.Com, where students study ethical business practices. In B.Sc. Computer Science, the focus is on online ethics to tackle digital age challenges. Bioethics is explored in B.Sc. Botany, Zoology, and M.Sc. Botany courses, while environmental and ecological ethics are central to the mandatory "Environmental Studies" course for all undergraduates. Additionally, M.Sc. Botany, B.A. English, and Economics cover research ethics, particularly on plagiarism, equipping students with a strong ethical framework that fosters integrity and accountability in their careers.

2. Gender

Addressing caste and gender bias, along with professional ethics, is essential for creating an inclusive and equitable work environment. Gender equality is a key theme woven throughout the curriculum. The B.A. English program focuses on gender studies in culture, arts, and film. B.Com explores the connection between sustainable practices and gender inclusivity, while B.A. Economics and B.A. Malayalam provide deeper insights into gender dynamics in social and economic contexts. Mandatory courses like "Introduction to Public Administration" and "Understanding India" address gender and caste discrimination, informing students about legal protections for women. The curriculum also promotes women's entrepreneurship through the "Entrepreneurship Development" course, inspiring female students to pursue business opportunities and enhance gender diversity.

3. Human Values

Human values are crucial for developing empathetic and ethically aware individuals. In both the B.Com program and B.A. Economics, these values are introduced in Semester I, focusing on core principles like honesty, integrity, and respect. This early introduction helps students build a moral framework for their

personal and professional lives, encouraging them to consider the significance of ethical behaviour in everyday and business contexts. The curriculum also includes "Introduction to Public Administration," a mandatory course for all undergraduates, which addresses human rights, educating students about citizens' rights and duties while emphasizing the importance of dignity and equality. This foundation fosters a commitment to fairness and justice in their future careers, contributing to a more inclusive society.

4. Environment and Sustainability

Environmental awareness is a core aspect of the curriculum, emphasized through mandatory courses like "Environmental Studies" for all undergraduates, which tackle critical issues such as climate change and human impacts on ecosystems. These courses foster responsible environmental practices, shaping environmentally aware professionals. B.Com and B.A. Economics programs also feature topics on sustainable development, linking economic activities with sustainability principles. Furthermore, MSc and BSc programs in Botany and Zoology focus on ecology and biodiversity conservation, promoting sustainable practices. Field visits organized by the Botany and Zoology Departments, along with the Eco Club, provide students with valuable insights into various ecosystems and conservation efforts.

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: 19.11

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

Response: 151

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
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: 87.14

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

2023-24	2022-23	2021-22	2020-21	2019-20
256	286	308	319	295

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
336	336	336	336	336

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: 43.97

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

2023-24	2022-23	2021-22	2020-21	2019-20
117	86	86	85	82

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

2023-24	2022-23	2021-22	2020-21	2019-20
209	209	209	209	201

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: 15.49

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:

Mahatma Gandhi Government Arts College places a strong emphasis on student-centered teaching methods that broaden students' learning experiences. These methods not only enrich the educational journey but also equip students for future challenges. To foster an interactive and collaborative classroom environment, activities like group discussions, topical debates on current issues, and peer-learning sessions are routinely conducted. The college also encourages guided assignments, presentations, oral exams, and seminars to deepen subject comprehension, promote group-based learning, and bolster student confidence. Furthermore, test questions, assignment prompts, and project tasks are carefully reviewed and discussed post-evaluation to refine problem-solving skills and enhance understanding. Active encouragement is provided to postgraduate students at Mahatma Gandhi Government Arts College Mahe to pursue research. Students are encouraged to pursue research projects under the guidance of faculty, who help them develop research aptitude besides conducting literature surveys, becoming familiar with new laboratory and analytical techniques. Students are provided guidance for National Eligibility Test, so that they can get encouraged and move ahead in the field of education and can provide right direction to life.

Students across all disciplines are actively encouraged to engage in research, author scholarly papers, and undertake projects, to publish their work in reputable journals and presenting their findings at both national and international conferences. Departments regularly arrange for distinguished speakers from academic circles, industry, and government to complement the curriculum with their real-world insights, offering students experiential learning opportunities. Students have the chance to network with alumni, tapping into their wealth of knowledge and experience for guidance and inspiration. Various departments regularly host an array of interactive events, including seminars, workshops, panel discussions, hands-on practical sessions, conferences, and webinars. These activities enable students to actively engage and exchange ideas with subject matter experts while also networking with peers from different institutions and fields. The college facilitates internship programs, providing students a chance to apply their academic knowledge in real-world settings. Additionally, educational excursions to industrial plants, research laboratories, and corporate offices are arranged, which not only enhance students' learning experiences but also acquaint them with the actual operational environments and challenges inherent in businesses and scientific research. To foster active learning and engagement outside the traditional classroom setting, a wide array of events, including both intercollegiate and intra-collegiate competitions, are organized, with students being motivated to take part in contests at university or national levels. The college also conducts various student-led initiatives like the National Service Scheme Camp, Blood Donation Drives, Tree Planting Campaigns, the Swachh Bharat Mission, and ACTS Projects to cultivate a sense of teamwork and community service.

In addition, the college offers platforms such as its website's blog section and the college magazine for students to express and refine their creativity through collaborative learning. The college's goal is to support the all-encompassing growth of each student by creating an educational atmosphere that encourages them to discover and reach their full potential.

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: 62.89

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

2023-24	2022-23	2021-22	2020-21	2019-20
90	90	90	90	90

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: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
51	53	55	60	64

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:

Mahatma Gandhi Government Arts College Mahe is an affiliated college of Pondicherry University. There are 11 departments in this college and two postgraduate departments. In all these departments of our college, the system of evaluation prescribed by the university is used, in which 1 question paper is of 100 marks, under which 75% weightage is given to the main examination and 25% weightage is given to the internal assessment. In postgraduate departments, out of 100 marks, 60% weightage is given to main examination and 40% weightage is given to internal assessment, which includes assignments, seminars, project work and internal examination.

To make the internal assessment of the college an efficient, transparent and time bound assessment system, we have ensured some measures, which are as follows:-

1. The internal assessment carries a total of 25 marks, apportioned as follows: 5 marks are allotted for assignments, another 5 marks are reserved for class attendance, and the remaining 15 marks are dedicated to examination performance, adding up to the full 25 marks. Each semester includes 2 assignments and 2 internal exams. Should a student miss or not pass an internal exam for any reason, a re-examination opportunity is provided to allow them to succeed. Subsequently, teachers review and grade the answer scripts, which are then disclosed to students for their review, ensuring transparency. Marks are finalized only once students have had the chance to express satisfaction with the evaluation process, thus maintaining fairness and consistency in the internal assessment.

1. Upon finalizing the internal assessment marks, the respective subject teacher communicates the scores to the students. Any discrepancies or issues should be promptly reported to the Head of the Department. The concerns are then addressed by the faculty to ensure resolution. Students with lower performance have multiple chances to enhance their marks. Departments are instructed to proactively reach out to students who are unresponsive, using alternative methods and faculty support for assessment guidance.

1. After finalizing internal assessments, they are uploaded to the Pondicherry University portal. Students are given sufficient opportunities to address any discrepancies, ensuring equity and consistency in evaluation.

2. The university administers and assesses the final exams each semester. Students seeking to enhance or reassess their final exam grades may file an appeal using a specified form. The university promptly addresses these student grievances. Consequently, the college's internal assessment system is effective, transparent, and adheres strictly to deadlines.

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:

As an affiliated institution of Pondicherry University, Mahatma Gandhi Government Arts College follows the guidelines and norms of the University with respect to the programmes offered and course curriculum/syllabus.

- Pondicherry University has updated its curriculum to a Choice Based Credit System in line with UGC's Learning Outcomes-based Curriculum Framework. Each course specifies targeted learning outcomes, detailed in the syllabus on the website of the Universities.
- The college provides comprehensive programme and course information on its website through prospectuses that explicitly outline the expected outcomes. The syllabus outlines the course content, while also providing information on the results and credit distribution for each paper.
- The learning outcomes of each paper are communicated by individual teachers to the students both at the beginning and conclusion of the semester. The entire teaching approach is focused on reaching the learning goals mentioned in the document.
- Students learn about programme outcomes through workshops, induction events, and interactions

with parents, teachers, and industry professionals.

- Within Pondicherry University's CBCS framework, the undergraduate curriculum encompasses Core, Generic Elective, Competency Enhancement, Skill Enhancement, and Discipline Specific Elective Papers. Each category is defined by distinct learning outcomes, offering insight into the purpose and teaching approach of each topic. Course and learning outcomes vary based on the course content and subject.
- The choices students make based on the specified learning outcomes help in overall understanding of the curriculum, thereby enriching the teaching-learning process.
- The programmes specific outcomes are tailored to course content and subject matter. Teachers prepare lesson plans at each semester's start, aligning teaching methods with Programme Specific Outcomes. Additionally, universal learning outcomes are integrated into the curriculum to provide a cohesive educational experience.
- Students are motivated and instructed to grasp and internalize course outcomes, experiencing them beyond the classroom through active engagement in co-curricular and extracurricular activities. Departments strategically plan and execute all activities to align with programme and curriculum outcomes.
- Teachers submit lesson plans and self-assessments to IQAC for both external and internal audits. IQAC evaluates the integration of programme and curriculum outcomes into teaching practices. Teachers receive recommendations for updates or changes from IQAC to relay to their respective departments, enhancing pedagogical quality.

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:

Annually, a high proportion of our College students graduate with first-class in bachelor and master degrees, with many also securing admissions at Pondicherry University. On the college's annual day, outstanding student achievements are recognized with awards. Course results are routinely reviewed in departmental meetings at the end of each semester to ensure continuous improvement.

Student performance, gauged through examinations, serves as a measure of teaching-learning effectiveness and achievement of learning outcomes. Assessments occur on two fronts: a. continuous internal evaluations by college teachers to track progress and outcomes. b. centralized university examinations where the performance of all the students' is uniformly assessed by the university. The College stands out within Pondicherry University for its results, consistently upholding exceptional academic standards with a 99% pass rate in most courses.

Our program outcomes are substantiated by the outstanding performance of our students in national entrance exams. This success leads many to continue their education at prestigious institutes, both domestically and internationally. Despite the obstacles presented by the COVID-19 pandemic, our students have excelled, with over 40% enrolling in top-tier Indian institutions for further studies. Moreover, numerous students secure paid internships with reputable firms, further enhancing their professional experience.

Through regular meetings and social media engagement, the college actively fosters ongoing relationships with alumni. The success of our diverse alumni, including research scientists, professionals in corporate and legal sectors, academics, and leaders in managerial roles, notably in consulting and defense, reflects the effective achievement of our program outcomes. The notable progress of students in all departments of the college serves as a testament to the successful realization of our curriculum and programme goals.

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: 90.99

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

2023-24	2022-23	2021-22	2020-21	2019-20
252	279	258	226	177

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

2023-24	2022-23	2021-22	2020-21	2019-20
284	305	282	233	206

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.42

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: 46.19

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)

2023-24	2022-23	2021-22	2020-21	2019-20
11	0	0	0	35.19

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:

In the changing scenario of modern world, it is a high time for the higher education institutions to focus on imparting education to the students with the best possible means and techniques. Our college has got involved in student development to an extent that innovations has become a part of the regular affairs rather an initiative. Innovations are always considered as the beginning of a larger sphere of means that solves the problems, new problem identification and solution. Our college has attempted to create an innovative ecosystem to create and transfer knowledge, some of which are summarised below.

- The institute has smart classes aimed at providing ICT - based education to the students.
- Computers and the Internet facilities (LAN and Wi-fi) are available for the staff and students of the college.

- We have an online library information system and an INFLIBNET (N-List) subscription available to both faculty members and students.
- We promote and motivate the undergraduate research culture by conducting various seminars/workshops on research methodology.
- Our college has always encouraged our faculty involvement in research projects that contribute to the collaborative development of knowledge. This has led to various collaborations with many reputed institutes in India, such as ISRO and Inter University Centre For Astronomy and Astrophysics, Pune.
- We have collaboration with various other nearby institutes, such as Maharani Lakshmi Ammanni College for Women, Bangalore, and Rajiv Gandhi Ayurveda Medical College & Hospital, to promote research and innovations.
- Our institution has a Career Counselling Cell dedicated to guiding students towards their future career paths.
- Our college provides its employees with duty leave for the presentation of their research work.
- The employees of this college are always encouraged to complete their M. Phil, Ph.D while in service.
- The IQAC Cell and the college administration are engaged in supporting the preparation of research project proposals. They provide the support for arranging conferences, seminars and workshops and also encourage faculties to publish research articles in various national and international journals.
- The college actively supports faculty members who are engaged in research to mentor postgraduate students' research projects and dissertations.
- Teachers motivate students to present their research work seminars, conferences and field works. Many students got awarded in such inter college events.
- Our college always motivates the faculty members to participate and complete orientation courses, refresher courses, short-term courses and faculty development programmes, which help them acquire and update subjective knowledge for enhancing the learning process in the classroom.
- We visit regional centres of science and important places to encourage innovation.
- Our college is well known for hosting state level and national level seminars, conferences and workshops on a variety of themes every year. These are funded by Parent Teachers Association, Alumni Association and Government of Puducherry.
- Distinguished academicians and researchers have visited our college to share their research skills and enrich knowledge.

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: 52

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	10	13	13	7

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: 0.03

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	1

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: 0.43

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	9	11	6	3

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

3.4 Extension Activities

3.4.1

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

Response:

Extension activities in educational institutes play a pivotal role in higher education by bridging the gap between academia and the real world. With an aim of inducing the sense of participation in nation building through social work among the young students, Mahatma Gandhi Government Arts College, Mahe is conducting many extension activities every year with the help of various units such as NSS, NCC, Women Cell, Eco Club, Red Ribbon Club, Anti-Narcotic Cell, Electoral literacy Club and the Science Forum.

Regular extension activities of MGGAC, Mahe are:

- Blood Donation Camps.
- Cleanliness drive in beaches.
- Observance of Swachh Bharat, Environment Day, International Yoga Day & National Festivals.
- Organisation of awareness rallies for drug abuse, discouraging the use of plastic, gender-matters.
- Organising various cultural activities during the annual festival for personality development of students.
- Organising lectures, seminars related to self – employment, gender sensitisation, self defence, HIV- AIDS Awareness, sexual diseases.
- Field trips to create awareness about various social issues, energy conservation, etc.

The NSS unit, MGGAC, Mahe involves active participation of the Principal, College Advisory committee, the teachers, students, governmental/ non-governmental departments or agencies, local institutes and other beneficiaries. The NSS indulges in a wide range of activities, which includes seven day special camps every year in villages or slums. The volunteers work in these regions for hygiene education, anti-plastic campaigns, and environmental conservation. The NSS Unit, MGGAC Mahe distributed Onam Kit to many families during Onam celebration. With an aim of promoting local cuisine and culture among young generation, NSS Unit, MGGAC organises Food Festivals every ye

The NSS unit, MGGAC, Mahedistributed COVID-19 pandemic awareness pamphlet distributed in Mahe, Region during the covid pandemic. It conducted a Covid Awareness Rally for the public in the Mahe region along with a poster making competition on Covid-19 Awareness. The Health ID Creation Campaign was successfully conducted by the NSS units from January 12th to January 21st, 2021. The NSS unit, MGGAC, Mahe conducted a Road Safety Awareness Classes and a Street Play about Road Safety to create awareness among the young generation about road safety. To keep the sense of grandeur of our history related India's fight for independence exuberant among the younger generation, a Freedom Fighters' Photo Exhibition on 12th January 2021 was organised followed by an Elocution about Freedom Fighters on 18th January 2021. For developing reading and comprehension skills among the students, the NSS unit, MGGAC, Mahe successfully organized a Book Exhibition on 15th January 2021. To create social awareness about the problems of women and gender discrimination, the Women Cell, MGGAC, Mahe organized various awareness programme on "Women and Law", " A way to complete womanhood", "Are women Safe ? - Problems and Perspective", "Strategies of Self Defence", "Social development: Women's perspective" etc. The NCC, MGGAC Mahe having the responsibility of developing character, discipline, spirit of adventure and ideals of selfless service among the young citizens, organized various extension activities, such as training programmes, drill classes, republic day

parade, beach cleaning activity, etc.

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 Government Arts College, Mahe is an institute which is highly recognized for its efforts in community service and outreach through extension activities. To address various social issues, our college has conducted various volunteer work, community development projects, and outreach initiatives, due to which our college has received awards and accolades from various organizations. Special efforts have been taken to install human values and social awareness among students through activities like blood donation camps, Covid-19 awareness rallies, tree planting, cleanliness campaigns, AIDS awareness programs, Voter Awareness, Anti-corruption Oaths, National Integrity Pledge, etc. The NSS, NCC units, Women's Cell, Red Ribbon Club, Anti-Narcotic Cell and various departments organises these activities with the aim to develop students' personalities, social consciousness and social services.

1. *Dr. G. Pradeep Kumar, MGGAC is selected as a member of the State/UT Level Expert Appraisal Committee for assisting the Environment Impact Assessment Committee, Puducherry by the Ministry of Environment, Forest and Climate Change, Government of India (2023).*
2. *Dr. K.M. Gopinathan and and Dr. G. Pradeep Kumar of MGGAC, are selected as two Eminent Expert in the coastal issues Regional Coastal Zone Management Committee in of the Union Territory of Puducherry, by the Chief Secretariat (Environment), Govt of Puducherry (2023).*
3. *Dr. G. Pradeep Kumar, MGGAC, is selected as an eminent expert for each of the Regional Coastal Zone Management Committee in the UT of Puducherry by the Department of Science, Technology and Environment, Govt of Puducherry (2023).*
4. *The NSS unit of MGGAC, Mahe was felicitated by Blood Donors Kerala, A Charitable Society, Thallassery, for its continuous efforts in organising Blood Donation Camps.*
5. *Our Faculty member Dr G Pradeep Kumar was awarded a certificate of appreciation for his exemplary service and hard work as a Nodal Officer for IEC Cell, during the fight against Covid – 19 Pandemic in Mahe region. It was awarded on the Republic Day Celebration, 2021.*
6. *Our Faculty member Mr Abhishek Buxi was awarded a certificate of appreciation for his*

exemplary service and hard work as a Nodal Officer for Migrant Workers, during the fight against Covid – 19 Pandemic in Mahe region. It was awarded on the Republic Day Celebration, 2021.

7. *MGGAC, Mahe was felicitated for its enthusiastic participation and support extended for the Shramdhan Activities on 01.10.2023 by the Mahe Municipality.*

8. *The NSS Unit, MGGAC also got recognition and awarded a token of appreciation by the Nehru Yuva Kendra, Mahe (Ministry of Youth Affairs and Sports) for its continuous efforts in social service.*

9. *MGGAC, Mahe was felicitated with a certificate of appreciation by the Kerala State AIDS Control Society and Kerala State Blood Transfusion Council, for organising Voluntary Blood Donation Camp with the support of the Blood Centre G H Thalassery on 18.07.2022.*

10. *Dr. K.M. Gopinathan, MGGAC is selected as a member of the State/UT Level Expert Appraisal Committee for assisting the Environment Impact Assessment Committee, Puducherry by the Ministry of Environment, Forest and Climate Change, Government of India (2019).*

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: 106

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

2023-24	2022-23	2021-22	2020-21	2019-20
30	7	22	10	37

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: 4

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 Government Arts College, Mahe occupies about 12 Acres of land with College built up area of 6,695 meter square. The College was established in 1967 and inaugurated on 11th December 1970 . The College is affiliated to Pondicherry University and is accredited ‘B’ Grade by NAAC . The College has been participating in NIRF with a remarkable achievement of 99th Rank in 2022.

It is the premier higher educational institution of the Mahe region, U.T of Puducherry. It blossomed as the outcome of the efforts of the administration with the avowed objective of imparting quality education in Arts, Humanities and Science to all catering to the diverse needs of the community of students in and around Mahe. Our institution has 11 UG courses and two PG courses with 33 class rooms equipped with Green board, LED lights and fans. All Science departments are well equipped with adequate laboratory facilities. Both Botany and Zoology department have separate museums with biologically important specimen. We have Smart Boards in all the departments and have 7 LCD projectors along with computers, printers and other accessories. All Departments maintain a library of their own for providing easy reference to the students along with e-library facilities. Our Central library is stacked with a diverse collection of books, eighty journals of national and international repute, digital resources with INFLIBNET facilities. The College campus is Wi-Fi enabled which can be accessed by students and staff members.

We have separate administrative wing with sufficient staff and separate Examination Wing also. A well-equipped Seminar Hall with projector and podium is also available. Drinking water facilities in all blocks is provided. We provide separate napkin vending machine and incinerators for its disposal in all girls’ toilet. We have a functional students Cooperative store and college canteen. The IQAC cell of this instituon helps monitor quality education. We have adequate toilet facilities for students, staff, separate toilet for PWD’s and Ramp with railing are constructed in two main blocks for entry for PWD.

The college has a Physical Education Department with adequate infrastructure for indoor and outdoor games and extra-curricular activities. The College has been excelling in sports for over two decades. The college has its own sports ground attached to the colleges as well as one which is situated in Mahe Town. Every year the College holds Sports meet, Intermural competitions and Sports Day. For proper training and grooming of players the College provides coaching facilities to the players for different games.

Our institution has a Green House for the conservation of indigenous medicinal and native plants and to disseminate information regarding the importance of the plants among the students of Mahe region, farmers and the public as well. Green house is also used for Mushroom cultivation with horticultural practices including grafting, budding and layering. A workshop attached to the department of Physics for imparting training on spray painting, hand crafting is also functional in the College. We have very beautiful premises with lawn, greenery and rich biodiversity.

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: 99.99

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

2023-24	2022-23	2021-22	2020-21	2019-20
164.42	86.61	63.43	82.52	19.12

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:

Mahatma Gandhi Government Arts College, Mahe boasts a well-stacked library, housing over 51,539 volumes of books and a diverse collection of dailies, weeklies, periodicals, and journals. This rich repository of knowledge caters to the diverse academic needs of the college's students and faculty. Recognizing the potential of technology to enhance library services, the college is committed to automating its library tasks through the implementation of an Integrated Library Management System.

The college's decision to subscribe to e-Granthalaya's version 4.0 marks a significant step towards transforming its library into a digital e-library. This initiative aims to provide students and faculty with seamless access to a vast array of digital resources, including e-books, e-journals, and online databases. By embracing digital technologies, the library seeks to create a more efficient, accessible, and user-friendly learning environment.

To expedite the library automation process, a dedicated Library Management Committee has been established within the college. This committee comprises faculty members, librarians, and student representatives who work collaboratively to oversee the implementation of the Integrated Library Management System and ensure its smooth functioning. The committee plays a crucial role in formulating policies, guidelines, and procedures for the effective management of the library's resources and services.

In addition to the central library, individual departments within the college also subscribe to relevant journals, periodicals, and newspapers. This departmental initiative further enriches the academic resources available to students and faculty, enabling them to stay updated with the latest research and developments in their respective fields.

The library's commitment to providing high-quality services extends beyond its physical space. The college actively encourages the use of digital resources and promotes information literacy among its students and faculty. By equipping them with the necessary skills to navigate the digital landscape, the library empowers them to become independent learners and researchers.

As the college continues to evolve, the library remains at the forefront of providing innovative and accessible services. By leveraging technology and fostering a culture of lifelong learning, the library aims to create an environment that inspires intellectual curiosity and academic excellence.

The library's current collection includes:

Textbooks: **51,339**

Reference Books: **200**

Journals: **37**

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:

Our institution is at the forefront of embracing digital transformation, with a strong focus on the integration of Information and Communication Technology (ICT) across all academic and administrative functions. This focus on digital transformation has led to the development of a range of ICT-enabled facilities that enhance both the learning environment and administrative processes, creating a dynamic and innovative space for students and faculty.

At the core of our ICT infrastructure is the Conference Hall, an air-conditioned space equipped with state-of-the-art LCD projectors and audiovisual systems, accommodating up to 100 people. This versatile venue hosts a variety of events such as guest lectures, seminars, and workshops, making use of the latest technology to enhance presentations and discussions. The seamless integration of technology ensures an interactive and engaging experience for all participants. Our institution also places a strong emphasis on creating an interactive learning environment through technology. We have 11 smart classrooms, well-equipped with digital projectors and smart boards enhancing the teaching-learning experience and allowing for the seamless integration of digital content. Additionally, the campus is equipped with high-speed Wi-Fi, accessible to all students, faculty, and staff. The Wi-Fi network is updated annually to ensure optimal performance for academic and research purposes.

Beyond classroom technology, our institution has streamlined several administrative processes with ICT solutions. The admissions process is online and students can easily access application details and submit forms through a dedicated Android app. Examination registrations are handled through the online OASIS platform, making administrative tasks more efficient. To address student concerns, the college provides a grievance portal on the website ensuring that issues are resolved promptly. Academically our institution encourages the use of digital resources. Many departments maintain digital libraries, providing students with easy access to e-books, journals, and study materials. We also provide access to N-LIST INFLIBNET. Furthermore, students are encouraged to contribute to the institution's e-magazine and blog, showcasing their creativity and talents to a broader audience.

B.Sc. Computer Science program offers a comprehensive curriculum that equips students with a strong foundation in various programming languages, including C, C++, Java, Python, JavaScript, HTML, and DHTML. Specialized courses in Android App Development and 3D animation using

Blender ensure that students are well-prepared for careers in technology and software development. The college's ICT infrastructure is supported by a robust hardware and software ecosystem. Computer labs are equipped with high-performance systems, featuring Intel Core i5 processors, 8GB of RAM, and Windows 10/11 Pro. Students also have access to essential software tools such as Microsoft Office and Visual Studio, enhancing their academic experience.

By continually enhancing our ICT-enabled facilities, our institution is creating an environment that fosters innovation, collaboration, and academic excellence. This strategic commitment to digital transformation empowers both students and faculty to engage in meaningful learning experiences and contribute to the digital future.

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: 14.63

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

Response: 54

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: 21.56**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
1.97334	52.41000	35.32000	00	00

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: 11.37

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

2023-24	2022-23	2021-22	2020-21	2019-20
97	82	94	108	116

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
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: 2.88

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	93	4	10	14

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 2.43

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	14	06	01	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
252	279	258	226	177

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

5.2.2

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

Response: 5.59

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.)

2023-24	2022-23	2021-22	2020-21	2019-20
22	20	6	10	7

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: 1

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	0

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: 44.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
61	59	45	15	41

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 engagement has been critical to our institution's development and sustainability. The college has an umbrella association, and every department under this parent association has a sub-association. Currently, we are conducting the alumni registration process online. The college website provides the link for the application form and individuals can also register by downloading a mobile phone application from the website.

The alumni association holds annual gatherings, cultural activities, and competitions. Such events accomplish two goals. First, students get the opportunity to showcase their abilities on stage. Second, such gatherings allow current learners to build networks with former college students, which will benefit them throughout their careers.

Many of our former students have established themselves in India and elsewhere, notably in the Gulf countries. Through these associations they help current students find jobs both in India and abroad once they graduate. They typically provide information about job availability and offer additional assistance, if needed, to help the graduated students settle in. In addition to helping students secure employment, many members of the association actively encourage pupils to start their own businesses after completing their education. Some former students also work as collaborators on their entrepreneurial venture.

Apart from networking and career guidance, the association has been generously providing significant financial support to our college. In recent times, for instance, the alumni associations have made contributions by means of providing printers, projectors, and other consumables to various departments. They have also agreed to donate 40 computers for our college. The association has supported our green energy and eco-friendly initiatives such as the installation of solar lighting, and has been instrumental in supporting key academic, cultural and sporting activities at the institution.

Several of the association members, owing to their skill, expertise, and experience, have been our resource persons in seminars and conferences. We also use the organisation to notify our previous students about short-term and regular teaching opportunities in Puducherry's government institutions. In fact, some of the institution's present faculty members, both contractual and regular, were formerly students of this institute.

Our alumni association has helped us throughout the COVID-19 pandemic. Many of the former students who are part of this association have provided financial assistance to the students from weaker socioeconomic backgrounds. Apart from all the above-mentioned support, the alumni association members have been proposing various reform measures for the college to implement.

Even though our institution is located far away from bigger cities in India, the alumni association of the college spans across different sectors such as administration, judiciary, corporate and academics and also across the globe. The members of the association carry our institute's legacy forward, serving as ambassadors of the value of the education they received. The institution has plans to provide support for the association as well to develop this bonding further. With the ever-widening scope and autonomy that newer reforms are bringing, the institute has plans to offer lifelong learning opportunities, such as continuing education courses and professional development workshops for our alumni.

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:

The governance at Mahatma Gandhi Government Arts College Mahe, center around its vision and mission which is designed on the basis of the institution's responsibilities and commitments towards its stakeholders. The main emphasis of the governance is on nurturing and grooming the young students of Mahe with inclusive education coupled with civil and democratic value system which will embolden them to contribute constructively in the ever evolving and highly competitive environment. The institution has implemented the curriculum based on the National Education Policy 2020 from the academic year 2023 – 2024 onwards which is inclusive, holistic, and adaptable to future needs. Participative institutional governance and a decentralized policy implementation framework are the two prominent mechanisms adopted to achieve the various facets of the vision and mission of the institution. Important decisions associated with the governance of the institution are taken with the involvement and active participation of the faculty members. The college council is the supreme decision-making body and it consists of the principal and all the heads of the departments. College council meetings are regularly convened by the Principal to discuss and take appropriate decisions on important matters as and when they emerge. The Principal in consultation with the college council members constitute different committees. These committees consist of a convener and members from teaching and non-teaching staffs. Some of the important committees functioning in the college to assist institutional governance includes the following:

1. Admission Committee.
2. College Advisory Committee
3. Internal Quality Assurance Cell (I.Q.A.C.)
4. Chief Superintendent and Assistant Chief Superintendent of Examination.
5. Nodal Officer for University matters.
6. Discipline Committee.
7. Anti-Ragging Committee.
8. Calendar Committee.
9. Scholarship, Placement and Career Guidance Cell
10. Students Grievances Cell
11. Internal Complaints Committee for Sexual Harassment of Women at Workplace (Prevention, Prohibition, Redressal) Act. 2013.
12. Women Cell
13. Anti-Narcotics Cell
14. Committee for ICT Cell
15. NIRF/AISHE Committee.
16. Committee for Rastriya Uchhatar Siksha Abhiyan (RUSA).

17. Annual Stock Verification Committees.
18. Committees constituted for the conduct of Sports Day.
19. Committees constituted for the conduct of Arts Day and College Day.

The decisions taken in the council meeting are implemented at the department level. Departments of the college have complete freedom in designing its timetable, conduct of internal assessment tests, scheduling of practical examinations, award of internal assessment and practical marks, carrying out research activities, and organizing of seminar and workshops.

All staff meetings are convened for certain specific and important issues where comprehensive feedback from all the staff (teaching and non-teaching) is collected to reach at a final conclusion. The Parent Teacher Association and the Alumni Association are two important external stakeholders with whom the institution always maintain a transparent communication on important matters of governance. In order to ensure a sound academic and social environment in the campus, students' involvement is ensured in decision making relating to the conduct of annual sports day, fine arts day, and other student centric events.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The administrative structure of the college consists of the Education Secretary, Director of Higher and Technical Education (both representing the Government of Puducherry), the Principal, Faculty Members, Non-Teaching Staff, and the students. All the administrative policy matters are decided by the Government of Puducherry which is communicated to the college through the Director, Directorate of Higher and Technical Education. The Principal of the college executes the policies framed by the Government.

The important academic policies like syllabus formulation and revision, constitution of board of studies, conduct of semester examinations for theory and practical, valuation procedures, declaration of results, inter college sports fixtures are exclusively decided by Pondicherry Central University which is the affiliating University of the college. The Heads of various departments of the college are members of the Board of Studies and they take part in the Board of Studies meetings as and when they are convened. Faculty members also take part in the valuation camps of the University on a regular basis. The students

of the college take part in the inter collegiate sports tournaments organized by the Pondicherry University. Many students of the college who have excelled in the inter college sports meet have represented Pondicherry University in various Inter University Sports meet.

The appointment and service rules of the teaching and non-teaching staff of the college is strictly as per the Government norms. The teaching posts of the collegiate education of Government of Puducherry is categorized under Group – A Gazetted and these posts once created are reported to Union Public Service Commission for subsequent notification and recruitment on an all-India basis. The regular faculty members working at present in the college belong to 1991, 1997, 2003, 2009, 2013 and 2018 batches of Union Public Service Commission recruitment. The service and salary rules framed by the University Grants Commission is adopted and implemented by the Government of Puducherry for formulating the leave rules, salary increments, promotions, social security schemes, and superannuation policy of the faculty members. The non-teaching staffs are recruited by the Directorate of Personal and Training, Government of Puducherry as per the Puducherry Administration's recruitment norms. Their salary rules, leave rules, promotions and transfers are based on the statutory service rules of the Puducherry Administration. The merit-based recruitment norms for both teaching and non – teaching staff ensures that the college has a highly qualified and proficient work force.

The institutional strategic perspectives and development plans of the college are in sync with the changing dynamics of modern education in India. The key thrust areas of the strategic perspectives and development plans includes the following:

- 1.Designing an effective teaching learning methodology based on the National Education Policy (NEP).
- 2.Effective governance through participation and decentralization.
- 3.Developing a robust Internal Quality Assurance Mechanism.
- 4.Augmenting Physical Infrastructure with specific emphasis on the Information Technology Infrastructure.
- 5.Emphasis on Quality Research.
- 6.Student Development and Employability.
- 7.Staff Development and Welfare
- 8.Expansion of Extension activities and Community Services.
- 9.Enhance Stakeholders participation in decision making.

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: B. 3 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:

Mahatma Gandhi Government Arts College, Mahe has a very robust performance appraisal mechanism to evaluate its employees. The annual confidential report of all the employees is prepared every year as part of the assessment procedure. The main parameters which are assessed in the confidential report includes nature and quality of work, quality of output, attitude, knowledge and special contributions, interpersonal relationship with superiors, peers, subordinates, and students. In addition to the above, the planning and supervisory abilities and special contributions to the departments are also assessed for appraising the Heads of the respective Departments.

The career advancement of the faculty members is based on the Academic Performance Indicators (API) for Performance Based Appraisal System formulated by the University Grants Commission. The Academic Performance Indicators for Performance based appraisal system of the teaching faculty is submitted to the coordinator of the Internal Quality Assurance Cell of the College for preliminary scrutiny. The final career advancement assessment is done by the Screening/ Selection Committee members which includes the subject experts nominated by the Pondicherry University, Principal of the college and the Head of the Department. The consolidated score sheet and the minutes of the screening/selection committee is prepared as per the stipulated guidelines of the University Grants Commission and is forwarded to the Directorate of Higher and Technical Education for information and

necessary action.

The I.Q.A.C. of the college regularly collects feedback from the important stakeholders of the college relating to academic performance and ambience of the institution. The feedback collected is analyzed comprehensively and the feedback report is shared with the employees. The principal of the college prepares a detailed action taken report based on the feedback.

The career advancement and promotion of the non-teaching staff is based on a time bound promotion procedure of the Government of Puducherry, which is scheduled by the Departmental Promotion Committee constituted on a regular basis.

The teaching and non – teaching staffs of the institution enjoy all the welfare and social security schemes offered by the Government of Puducherry. The prominent welfare and social security schemes which are utilized by the employees includes the following:

1. Contribution to General Provident Fund and facility of temporary withdrawal from the provident fund.
2. Employer's and Employee's contribution to the New Pension Scheme.
3. Gratuity at the time of superannuation.
4. Leave encashment at the time of superannuation.
5. Leave Travel Concession (LTC)
6. Maternity Leave (As per the Maternity Benefit Act).
7. Paternity Leave
8. Child care leave
9. Medical reimbursement as per the rules framed by Government of Puducherry.
10. Casual Leave, Commuted Leave on medical grounds and Earned leave as per the rules framed by the Government of Puducherry.
11. Subscription to Employees Insurance Scheme
12. Bonus to Non-Teaching Employees
13. Study permission on Part time basis for higher studies to the teaching staff.
14. Permission to teaching staff to attend orientation and refresher programmes
15. Duty leave and Special casual leave for the teaching staff to attend national seminar and conference.

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	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: 70.59

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

2023-24	2022-23	2021-22	2020-21	2019-20
32	22	43	59	48

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	6

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:

Mahatma Gandhi Government Arts College is a government institution and a major share of the funding comes from the government agencies. The major sources of the Government Fund include the following:

1. Budgetary Allocation of the State Government.
2. Funds under the Rastriya Uchchattar Shiksha Abhiyan (RUSA),
3. Fund for National Service Scheme Activities.
4. Funds for Research Projects from ICSSR, D.S.T., and UGC.
5. Fees Collected from the students.
6. Government sponsored scholarships.

In addition to the above the college generates funds from the following Non-Government Sources:

1. Parent Teacher Association Subscriptions from the students at the time of admission.
2. Interest accrued on Scholarships instituted by Residents of Mahe which includes:
 1. Prof. Raveendran Memorial Endowment Fund.
 2. Nalini Ambadi Memorial Scholarship Fund.
 3. Meera Mohan Memorial Scholarship Fund.
 4. Jeevan Memorial Fund.

The allocated budget is used optimally for:

- 1.Payment of Salaries
- 2.Rewards
- 3.Medical Treatment
- 4.Allowances
- 5.Leave Travel Concession
- 6.Domestic Travel Expenses
- 7.Office Expenses
- 8.Digital Equipment
- 9.Materials and Supplies
- 10.Minor Civil and Electrical Works
- 11.Professional Services
- 12.Repairs and Maintenance.

The college follows a very strong audit mechanism. The audit procedures of the college can be classified into the following two broad categories:

1. **External Audit** – The external audit of the fund utilization and other financial transactions are being done by the state government auditors on a regular basis. As a sizeable proportion of the financial allocation for the Union Territory of Puducherry comes from the Central Government of India, regular audit is also performed by the auditors of the Office of The Principal Accountant General (G & SSA), Tamil Nadu and Puducherry.

1. **Audit by the Deputy Director of Accounts and Treasuries, Mahe** – The entries posted in the budget check register of the college is audited by the Deputy Director of the Accounts and Treasuries, Mahe on a regular basis.

1. **Internal Verification** – The Principal in consultation with the college council members constitute various stock verification committees to perform internal audit. Each committee has a convener and members. These committee members carry out physical verification activities and submit a report to the Principal on an annual basis. The important stock verification committees constituted in the college for internal audit are as follows:

1. Consumable and Non-Consumable Stores in the Chemistry Department.
2. Consumable and Non-Consumable Stores Department of Zoology.
3. Consumable and Non-Consumable Stores Department of Plant Science.
4. Consumable and Non-Consumable Stores Department of Physics.
5. Consumable and Non-Consumable Stores Department of Computer Science
6. Stores, Department of Physical Education
7. Stores of the National Service Scheme (NSS)
8. Office Stores including furniture and other equipments.
9. College Library and all the Departmental Libraries.
10. Stock Register Verification of all the departments.

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 Internal Quality Assurance Cell of Mahatma Gandhi Government Arts College, Mahe plays a pivotal role in implementing the quality assurance strategies and processes in the college. The main emphasis of these strategies is aimed at establishing sound initiatives and practices for the rendering of quality education and extracurricular activities to the students through a meaningful teaching learning process. These initiatives also emphasize on constant results analysis of the students of the college, augmenting research fervor among the teaching members, and engagement with different stakeholders on a regular basis. The quality initiatives of the Internal Quality Assurance Cell have facilitated the college in getting a high NIRF ranking on a continuous basis. The Internal Quality Assurance Cell plays a crucial role in organizing seminars, conferences, and workshops in the college. The IQAC of the college gives paramount prominence to bolster the teaching learning and evaluation mechanism in the college. It monitors the student's performance in the university examinations on a regular basis. It teams up with the departments to design programmes to identify academically weak students and chalks out remedial initiatives for them. This initiative has helped in bringing an overall improvement in the academic performance of the students. The mentor mentee initiative in the college is another key area of IQAC's constant endeavor to make the teaching learning procedure in the college more effective and meaningful. This initiative has succeeded in bridging the gap between the students and teachers and has resulted in greater emotional and academic connect between the teachers and students. The IQAC regularly monitor the status of the basic infrastructural amenities of the college and briefs the Principal about the status of the infrastructural facilities on a regular basis. The smart classrooms in all the departments of the college were established on the basis of the recommendations of the IQAC. The IQAC of the college gives high prominence to the external stakeholders which includes the parents and the alumni. It actively participates in the parent teacher association meetings and the alumni meetings held in the college on a regular basis. In order to ascertain the opinion of the different stakeholders about the functioning of the college, the IQAC collects feedback from students, teachers, parents and the alumni on academic performance and ambience of the institution. The feedback received from these stakeholders are analyzed and specific plans are designed to implement the important elements in the feedback on a priority basis.

Thus, the Internal Quality Assurance Cell of the college has progressed into an all – encompassing coordinating agency which ensures quality in all the institution's endeavours. Quality enhancement and enrichment is a continuous process and IQAC of the college is determined to achieve the goals and objectives of the college through quality initiatives and programmes.

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: B. Any 3 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
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	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 Government Arts College, Mahe, has prioritized gender equity and sensitization through various initiatives over the last five years. The institution has incorporated gender sensitization into both curricular and co-curricular activities, focusing clearly on fostering an inclusive, respectful environment for all.

Gender Sensitization in Curricular and Co-Curricular Activities

To address gender awareness in the academic sphere, the college has embedded gender-related discussions into the curriculum, enhancing students' understanding of issues like gender discrimination and equality. This is supplemented by co-curricular events such as invited talks by respected professionals, including doctors, lawyers, and social workers. These sessions provide critical insights into gender rights, laws on sexual harassment, and safe practices in educational and workplace settings. By exposing students to expert perspectives on gender issues, the college fosters a learning environment where gender equality is actively discussed and supported.

Further practical training, including self-defense classes for women, has been implemented to boost confidence and provide essential safety skills. Health and wellness programs, such as yoga sessions tailored to women's health, are also regularly conducted, reflecting a holistic approach to well-being that considers both physical and mental health.

Facilities for Women on Campus

The college has taken measures to ensure that female students and staff have access to secure, supportive facilities. Dedicated women's restrooms and common rooms are maintained to offer a safe, private space in the event of sickness. Sanitary dispensers and first-aid facilities are readily available to address basic health needs.

The Internal Complaints Committee (ICC) plays a crucial role in maintaining safety and security of women in the campus particularly for women. The ICC addresses grievances, organizes workshops on the prevention of sexual harassment, and upholds a zero-tolerance policy towards harassment,

contributing to a safe and respectful campus environment.

To prepare female students for future roles, the college conducts skill-building workshops on financial literacy, digital skills, and leadership. These sessions are geared towards empowering women to take on leadership positions, challenging traditional gender roles, and enhancing employability.

In summary, Mahatma Gandhi Government Arts College has demonstrated its commitment to gender equity by embedding gender sensitization into educational and social programs, creating facilities that support women, and fostering a campus environment that prioritizes respect and inclusivity. Through these comprehensive measures, the institution contributes significantly to the broader goals of gender equity and empowerment.

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 Government Arts College, Mahe, exemplifies excellence in inclusive education through its diverse and dynamic learning environment. The institution's faculty, recruited through the rigorous UPSC selection process, brings together educators from various parts of India, enriching the academic experience with their diverse perspectives and teaching methodologies. This multicultural faculty composition creates a unique learning atmosphere where students are exposed to different regional academic traditions and cross-cultural discourse. In alignment with the New Education Policy, the college offers foundational courses such as Understanding India and Environmental Studies, which help students develop a comprehensive understanding of national heritage, contemporary challenges, and global perspectives. These courses, combined with core disciplinary subjects, enable students to appreciate India's cultural diversity, environmental responsibilities, and their role in the global

community. The college's commitment to inclusivity extends beyond the classroom through significant initiatives, such as the Election Literacy Club, which actively promotes democratic values and civic responsibility among students. Through organized voter awareness programs and electoral participation drives, students develop a deep understanding of democratic processes and their role as responsible citizens. The institution further strengthens its inclusive framework through the regular celebration of Linguistic Harmony Day, acknowledging and promoting the rich tapestry of India's linguistic diversity, while fostering an environment of cultural exchange and understanding.

The college's dedication to creating an accessible and supportive learning environment is evident in its comprehensive infrastructure and support services. Purpose-built facilities for differently abled students ensure barrier-free campus movement, while accessible washrooms and navigation assistance systems show the institution's commitment to physical accessibility. The academic support structure includes professional counseling services that address both educational and personal development needs, ensuring students receive holistic guidance throughout their academic journey. Implementing Vigilance Awareness Week programs promotes ethical practices and transparency in institutional operations, instilling strong moral values in the student community. The college's inclusive curriculum design, which integrates both universal and India-centric perspectives through NEP-mandated courses, contributes to developing well-rounded individuals with a strong sense of national identity and global awareness. In response to the COVID-19 pandemic, the Chemistry department formulated and disseminated hand sanitizers to the Regional Administrator of Mahé for distribution to those unable to afford them. This comprehensive approach to inclusion has resulted in enhanced student participation, improved academic performance, and increased campus integration. Through these multifaceted initiatives and a curriculum that balances local, national, and global perspectives, Mahatma Gandhi Government Arts College not only provides quality education but also creates an environment where diversity is celebrated, democratic values are upheld, and every student has the opportunity to reach their full potential.

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:

Green Campus initiative undertaken by the Eco Club of the college has worked out well in ensuring the campus single use plastic free and they have also initiated several programmes in sustaining environmental consciousness among the students. On the occasion of World Environmental Day several saplings were planted on June 5th to make the campus greener.

Parent Teacher Association (PTA) of the college plays a vital role in ensuring parental participation in the affairs of the college. Association shows genuine interest in furthering the development of the college and also finding solutions related to the issues of the students. Areas where the administration cannot interfere because of certain protocol, PTA makes meaningful interventions.

The magnanimous support provided by PTA to the college is manifested in their financial support for seminars, arts festival and other creative endeavours of the students. Every year PTA also provides scholarship to the meritorious and deserving students of all departments. Indeed this has been a very good practice and parents can very well keep themselves aware of the progress of their wards.

The college has introduced a mentor-mentee scheme to provide personalized guidance and support to students. Under this scheme, each teacher mentor serves as the primary point of contact for their assigned mentees, offering assistance and advice throughout their academic journey. Every teacher is responsible for a designated batch of students, ensuring consistent mentorship and fostering a supportive environment. This initiative aligns with the recommendations set forth by the University Grants Commission (UGC) to enhance student development and well-being.

In connection with the silver jubilee celebration of the college in 1995 several endowments and scholarships were instituted for the benefit of the deserving and meritorious young talents of all the departments. In memory of Prof. Ravindran, the first Principal of the college, silver jubilee committee initiated an endowment prizes to the meritorious students of 1st, 2nd and 3rd year UG and first and second year PG. In addition to that, a philanthropist of Mahe instituted Nalini Ambadi memorial prize, which was usually given to the best girl student of the college. Meera Mohan prize was another incentive given to the young budding talents of the college. Proficiency prizes were distributed every year to the students of each batch who scored the highest marks in the examinations. Encouragements and support was given not only to the students who are proficient in studies but also to the students who excelled extracurricular activities. Jeevan memorial prize was given to the best sportsperson of the college.

Another distinctive feature of the college is the arts festival which was organized by the students and teachers together. This cultural bonanza was marked by its festive and jovial nature. The rich tapestry of the artistic and cultural tradition of this part of the country is well depicted in more than fifty items of competitions which have always been held in tune with a healthy competitive spirit. Literary competitions in several languages like Malayalam, English, Hindi, Arabic and French are held every year representing the multilingual character of the region. Apart from this much time is devoted to conduct of performance items spanning several hours of the day. Students of the college used to participate in these events with much devotion and enthusiasm. The gaiety and revelry shown by them during this period has a lasting influence on them throughout the year. It opens up vicissitudes displayed by liberal arts in widening the mental horizons of the student's community. From the very inception of the college National Service Scheme (NSS) has been very active in the college. Students get enrolled in this with a larger willingness to serve the community around them. It provides greater opportunities to the students in moulding their character and personality through social work. Man, being a social animal, has to cultivate a sense of commitment and devotion to the fellow beings and thereby foster a spirit of inclusiveness also. An array of programmes like regular social work and seven days special camping programmes have been conducted by the NSS every year to inculcate the spirit of social service among the students. What has been peculiarly significant is the spirit of togetherness shown by the students in all the activities undertaken by them. Every year selected NSS volunteers used to attend national integration camps in different parts of the country.

Alumni association of the college has been very active in taking care of the welfare of the college. With a history of around fifty years of existence, the students who have passed and employed in different parts of the world have been very particular in keeping constant touch with the college. Attempts are constantly made to make innovation in the mode of teaching and learning by introducing several innovative methods. A student friendly approach is maintained to keep the good spirits of the students alive. The college has outreached to the community with its action and field research in collaboration with other institutes.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	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:

Mahatma Gandhi Government Arts College, Mahe, with its thrust areas of inclusivity, equity, and excellence, cultivates a legacy of empowering diverse minds and nurturing dreams of a just and equitable society with the power of education. An important distinctive feature of the college is that it has been ranked between 100-150 in the National Institutional Ranking Framework, in the assessment year 2017-18, ranked 92 in the assessment year 2018-19, ranked between 100-150 in the assessment year 2019-20 and ranked 99 in the assessment year 2020-21. The college being far away from the headquarters and with around 800 students is proud of getting commendable rankings consistently.

A Legacy of Learning at the Crossroads of Culture

Nestled between the swaying palms and gentle sea breezes of the Malabar Coast, our college in Mahe stands as more than just an educational institution—it is a living embodiment of India's rich diversity and democratic values. As the morning sun casts its golden rays across the campus, students from various cultural backgrounds converge on its hallowed grounds, their voices mixing in a symphony of Malayalam, Tamil, Hindi, Bengali and English, creating a vibrant tapestry of multicultural harmony. The college's curriculum incorporates a variety of languages including English, French, Arabic, Hindi, and Malayalam. This breadth of language offerings caters to the diverse needs of students entering the Indian and international job markets, particularly those seeking opportunities in Gulf countries and France.

Where Geography Meets Opportunity

The college's strategic location in Mahe, a pocket of Puducherry embraced by Kerala's borders,

transforms what might be seen as a geographical quirk into a powerful educational advantage. Like a bridge connecting different worlds, this institution serves as a crucial link between the educational aspirations of two distinct regions. The reciprocal reservation policy between Puducherry and Kerala is carefully crafted to serve both communities, operates like a well-tuned instrument ensuring that the melody of opportunity reaches every deserving student, regardless of their origin. This unique positioning has created an educational ecosystem where diversity is not just celebrated—it is woven into the very fabric of daily life.

A Faculty That Mirrors India's Diversity

Walking through the corridors of the college one encounters professors whose journeys to Mahe mirror the vast expanse of India itself. Selected through the UPSC, these educators bring with them not just academic expertise, but also the rich flavours of their home regions—be it the intellectual traditions of Bengal, the technological prowess of the South, or the cultural heritage of the North. This diversity in the faculty does not just enrich the academic discourse; it transforms each classroom into a microcosm of India's unity in diversity.

Affordability: The Great Equalizer

In an era where the cost of higher education often creates insurmountable barriers, our College stands as a powerful counterexample. The college's scholarship programmes, coupled with its subsidized fee structure, create a level playing field where merit, not money, determines a student's educational journey. This approach has transformed countless lives, turning the children of fishermen, farmers, and daily wage workers into professionals, academics, and leaders. A large percentage of the student body hails from underprivileged socioeconomic backgrounds, encompassing minority groups, including Muslims and individuals categorized as Other Backward Classes (OBC). Female students constitute more than half of the student body.

Beyond Books: Nurturing Complete Individuals

Our college extends far beyond the conventional boundaries of academic learning. The campus buzzes with activity as students engage in a rich tapestry of extra-curricular pursuits. The Environmental Club, "Eco Club" leads local conservation efforts, turning theory into practice through regular coastal cleanup drives and urban forestry initiatives and mushroom cultivation.

The college's sports facilities, though modest, have produced athletes who have represented the region at national levels. The annual cultural festival has become a celebrated event in Mahe, drawing participants from across the region and showcasing the college's commitment to preserving and promoting local cultural traditions.

Innovation in Education

Despite its traditional roots, the college embraces modern educational approaches with enthusiasm. Smart classrooms equipped with digital learning tools complement conventional teaching methods. The library, while housing an impressive collection of physical books, also provides students with access to digital resources and online journals, bridging the digital divide that often challenges students from rural backgrounds.

A Catalyst for Social Transformation

The impact of our college extends far beyond its campus boundaries. Its alumni serve as ambassadors of its values, making significant contributions across various sectors of society. From civil servants to entrepreneurs, from teachers to social activists, the college's graduates carry forward its legacy of social responsibility and inclusive growth. Through its community outreach programs, the college has become a hub for social innovation and community engagement. Students regularly participate in literacy drives, health awareness campaigns, and skill development programs for local communities, putting into practice the Gandhian principles of service and social justice that the college enshrines.

Looking Ahead: Embracing Future Challenges

As it moves forward, our college continues to evolve while staying true to its core values. Plans are underway to introduce new courses aligned with emerging industry needs while maintaining the institution's focus on accessibility and quality. The college is also strengthening its research capabilities, encouraging faculty and students to contribute to academic discourse on pressing social issues.

A Model for Inclusive Education

In an increasingly divided world, our college stands as a testament to the power of inclusive education. It demonstrates that excellence need not come at the cost of equity, and that quality education can be made accessible to all. The institution's success in creating a harmonious blend of diverse cultures, maintaining high academic standards while ensuring affordability, and fostering holistic development offers valuable lessons for educational institutions worldwide.

As the sun sets over Mahe, casting long shadows across the college campus, it illuminates not just a building but a beacon of hope—a living proof that education, when made truly inclusive and equitable, has the power to transform lives and build a more just and harmonious society.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

It is gladdening to note that our institution has been participating in NIRF ranking from its very inception and has constantly figured in the high ranking positions. For two years (2019 and 2022) we got 92nd and 99th positions. In the following years we have been included in the rank band of 101-150. In the inspection carried out by peer team of the Academic and Administrative Audit of Govt. Higher and Technical Institutions constituted by the Govt. of Puducherry our college has been ranked one among the arts and Science College of the Union Territory of Puducherry. Another Unique feature of our institution is the functioning of two units of NSS (100 volunteers each) in a very effective manner doing yeoman service to the community in and around Mahe.

Concluding Remarks :

Our institution, passing through a milestone i.e. the golden jubilee of the college, has been striving to keep the ideal standard in consonance with the changing environments in higher education. Catering to the needs of the students hailing from the hinterlands and from socially backward classes it has been figuring in National ranking frameworks consecutively. This temple of learning has been a beacon to the wandering minds of the students in and around Mahe. With the avowed aims of preserving values like humanism, tolerance, reason and progress, we have been trying our level best to explore adventures of ideas and the search for truth. We realize that a vast responsibility rests on our shoulders to mould the younger generations to excel in the rapidly changing academic arena offering them a plethora of skills and thereby not only making them better citizens but a force to reckon with in the highly competitive and mechanized global village.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 191 Answer after DVV Verification: 151</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>133</td> <td>133</td> <td>133</td> <td>133</td> <td>125</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>117</td> <td>86</td> <td>86</td> <td>85</td> <td>82</td> </tr> </tbody> </table> <p>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:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>133</td> <td>133</td> <td>133</td> <td>133</td> <td>125</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>209</td> <td>209</td> <td>209</td> <td>209</td> <td>201</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	133	133	133	133	125	2023-24	2022-23	2021-22	2020-21	2019-20	117	86	86	85	82	2023-24	2022-23	2021-22	2020-21	2019-20	133	133	133	133	125	2023-24	2022-23	2021-22	2020-21	2019-20	209	209	209	209	201
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2.6.3	<p>Pass percentage of Students during last five years (excluding backlog students)</p> <p>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>209</td> <td>252</td> <td>279</td> <td>258</td> <td>226</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	209	252	279	258	226																														
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209	252	279	258	226																																					

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
252	279	258	226	177

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
281	284	305	282	233

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
284	305	282	233	206

Remark : Input edited as per clarification 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*

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
11	16	13	13	8

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
9	10	13	13	7

Remark : A series of Online quiz competition on History of English Literature and English Language and Linguistics, Workshop on Mushroom Cultivation, Poster Presentation on Grammar Revisited, Eng-Lit Quiz 2022, One week National workshop on Skill Enhancement and Entrepreneurship, etc excluding these programs input edited.

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:

2023-24	2022-23	2021-22	2020-21	2019-20

26	19	12	20	14
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Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	1

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
4	11	16	9	4

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	9	11	6	3

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 : 6

Answer After DVV Verification :4

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 : 66

Answer after DVV Verification: 54

Remark : Input edited as per stock register data.

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:

2023-24	2022-23	2021-22	2020-21	2019-20

164.42	86.61	63.43	82.52	19.12
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Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1.97334	52.41000	35.32000	00	00

Remark : HEI has provided only one document as an audited statement, input suggested as per the repair and maintenance head.

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***

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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: A. All of the above

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:

2023-24	2022-23	2021-22	2020-21	2019-20
106	84	58	112	98

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
8	14	06	01	0

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

Answer before DVV Verification:

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2023-24	2022-23	2021-22	2020-21	2019-20
281	284	305	282	233

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
252	279	258	226	177

Remark : 5.2.1.1 input is edited as per provided proof by HEI in clarification document. 5.2.1.2 input is edited as per 2.6.3.1

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:

2023-24	2022-23	2021-22	2020-21	2019-20
38	34	9	12	8

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
22	20	6	10	7

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:

2023-24	2022-23	2021-22	2020-21	2019-20
4	3	1	1	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	0

6.2.2 Institution implements e-governance in its operations

	<p>1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Finance and Accounts screen shot is not provided by HEI, SO input edited accordingly.</p>
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: B. Any 3 of the above Remark : HEI has not provided link to minute of IQAC meetings, on HEI website, & NAAC / ISO certificate / NBA certificate or quality certificate from any recognized state/national / international agencies.</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 teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 64 Answer after DVV Verification : 67</p>