SELF STUDY REPORT

FOR

4ᵗʰ CYCLE OF ACCREDITATION

MAHATMA GANDHI UNIVERSITY

PRIYADARSINI HILLS P O KOTTAYAM KERALA PIN - 686560
686560
www.mgu.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1.1 INTRODUCTION

Mahatma Gandhi University, one of the major Universities in Kerala, is a premier educational institution that strives to fulfill the higher educational needs of the people from Central Kerala. Set on the sprawling 110-acre Priyadarsini Hills Campus at Athirampuzha, Kottayam, the University also has two satellite campuses in Kottayam . The University was established on 2nd October 1983 and has jurisdiction over the districts of Kottayam, Ernakulam, Idukki and parts of Pathanamthitta and Alappuzha. The Institution offers a large number of programmes at the Undergraduate, Postgraduate, M Phil and Doctoral levels through its 23 University Departments, 2 International and Inter University Centre, 7 Inter University Centres, 10 Inter School Centres, 77 Govt./Aided Affiliated Colleges, 10 Autonomous Colleges (of which 8 are Colleges with a Potential for Excellence), 200 Unaided Affiliated Colleges and 199 Recognized Research Centres. It imparts education in the interdisciplinary as well as conventional disciplines of Science, Social Science and Humanities, besides in the professional disciplines like Engineering, Technology, Legal Studies, Pedagogy, Pharmacy and Nursing.

The University is well known for a wide variety of specializations at the Undergraduate, postgraduate and Professional programmes through its affiliated colleges, keeping pace with industry and market requirements. There are 52 specialisations for Bachelor of Arts (B.A), 43 for Bachelor of Science (B.Sc), 14 for Bachelor of Commerce (B.Com), 8 for Bachelor of Technology (B.Tech), 27 for Master of Arts (M.A), 44 for Master of Science (M.Sc), 10 for Master of Commerce (M.Com) and 6 for Master of Technology (M.Tech) programmes.

The University Aspires to scale the steps of excellence through

- KIIFB-funded Laboratory Complex

- MGU Innovation Foundation

The University's position as a high citadel among other similar institutions is entrenched by

- Chancellor's Award for Best University in 2016, 2018 and 2020

- Times Higher Education World University Rankings 2022 - found its place in 601-800 band(world), 15th position in India

- Times Higher Education Asia University Rankings 2022 – Ranked 139th (9th in India).

- NIRF Rankings 2022- 30th Position in India (First position in Kerala)

- h index

- ARIIA- Band A

Over the years, successful implementation of the various programmes has ensured equity and accessibility to higher education in the University. Introduction of new technologies over the last few years has improved the teaching, learning and evaluation processes which have been reflected in the Results and student progression.Over the last three decades, Mahatma Gandhi University has made remarkable achievements in the fields of inter-disciplinary teaching and research in the areas of pure and applied sciences, social sciences and humanities. The programmes conducted under the Credit and Semester System (CSS) in the statutory Schools/Departments/Centres in an interdisciplinary mode, are marked by their innovative curricula and their learner-oriented approaches.

Vision

Our Vision

Mahatma Gandhi University envisions to excel in the field of higher education and cater to the scholastic and developmental needs of the individual, through continuous creation of critical knowledge base for the society's sustained and inclusive growth.

Mission

Our Mission

- To conduct and support undergraduate, postgraduate and research-level programmes of quality in different disciplines
- To foster teaching, research and extension activities for the creation of new knowledge for the development of society
- To help in the creation and development of manpower that would provide intellectual leadership to the community
- To provide skilled manpower to the professional, industrial and service sectors in the country so as to meet global demands
- To help promote the cultural heritage of the nation and preserve the environmental sustainability and quality of life
- To cater to the holistic development of the region through academic leadership

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Imparting quality learning

Having imbibed the values of Mahatma Gandhi, inclusiveness is one of the core values of the University, embedded in all the academic programmes we offer. The University is driven by its vision and mission to ensure society's sustained and inclusive growth from regional and national perspectives. In this direction, the university has undertaken several initiatives such as comparatively low tuition fees, divyangjan friendly campus, gender equality and social awareness programmes. Students have the opportunity to deepen their learning experience through research/industry-oriented projects, internships, community engagement,

intercultural engagement and creative works.

Rich infrastructure facilities

The university has state-of-the -art facilities with a focus on sustainable development which include central facilities, convergence academia complex and MGU innovation foundation building (details in Criterion 4). The University has power station, generators and solar roof-top panels in consistent with the goal of having sustainable infrastructure (details in Criterion 7).

Healthy Environment Management system

The University has established a healthy energy management, water management, waste management and biodiversity management systems and maintains a sustainable green campus.

Focussing on emerging areas

Mahatma Gandhi University has started schools in emerging areas such as Artificial Intelligence and Machine Learning; Nanoscience and Nanotechnology; Energy materials; Data science & analytics; Food Science and Technology and Plant Science Technology, besides a well-established common instrumentation centre fostering research. These schools foster a stimulating learning and research environment with interdisciplinary collaboration and knowledge exchange across various disciplines.

National and International partnerships

Mahatma Gandhi University has entered into partnerships and MoUs with a number of industries and international universities in several disciplines (data given in 3.7.1) resulted in substantial increase in the number of international students in the last five years. The MGU hopes to provide an international learning experience to the learners.

Entrepreneurial Ecosystem

The University has established the Business Innovation and Incubation Centre (BIIC) in 2016 and Mahatma Gandhi University Innovation Foundation (MGUIF) in 2019 that nurture a vibrant business innovation ecosystem and an effective university-industry linkage. The BIIC aims to promote innovation and entrepreneurship by extending administrative, academic and incubation support to students. MGUIF houses incubation in various core areas of emerging technology and compatible businesses such as machine learning, artificial intelligence, cyber security and Internet of Things (IoT).

National and International Rankings

In the Times Higher Education World University Rankings 2023, Mahatma Gandhi university has been placed in 401 to 500 band among universities across the world and in 77th position in Young University Rankings 2023. (https://www.timeshighereducation.com/world-university-rankings/mahatma-gandhi-university). The university has a remarkable achievement in the 11th Asia University ranking of Times Higher Education, by securing 95th position in Asia and 4th in the country. Mahatma Gandhi University was in 31st and 30th position among universities in National Institution Ranking Framework (NIRF) respectively for the years 2023 and 2022.

Institutional Weakness

Financial Resources

Being a state-funded public institution, the university relies largely on grants from the Government. The financial constraints often slow down the developmental activities.

Limited planned Public exposure

The public perception of the university is affected due to comparatively low visibility of the university outside Kerala and low spending on advertising and marketing. The university is now taking efforts to improve its status among the public.

Resources for the updation of facilities

Existing facilities sometimes pose quality issues due to insufficient capital investment and maintenance.

Limited Industry, community and university partnerships

More number of consultancy and partnerships with industry and other institutions are required for future growth and expansion of the university. Extension activities with the community in general have to be enhanced in alignment with the mission of the university.

International students

The university has to take more efforts to increase the number of international students in the campus on par with the existing trends.

Delay in implementation of projects

Being a state funded public institution, the University is administrated by its Acts, Statutes and Ordinances. At times, this administrative set-up causes delay in implementation of decisions and projects.

Low sanctioned faculty strength

The Government has not sanctioned the required number of faculty for most of the schools of the University. This is a constraint for the diversifi

Institutional Opportunity

Expansion by way of offshore campus

The University Grants Commission (UGC) has allowed Mahatma Gandhi University for opening offshore campus in Qatar catering to an Indian population of more than 750,000.

Distance education in online mode

The Distance Education Bureau of UGC has recognised Mahatma Gandhi University for offering online education for 13 programmes.

Geographic location and affiliated institutions

The University has a large number of affiliated and constituent institutions with erudite faculty and student community. The university is located in the central part of Kerala which is blessed with eastern highland area, followed by midland and wetland areas with high potential for agriculture, tourism and developments.

Partnership with Premier Institutions of Excellence

The University has entered into partnerships and MoUs with a number of premier research institutions (national/international) and industrial moguls in a variety of scientific disciplines.

Research funding from Government and Private Agencies

The University has undertaken numerous Government/Private party funded research projects. It is an opportunity to prove the mettle of the Institution in harnessing resources and producing quality research output.

Changing dynamics of higher education and the National Education Policy (NEP) – 2020

The University has undertaken positive steps towards National Education Policy (NEP) – 2020. NEP envisages the internationalisation of India's higher education system. The focus of NEP is on providing a flexible curriculum through an interdisciplinary approach, having a four-year undergraduate programme, catalysing research, and encouraging internationalisation. Starting of four-year graduate programme is an opportunity for the university to increase student strength, providing opportunities for expansion and increasing student enrolments.

Technology and Higher Education

University can leverage technology to enhance and support student learning and skill acquisition. Synchronous and hybrid learning, augmented reality/virtual reality (AR/VR), machine learning–powered teaching assistants can be considered as effective and engaging learning technologies.

Institutional Challenge

Growing trend of students moving abroad for higher education

More Indian students are going abroad to pursue higher education. There is 68 percent increase in Indian students going abroad for higher education in 2022 compared to 2021 (source: Minister of State in the Ministry of Education). Studying abroad is conceived as a stepping stone for migration to another country, to work and settle overseas after completing their international degree.

Demand for online education

People are increasingly accessing online tools to learn and acquire new skills and numerous digital-education start-ups that disrupt the existing online education system with their offerings. These new online programmes are blurring the differences between degree and non-degree learning, wherein the thrust is on acquiring skills with industry relevance and are cost-effective.

Foreign universities to set up campuses in India

Foreign universities in India, with global standards of curricula, pedagogy, and research, will pose a new challenge to the Indian universities in future.

Private universities and deemed-to-be universities

The university is facing challenges from the private universities and deemed-to-be universities with well-maintained infrastructure and learning resources with more flexible curriculum.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Mahatma Gandhi University conducts **curriculum revisions** regularly with the broad objective of meeting the local, regional, national and global needs and having linkages with Sustainable Development Goals and in line with National Education Policies.

The University **revised the curriculum of all 52 programmes three times** during the assessment period to meet the evolving demands of various stakeholders. The 52 programmes, including **19 new programmes** having **1085 new courses** out of the 1607 courses offered by the university, reflect provisions for **academic flexibility**, allowing students to opt for an array of **open courses, elective courses and SWAYAM courses**. In line with the provisions of the **Academic Bank of Credit**, credit transfer and transmission of student credentials to the **National Academic Depository** are provided by the university.

The curriculum thus developed follows **Outcome-Based Education (OBE) Framework.** The linkage among Graduate Attributes, Programme Outcomes and Course Outcomes with the **Sustainable Development Goals** is ensured.

The vision and mission of the university are reflected in the programme outcomes, programme-specific outcomes and course outcomes. **Interdisciplinary and multi-disciplinary programmes with a trans-disciplinary approach** are the highlights of the curriculum developed by the university.

The focus is on developing skilled manpower to meet the demands of the professional, industrial and service sectors in tune with the global demands. The University has taken measures to introduce courses having a focus on **entrepreneurship, employability and skill development** through **Business Innovation and Incubation Centre (BIIC)** and **MGU Innovation Foundation (MGUIF)** with incubation and co-working facilities.

The university ensures that all the programmes offered have components of **field projects/ research projects/ internships** and address the cross-cutting issues of **professional ethics, gender, human values, environment and sustainability**. Moreover, 1351 students benefited through the **77 value-added courses** offered by the university and the **MOOC** on "Instructional Design" and "ICT Skills in Education".

IQAC has taken steps to collect **feedback from various stakeholders** and the same was considered by the Board of Studies, and necessary actions were initiated. Due **representation of students** in decision-making bodies such as Syndicate, Senate, and Board for Adjudication of Students Grievances (BASG) and IQAC is ensured.

Teaching-learning and Evaluation

High Enrolment percentage (91%) is achieved for **52 PG programmes** with **1608 courses** offered through Schools and Inter-University Centers of the University. In addition to PG programmes,17 Ph. D. programmes, Post Doctoral Fellowships, PG Diploma programmes, add-on, and Certificate programmes are offered in order to meet higher educational needs. The admission is through Centralized Admission Processing System (CAP) with a national-level common admission test, which strictly adheres the mandatory reservation policies resulting in high enrolment ratio of girls, SC/ST students, and International, national, regional, and rural student intake along with transgenders thus ensuring a cosmopolitan outlook. The admission to professional programmes is governed by the directions of regulatory bodies like AICTE, NCTE, RCI, and BCI.

Faculty members of our university are highly qualified (93 % having Ph.D.) and experienced (**85% teachers are having an average of 15 years of experience**).

The curricular, co-curricular, and extracurricular activities are designed to cater to the diverse requirements of the students through **OBE based curriculum**. To augment the learner's performance special lectures by eminent personalities are delivered in offline and online mode. Students are encouraged to register for courses under **SWAYAM platform** and **credit is given to the courses as per the UGC and University regulations.** All the courses are offered in the **Institutional LMS "Vidyamrutam".** The MGU Library and individual school libraries provide offline and online learning resources.

In the **mentoring process**, each school/center assigns students/mentees to faculty members/ mentors.   Each school/center keeps individual files with six records for each mentee.

Students are familiarized with the evaluation norms during the beginning of the academic programme itself. The examination system is fully functional with an automated question bank system for the conduct of entrance examinations, an **automated examination system** for schools, and a similar system for the **short-term certificate/diploma courses.**

The robust nature of the teaching, learning, and evaluation process resulted in an overall **pass percentage of 95%** among final-year students during the assessment period. The OBE-based outcome attainment is evaluated through an **institutionalized evaluation frame work in line with UGC and KSHEC guidelines.**

Research, Innovations and Extension

The University has a policy on promotion of research with guidelines for quality research and the facilities are enhanced to support all stakeholders. MGU has set up a two-tier system to streamline quality research, consisting of the Research Council and Department Doctoral Committees . There is a Research Advisory Council (RAC) and Research and Development Cell (RDC) through which the RAC formulate plans, monitors the progress for promoting research. The University encourages the research activities of faculty by proving seed money and they bagged **175 Governmental & Non-governmental funded research projects and**

collaborative research ventures worth of Rs 4568 lakhs. The University regularly receives funding from different agencies like DST, UGC, DBT, FIST, RUSA, SAP, PURSE, KSCSTE, Govt. of Kerala etc. Using the above funds, the University has developed in-house sophisticated research facilities in the campus over the last five years (https://www.mgu.ac.in/central-facilities/). A total of 97 research laboratories with additional facilities like animal houses, cell culture laboratories and biosafety laboratories. The outcomes of research reflected in the rankings like NIRF (31), ARIIA (3 in Nontechnical), Times Higer Education Rankings, Chancellors Award (3 times) etc. Total of 433 PhDs were awarded and published more than 2000 research publications. The h index of MGU is 55 and three faculty members are in the Stanford University's world 2% highly cited Scientist ranking and 38 are in the AD Scientific index. The Convergence Academia Complex is a facility for multidisciplinary and interdisciplinary research. A total of 40 patents were award to MGU. Through consultancy and corporate training MGU has gained 5 crore rupees during the assessment period. Total of 111 extension and outreach activities were organized for the well being of society with the active participation of students, faculty members and staff. MGU played a pivotal role in humanitarian aid and provided facility for victims of 2018 mega floods in Kerala as well as provided the hostels as Covid Care Centres. A total of 90 active collaborations are there with several international and national institutes for exchange. Mahatma Gandhi University envision to emerge as a centre of excellence focusing on sustainability and community wellbeing by offering quality education and facilitating research.

Infrastructure and Learning Resources

Mahatma Gandhi University(MGU) possesses all physical and academic infrastructural amenities to meet the demands of students.

Physical Infrastructure

The University is blessed with a 110 acre main campus and two satellite campuses. MGU has 133 well-equipped classrooms, 36 spacious seminar halls, and 97 research laboratories.

Academic Infrastructure

At present, the University has 21 Schools, one International and Inter-University Center, four Inter-School Centers and 19 other centers with state-of-the-art facilities for teaching and research.

IT Infrastructure

The university maintains distinct backup procedures in upkeeping its IT activities. The university is having one Tier data center. The IT infrastructure is more than internet sharing with Cloud Space, e-Payment services, Data, Voice, Digital Signature, Audio- video devices, CCTV's, Recording studios, Online Examination centers etc. The strategy places a strong emphasis on open-source, green computing, risk management, information and network security, and IT service management.

MGU has been a front-runner in the use of ICT-enabled teaching tools in its teaching-learning process much before the onslaught of Covid -19. A variety of tools like Google Class Room, EdX, Zoom, Google Meet, Cisco Webex, Quizzes, Telegraph etc. were used for taking classes, examinations and for conducting International, National and State level webinars during the pandemic. MGU has implemented institutionalized Learning Management System, titled "Vidyamrutam", a customized implementation of Moodle (open source) integrated with a web conferencing facility.

Library

The Library and Information System of MGU includes the Central Library, and School libraries. Open-source Library Management Software Koha 22.5 has been installed for the automation of the entire library system. The core library operations like acquisition, circulation, online catalogue, serials management etc. are completely automated.

Other Facilities

In addition to the above, MGU has an assembly hall, educational theatre/senate hall, robot receptionist for student support, GPS tracking in examination vehicles, hostels for students, crèche, a guest house, residential flats/quarters for teaching and non-teaching staff, health centre, museums, bank, ATM, canteens, shops, water conservation facilities, 11KV sub-station, generators, solar panels, parking area, organic farm, Miyawaki forest, herbal garden, sensor-controlled mushroom farm, BIIC, MGUIF (Mahatma Gandhi University Innovation Foundation), sports ground, courts, facilities for yoga and fitness centres.

Student Support and Progression

Over the past five years, Mahatma Gandhi University has demonstrated a holistic approach to student support and progression. Through financial aid, grievance redressal mechanisms, alumni engagement, and vibrant student activities, the institution has created an environment where students can excel academically and personally. This commitment to student welfare and growth underscores the university's dedication to providing a nurturing educational experience.

Academic Support:

The university offers an array of academic support services, including scholarships, freeships, and career counseling. Over the last five years, it has provided financial aid to thousands of students, ensuring that economic constraints do not hinder their pursuit of education. Moreover, the institution has been proactive in offering career counseling through both traditional methods and e-counseling, aiding students in making informed choices and preparing for competitive examinations.

Student Grievance Redressal:

To ensure a conducive learning environment, Mahatma Gandhi University has established a robust mechanism for addressing student grievances, including those related to sexual harassment and ragging. Statutory committees and regulatory bodies have been in place to address these issues promptly and effectively. The institution also maintains transparency by regularly reporting on grievance redressal activities.

Student Progression:

The university places a strong emphasis on student progression, with a significant percentage of students benefiting from scholarships and freeships. In addition, the institution's commitment to promoting higher education is evident, with a noteworthy number of outgoing students progressing to advanced studies each year. This progression is facilitated through a range of academic and career support programs.

Alumni Engagement:

The involvement of alumni in the university's activities is a testament to their commitment to its development. They actively contribute to academic recognition, curriculum enhancement, mentorship, and career guidance. Their financial support aids in funding research projects and other initiatives, while their success stories inspire current students.

Student Bodies and Activities:

Mahatma Gandhi University actively encourages student engagement through various clubs, forums, and student bodies. These entities provide platforms for students to participate in sports, cultural activities, technical fests, and academic fests. The presence of an active Student Council further ensures student representation in academic and administrative bodies.

Governance, Leadership and Management

The leadership of the University has taken adequate steps to implement NEP for e.g. all the departments has moved to OBE syllabus and the university has started joint master's programme. The University has strengthened grievance redressal system as per UGC guidelines. The leadership was successful in linking academia and industry and subsequent technology transfer through the
foundational of Business innovation and incubation centre. The university has framed and put into practice several policy (30 nos) for e.g. Gender policy, environment policy IT policy etc. For the efficient functioning, University has incorporated e-governance system into all the Administrative (FFMS) Academic (student admission and support) and Finance (Unispark) sections. The university
also gave importance for the emotional, social and financial well being of all the employees through effective staff welfare measures (promotion) and schemes (accidental insurance, staff quarters etc). University has provided financial support for attending conference and workshop to – nos faculty. 80 faculty has participated in faculty/management development programme as well as skill
development programme as quality enhancement initiative. The university generated revenue (overhead) through applying research grant from several government funding agency such as DST, SERB, DRDO as well as Industry (Appolo tyres). Moreover, university generated revenue through
consultancy and extension service carried out by Schools and faculty of the University. The University received almost INR 7550.91 lakhs as grand for infrastructural development from Kerala government as well as Kerala Infrastructure Investment Fund Board (KIIFB). The funds and revenue
received and generated by the University is subjected to internal as well as external financial audit on a regular basis. As quality initiatives, the IQAC has organized several quality initiative programme such as FDP, skill development programme, orientation programme etc on regular basic. The IQAC implemented Nirmalam programme for handling the waste generated in the University. As post accredited quality initiative the University has taken several step such as starting of six new schools, conducting accadmeic, administrative, energy, environment audits, implementing e-governace and IT policy etc.

Institutional Values and Best Practices

Our University is dedicated to delivering higher education in a unique and impactful manner, with a strong emphasis on societal betterment. The campus is meticulously designed to foster inclusivity and gender balance, ensuring equal opportunities for all. In the face of global environmental concerns, we are committed to

harnessing clean and renewable energy sources. Waste management practices are geared towards reducing, reusing, and recycling, and the innovative "Nirmalam" project transforms biodegradable waste into valuable manure through an aerobic composite process.

The University actively addresses water scarcity and conservation with initiatives like "Ravindrasarovaram," rainwater harvesting, and open wells. A lush Miyawaki forest, dedicated buffer zones underscore the commitment to reducing carbon emissions and enhancing the green environment, earning accolades like the 'Vanamitra Award' and ISO certification. An Ambient Air Quality Monitoring Vehicle constantly assesses real-time air pollution levels and supports various public and private projects.

Certified with a 'Green Protocol Certificate,' the university's activities extend beyond the campus, including projects like eco-restoration in various locations. Cultural, regional, linguistic, and socioeconomic diversities are embraced through the community library, Indigenous awareness programs, Api culture training, farmer festivals, and flood relief efforts. The institution's chairs and cultural festivals further enrich outreach engagements.

To ensure the constitutional rights and obligations of the university community, workshops, symposiums, legal clinics, literacy clubs, and observance of National Constitution Day are integral parts of campus life. Upholding professional ethics through a code of ethics policy fosters fairness and respect among all community members.

The focus on innovation is evident through teaching-learning, and research practices that translate into cutting-edge industry applications. Dedicated incubation centers like BIIC and MGUIF nurture start-ups and commercialize products and services emerging from these initiatives. At the core of the university's ethos lies an unwavering commitment to social welfare and community inclusion. Schools and centers, such as the IUCBR, DLLE and IUCDS are actively involved in addressing community issues through extension activities, providing value-based education that meets societal needs.

Finally, our campus is in adherence to UN SDG's underscores a dedication to shaping an education system that addresses global sustainability challenges and positively impacts the global society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	MAHATMA GANDHI UNIVERSITY
Address	Priyadarsini Hills P O Kottayam Kerala PIN - 686560
City	KOTTAYAM
State	Kerala
Pin	686560
Website	www.mgu.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Sabu Thomas	0481-2731001	9447238029	0481-2731002	vc@mgu.ac.in
IQAC / CIQA coordinator	Robinet Jacob	0481-2732650	9447914132	0481-2732000	robinetjacob@mgu.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	02-10-1983
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	02-10-1983	View Document
12B of UGC	02-10-1983	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Priyadarsini Hills P O Kottayam Kerala PIN - 686560	Rural	103.28	117655.7	UG/PG/Ph.D		
Institutes	*School Of Social Sciences Pullarikunnu Malloosery P O Kottayam 686041*	*Urban*	*4.62*	*5292.05*	*PG/Ph.D*	*01-01-1970*	*01-01-1970*
Institutes	*School Of Indian Legal Thought*	*Rural*	*2.38*	*5795*	*UG/PG/Ph.D*	*01-01-1970*	*01-01-1970*

	Sooryakalady Hills S H Mount P O Kottayam Pin - 686006						
Institutes	*Inter University Centre For Bio Medical Research And Super Speciality Hospital Thalappady Rubber Board P O Kottayam 686009*	*Rural*	*14*	*4697*	*Ph.D*	*01-01-1970*	*01-01-1970*

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Law	1	6	7
Engineering/Technology/Architecture/Design	0	8	8
Fine Arts/Performance Arts/Visual Arts/Applied Arts	1	0	1
Arts/Humanities/Social Sciences	58	147	205
Education/Teachers Training	7	43	50
Hotel Management/Hospitality/Tourism/Travel	0	1	1
Business Administration/Commerce/Management/Finance	0	5	5

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	277
Colleges Under 2(f)	9
Colleges Under 2(f) and 12B	74
NAAC Accredited Colleges	64
Colleges with Potential for Excellence(UGC)	8
Autonomous Colleges	10
Colleges with Postgraduate Departments	103
Colleges with Research Departments	48
University Recognized Research Institutes/Centers	240

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
AICTE	106529_9788_1_1688032923.pdf
NCTE	106529_9788_4_1684844626.pdf
BCI	106529_9788_8_1684844598.pdf
RCI	106529_9788_19_1684844577.PDF

Details Of Teaching & Non-Teaching Staff Of University

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	14				26				88			
Recruited	5	4	0	9	14	4	0	18	41	28	0	69
Yet to Recruit	5				8				19			
On Contract	0	0	0	0	0	0	0	0	4	2	0	6

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned				1562
Recruited	563	705	0	1268
Yet to Recruit				294
On Contract	2	0	0	2

	Technical Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned				174
Recruited	42	29	0	71
Yet to Recruit				103
On Contract	24	89	0	113

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	28	16	0	8	2	0	22	14	0	90
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	1	0	0	1	3	0	5
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	8	12	0	20
M.Phil.	0	0	0	0	0	0	4	8	0	12
PG	0	0	0	0	0	0	15	16	0	31
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	1	0	0	1
Adjunct Professor	0	0	0	0
Visiting Professor	6	4	0	10

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Department of Printing and Publishing	Vivekananda Chair	NIL
2	School of Behavioural Sciences	Sree Narayana Guru Chair	Nil
3	School of Indian Legal Thought	Dr. B R Ambedkar Chair	Nil
4	School of Gandhian Thought and Development Studies	Dr. Poulose Mar Gregorious Chair	Nil
5	School of Letters	G Sankara Pillai Chair	Nil
6	School of International Relations and Politics	K P S Menon Chair	Nil
7	School of Letters	Pala Narayanan Nair Chair	Nil
8	School of Letters	Kannasa Kavikal Chair	Nil
9	School of Social Sciences	K R Narayanan Chair	Nil
10	School of Letters	I C Chacko Chair	Nil
11	School of International Relations and Politics	Nelson Mandela Chair	Nil
12	School of Pedagogical Sciences	Kuriakose Elias Chavara Chair	Nil
13	School of International Relations and Politics	Rajiv Gandhi Chair for Public Policy Studies	Nil
14	School of Social Sciences	Ayyankali Chair	Nil
15	School of Letters	Vaikom Muhammed Basheer Chair	Nil
16	School of Letters	R Narendra Prasad Chair	Nil
17	School Of Chemical Sciences	Jawaharlal Nehru Chair	Nil
18	School of Gandhian Thought and Development Studies	Gandhi Chair	Nil

19	School of Pedagogical Sciences	Moulana Abdul Kalam Azad Chair for studies on National Integration	Nil
20	School of Social Sciences	Prof. Mathew Kurian Chair	Nil
21	K N Raj Study Centre	Malcom S Adiseshial Chair	Nil
22	Institute for Multidisciplinary Programmes in Social Sciences	Mar Chrysostam Chair	Nil
23	School of Nano Science and Nano Technology	Dr. Richard Philips Fenyman Chair	Nil
24	School of Chemical Sciences	Linus Pauling Chair	Nil
25	School of Biosciences	G N Ramachandran Chair	Nil
26	C H Muhammed Koya Chair	MGU Campus Ettukettu	NIL
27	Kongini chair	MGU Campus	NIL
28	Lakshminath Bezbaroa Chair	MGU Campus	NIL
29	Aurobindo Chair	MGU campus	NIL
30	Rev Benjamin Bailey Chair	MGU Campus	NIL
31	John B Goodenough M Stanley Wittingham Akira yoshinm	School of Energy Materials	NIL

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	4	24	0	0	28
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	193	0	0	12	205
	Female	417	0	0	6	423
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	41	0	0	5	46
	Female	53	0	0	0	53
	Others	0	0	0	0	0
Diploma	Male	38	0	0	0	38
	Female	32	0	0	0	32
	Others	0	0	0	0	0
Certificate / Awareness	Male	187	0	0	0	187
	Female	143	0	0	0	143
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	2

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	55	0	0	0	55
Female	79	0	0	0	79
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B+	75.5	UCycle110096.pdf
Cycle 2	Accreditation	B	2.9	UCycle210096.pdf
Cycle 3	Accreditation	A	3.24	NAAC third cycle report 2017.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Institute For Integrated Programmes And Research In Basic Sciences	View Document
Institute For Multidisciplinary Programmes In Social Sciences	View Document
International And Inter University Centre For Nano Science And Nano Technology	View Document
Inter University Centre For Biomedical Research	View Document
K N Raj Centre For Planning And Centre State Financial Relations	View Document
National Institute Of Plant Science Technology	View Document
School Of Artificial Intelligence And Robotics	View Document
School Of Behavioural Sciences	View Document
School Of Biosciences	View Document
School Of Chemical Sciences	View Document

School Of Computer Sciences	[View Document](#)
School Of Data Analytics	[View Document](#)
School Of Energy Materials	[View Document](#)
School Of Environmental Sciences	[View Document](#)
School Of Food Science And Technology	[View Document](#)
School Of Gandhian Thought And Development Studies	[View Document](#)
School Of Indian Legal Thought	[View Document](#)
School Of International Relations And Politics	[View Document](#)
School Of Letters	[View Document](#)
School Of Management And Business Studies	[View Document](#)
School Of Mathematics And Statistics	[View Document](#)
School Of Nano Science And Nano Technology	[View Document](#)
School Of Pedagogical Sciences	[View Document](#)
School Of Physical Education And Sports Sciences	[View Document](#)
School Of Pure And Applied Physics	[View Document](#)
School Of Social Sciences	[View Document](#)
School Of Tourism Studies	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	a) Bringing multi-disciplinarity/inter-disciplinarity to education is one of the key objectives of the National Education Policy (NEP) 2020. Here are some measures that Mahatma Gandhi University took to achieve this goal. The National Education Policy (NEP) 2020 is a comprehensive framework for transforming the education system in India. Multidisciplinary and interdisciplinary approaches to education are becoming increasingly important, and the National Education Policy (NEP) 2020 recognises this. Mahatma Gandhi University (MGU) has taken measures to achieve this goal, including redesigning its curriculum, creating flexible learning pathways, and forming multidisciplinary Schools to make it a truly inclusive, holistic institution. Mahatma Gandhi

University's vision and mission, in line with the NEP 2020, strive to provide holistic and multidisciplinary education, promote research and innovation, ensure social inclusion, foster collaboration, and emphasise ethical values and character development. By aligning with the goals of the NEP 2020, Mahatma Gandhi University aims to contribute to the transformation of the education system and produce graduates who are equipped to address the challenges of the 21st century. b) To redesign its curriculum, MGU has incorporated a broader range of subjects and integrated them in meaningful ways to match the demands of its stakeholders. This approach helps students understand the interconnectedness of various subjects and develop a more holistic understanding of the world. The university has also started new schools, developed programmes, and introduced courses combining STEM with the arts, humanities, and social sciences. This includes Mathematics, Statistics, Data Science, AI and Food Science and Technology programmes. c) To ensure flexible learning pathways, MGU has made provisions for elective courses, open courses, and MOOC courses on SWAYAM platforms. The credit transfer facility and requirements under ABC that the university agrees upon can help students build a multidisciplinary skill set and explore their interests. d) Initiated steps to start five-year integrated Sciences and Social Sciences programmes with multiple entry and exit options. e) In addition, MGU promotes cross-disciplinary research through its research centres. The university has created numerous avenues for bringing in experts from academia and industry for interactions. This approach helps tackle complex problems and develop innovative solutions that draw on the expertise of multiple disciplines. MGU is involved in incorporating multidisciplinary and interdisciplinary learning pathways by helping students to develop a more holistic understanding of the world and to build a multidisciplinary skill set. Additionally, promoting crossdisciplinary translational research to tackle society's complex problems by developing innovative solutions was taken up. f) The University has developed a multidisciplinary and cross-disciplinary business innovation ecosystem with incubators for startups and innovators titled MGU Innovation Foundation with cutting-edge facilities with the financial support

	of Rashtriya Uthachar Shiksha Abhiyan (RUSA). In conclusion, the university has brought multidisciplinary/interdisciplinary approaches to education essential for preparing students for the challenges of the 21st century. By redesigning the curriculum, creating flexible learning pathways, encouraging collaboration and teamwork, promoting crossdisciplinary research, and training faculty members, the university has created a learning environment that fosters interdisciplinary thinking that prepares students to tackle complex problems in the real world.
2. Academic bank of credits (ABC):	a) The Academic Bank of Credits (ABC) is a key component of the National Education Policy (NEP) 2020. It is a digital repository allowing students to accumulate academic credits for courses completed at various institutions and use them to obtain a degree or diploma. Mahatma Gandhi University has registered with the Academic Bank of Credits. b) b) Mahatma Gandhi University has registered with the Academic Bank of Credits on 24/09/2020. c) c) The ABC aims to promote flexibility and mobility in the education system by allowing students to choose courses from various institutions and create their learning pathways. MGU, under its University Centre for International Co-operation, has collaborated with Shastri Ino-Canadian Institute for Indo-Canadian Educational Cooperation with discussions on student exchange and Joint degree programmes. d) d) Here are some ways in which the ABC is aligned with the goals of the NEP 2020 by the faculty members of the university: • Promoting Interdisciplinary Learning • Encouraging Lifelong Learning • Facilitating Credit Transfer • Promoting Innovation and Creativity Improving Employability • MGU has launched innovative courses and programmes aligned with the changing needs of the economy and society. Business Incubation and Innovation Centre (BIIC) of the University and startups, with the assistance of K DISC. e) In view of ABC's aim of improving employability by allowing students to accumulate credits for courses relevant to their career goals, Directorate for Applied Short-Term Programmes (DASP) was formed. This was based on the concept of pooling of academic and infrastructural resources. More than 50 Value Added Courses and school extension activities are also university initiatives in

	this regard. Academic Bank of Credits is a significant innovation in the education system aligned with the National Education Policy 2020 goals. By promoting interdisciplinary learning, encouraging lifelong learning, facilitating credit transfer, promoting innovation and creativity, and improving employability, ABC can transform the education system and provide students with a more flexible, mobile, and relevant education.
3. Skill development:	In light of the NEP 2020, institutional preparedness for skill development involves various aspects such as curriculum design, infrastructure development, teacher training, and industry collaborations. Here are some key points regarding institutional preparedness for skill development: a) MGU has started three skill-based diploma programmes with the approval of NSQF- they are Diploma in Bakery and Confectionary, Diploma in Data and Business Analytics and Diplom in Food Processing. b) School of Tourism Studies offers courses in Hospitality Management, Travel Management, Foreign Exchange Management, foreign language studies etc. Department of Lifelong Learning offers a wide range of vocational short-term programmes. School of Behavioural Sciences offers short-term training programmes to empower the differently abled vocationally through product development and enhancement f Service skills. c) Value-Based education is promoted by including courses like Legal Ethos and Values, cultural heritage, cross-cultural communication, Gandhian Values, Yoga, Alternate Education, Gender Development, Environmental Studies, Organic Farming, Counselling, Learning Disability Management etc. d) Curriculum Design: Mahatma Gandhi University has aligned its curriculum with the objectives of the NEP 2020, emphasising the integration of vocational skills and experiential learning. This may involve revising existing curricula, introducing new courses, and incorporating skill-based modules across different disciplines. • Infrastructure Development: University has invested in infrastructure to support skill development. This includes setting up well-equipped laboratories, workshops, and training centres that facilitate hands-on learning experiences with adequate equipment, machinery, and technology. InterUniversity Instrumentation Centre (IUIC) and

	Sophisticated Analytical Instruments Facility (DST-SAIF) are to be highlighted. • Faculty Development: University provides adequate training and professional development opportunities to teachers, enabling them to deliver skill-oriented education effectively focusing on modern teaching methodologies, industry trends, and technology integration in skill development. Training programmes are conducted to upgrade the skills of teachers and enable them to provide quality instruction in vocational subjects. In this direction, STRIDE MGU has organised numerous programmes independently and in collaboration with national and international institutions. • Industry Collaborations: Established strong ties with industries and employers to ensure internships, apprenticeships, industry visits, and partnerships for curriculum design and skill certification. Collaboration with industry experts also helps update the curriculum regularly and ensure its relevance for the job market. • Assessment and Certification: University has developed robust assessment mechanisms to evaluate skill acquisition among students. This involves practical exams, projects, portfolios, and industry-recognized certifications. • Technology Integration: University has leveraged digital tools and platforms to enhance skill development. Online learning resources, virtual labs, simulation software, and other technology-enabled learning methods allow students to practice and refine their skills. • Entrepreneurship and Start-up Ecosystem: We have fostered an entrepreneurial mindset among students by providing Business Innovation and Incubation Centre, mentorship programs, and financial support for start-ups. • Recognition of Prior Learning: University has established mechanisms such as DASP and DLLE to assess and certify the skills of individuals who have acquired them through formal and informal means. Institutional preparedness for skill development with a comprehensive approach involving curriculum alignment, infrastructure development, teacher training, industry collaborations, effective assessment, technology integration, and fostering an entrepreneurial ecosystem.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	a) The National Education Policy (NEP) 2020 in India emphasises the integration of the Indian Knowledge system into the education system. This

includes teaching Indian languages and promoting Indian culture. Mahatma Gandhi University (MGU) has a statutory teaching department, the School of Letters, which offers MA in Malayalam. Through 'Malayalam'- which has received the classical language status- as a medium, PG, MPhil, Ph.D. and PDF programmes are being conducted. Moreover, various Malayalam courses are being provided as a part of UG programs. Along with the History, Evolution, and Grammar of Malayalam, the knowledge of historical relationship to other classical languages such as Tamil, Telugu, and Kannada are a part of the curriculum. Poetics, Aesthetics, and Philosophy are included in traditional Indian knowledge. The Epics written in Sanskrit are another face of the traditional Indian knowledge system. The specific knowledge of Indian musical, architectural, culinary, astrological, yogic and mathematical traditions is also a part of the curriculum. MGU has another Department, School of Social Sciences, which offers MA Programmes in History & Anthropology. b) Faculty Development: MGU has provided several training and professional development opportunities for faculty members to enhance their understanding of the Indian Knowledge system and its integration into teaching practices. Teaching and learning are offered in a bilingual mode- i.e. in Malayalam and English. Examinations can also be written in any of these languages. c) Along with MA (Malayalam) programme, MGU offers online courses in multiple Indian languages to cater to the diverse linguistic landscape of the country. This may require developing translation services or hiring instructors proficient in Indian languages. d) Mahatma Gandhi University (MGU) has a statutory teaching department, the School of Letters, which offers MA in Malayalam I. The Malayalam translations of various classical texts, such as 'Ramayana' and 'Mahabharata', are a part of the curriculum. India has a long theatrical tradition, including folk and classical styles. The Malayalam translations of the works of Sanskrit playwrights, such as Kalidasa, Bhavabhoothi, Bhasa, Shakthibadhra, etc., are in the syllabus. Bharathamuni's 'Natya Shastra', a Sanskrit treatise on the performing arts, is being taught in Malayalam. The folklore and folk life of the country's various folk communities and indigenous groups, especially

	Kerala, are studied. ii. Along with the History, Evolution, and Grammar of Malayalam, the knowledge of historical relationship to other classical languages such as Tamil, Telugu, and Kannada are a part of the curriculum. Poetics, Aesthetics, and Philosophy are included in traditional Indian knowledge. iii. The specific knowledge of Indian musical, architectural, culinary, astrological, yogic and mathematical traditions is also a part of the curriculum. School of Social Sciences offers MA Programmes in History & Anthropology. IUCSSM deals research on science of Indian traditional music and musical instruments. iv. Indian Culture and traditions are taught as part of the programmes offered through the School of Gandhian Thought and Development Studies, the School of Social Sciences and the Department of Lifelong Learning.
5. Focus on Outcome based education (OBE):	In light of the National Education Policy (NEP) 2020 and its focus on Outcome-Based Education (OBE), institutional preparedness is crucial in effectively implementing the policy and achieving its objectives. Outcome-Based Education (OBE) a) Mahatma Gandhi University has initiated an Outcome Based Education (OBE) to enhance the employability of graduates through curriculum reforms based on a learning outcomes-based curriculum framework, upgrading academic resources and learning environment. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The fundamental premise underlying the learning outcomes-based approach to curriculum development is that higher education qualifications are awarded based on demonstrated achievement of outcomes, expressed in terms of knowledge, understanding, skills, attitudes and values. Outcomes provide the basis for effective interaction among the various stakeholders. It is results-oriented thinking and is the opposite of input-based education, where the emphasis is on the educational process. b) Considering the fact that OBE Framework has a greater focus on programme and course outcomes, the University has developed an OBE based curriculum framework, after which curriculum, teaching and learning strategies and assessment tools were defined through continuous workshops and

	discussion meetings involving experts from IIT, Madras and Institute of Science, Bangalore as a continuous improvement process. All decisions, including those related to curriculum, delivery of instruction and assessment, were based on the best way to achieve the predetermined outcomes. c) MGU through the UGC-funded STRIDE project has continuously conducted a series of Faculty development programmes on Outcome based education and evaluation for faculty members of the teaching departments of the University and its affiliated colleges. It helped the programmes offered by the teaching departments to set a quality-assurance approach to improving teaching and learning outcomes and processes.
6. Distance education/online education:	a) Mahatma Gandhi University, one of the affiliating Universities in Kerala, established on the 2nd of October 1983 and named after the Father of the Nation, Mahatma Gandhi University offers a range of programmes at the Undergraduate, Postgraduate, Doctoral levels through its University Departments, International Inter University Centres, Inter School Centres, affiliated colleges and recognized research centres. To expand its array of innovations and impart quality education without space and time constraints, the University established the Centre for Online Education (COE) in 2020 per the UGC regulations for Online Programmes. The centre offers online education under the brand "mguonline". As an exclusive hub for offering completely online Undergraduate and Postgraduate programmes with global intake, the centre utilizes the affluent instructional resources as well as infrastructural facilities of the University. The major takers of the programme are working professionals in and outside India, educational seekers who are differently abled and people who are seeking additional degrees. b) To map the entire student life cycle and to deliver the programmes in a panoptical mode, the centre also uses a customdeveloped digital platform called MGU ALEMS (Automated Learning and Evaluation Management System). Mguonline aims to utilize groundbreaking digital innovations to create a virtually connected learning hub with global intake catering to the educational requirements of students from all walks of life. Subject Matter Experts take the classes with a thorough and in-depth knowledge of

the course. Their competence has been assessed by receiving sample videos which later has been assessed and verified by an expert committee consisting of Each course has a four-quadrant approach. Quadrant 1 contains video and audio content in an organised form. Animation, Simulations, Video Demonstrations, Virtual Labs etc., along with the video transcription. Quadrant 2. Has e-content, which shall contain self-instructional material (digital self-learning material), e-Books, Illustrations, Case Studies, Presentations etc., and also contain web resources such as further references, related links, open source content on the internet, research papers and journals, anecdotal information, the historical development of the subject, Articles etc. Quadrant 3 is the live discussion forum for the students to raise their doubts. The SME shall interact with students and clarify their doubts in these sessions. Quadrant 4 is Assessment, which shall contain - problems and solutions, which could be in the form of multiple choice questions, assignments etc. c) The Automated Learning and Evaluation Management System (ALEMS) of MGU is a custom-developed student life cycle management system formed according to MGU's requirements with automated features for student admission, Learning Management, automated mobile-based attendance management, remote proctored and proctored examinations, automated evaluation, result processing and downloading of mark lists. MGU has customised a Moodle-based learning management system called Vidyamrutam to facilitate online learning and this proved extremely helpful during covid days. MOOC Courses 1. ICT Skills in Education -.The course is available at https://onlinecourses.swayam2.ac.in/cec20_ed09/preview (SWAYAM) 2. Instructional Design: The course is available at https://onlinecourses.swayam2.ac.in//cec20_ge31/preview (SWAYAM) 3. MOOC Course on Organic Farming - The course is available at https://onlinecourses.mgu.ac.in/

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been	Yes. Electoral Literacy Club has been set up in the

set up in the College?	University with the co-ordination from School of Gandhian Thought and Development Studies with Head of the Department as coordinator. The club has been actively functioning in the University during the last three general elections to the Lok Sabha, State Legislative Assembly and Local Self Government in the years 2019, 2020 and 2021, respectively, and the members of this club are actively engaged in giving awareness to the faculty and students in the campus.
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?	Student Co-ordinator and coordinating faculty members are appointed by the Vice-Chancellor. The club includes faculty members, research scholars and post-graduate students from different social, economic and gender backgrounds.
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.	The club encouraged students in the department to voluntarily participate in electoral literacy activities among people inside and outside the university. The club also ensured that all the students in the department and their family members are registered in electoral roll and cast their vote in elections. It also conducted electoral literacy programs before every general election and celebrated national voters day in the department.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Co-ordinator and members conducted fieldwork and evaluated the performance of electoral literacy clubs among tribal hamlets in Attappadi, Palakkad district of Kerala. They published the research article on the same in a peer-reviewed journal and in official magazines of the Election Commission of India (My Vote Matters) and the Government of Kerala (Kerala Calling). a. Biju Lekshmanan, Sathyan T & Dileep P Chandran. (August 2021). When Students Show the Way: Electoral Education Programs among Tribes in Kerala. My Vote Matters, III (1), 72-75. b. Biju Lekshmanan, Sathyan T & Dileep P Chandran. (June 2021). A Kerala Model for Deepening Democracy. Kerala Calling, 44-45. c. Biju Lekshmanan, Sathyan T & Dileep P Chandran. (2021). Beyond the Paradox of Voting: The Attappadi Model of Deepening Democracy. Social Science in Perspective, 13(3/4), 644-657.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	All the students in the University above 18 years are enrolled in the electoral roll. The ELC conducted

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	awareness classes to verify and update their details in the website of Election Commission of India using their smartphone to ensure that all the students are enrolled properly in the roll.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1299	1192	1004	919	892

File Description	Document
Institutional Data in prescribed format	View Document

1.2

Number of final year outgoing students year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
491	476	386	392	389

File Description	Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of full time teachers in the institution year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
107	103	105	91	89

File Description	Document
Institutional data in prescribed format	View Document

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 120

File Description	Document
Institutional data in prescribed fomat	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
4914.61	4643.85	5481.38	9415.65	13167.17

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

Mahatma Gandhi University established Schools of a **Multidisciplinary nature** offering unique programmes since its inception in 1983. The **Cross-disciplinary curricula** designed with specific **Graduate Attributes** equip the university to meet the needs of individuals and society for **inclusive growth**, taking into consideration **local, regional and global needs and perspectives**. It promotes the nation's cultural heritage, preserving environmental sustainability and quality of life.

Teaching goals and learning needs are reflected in the **Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs),** focusing on diverse levels of cognitive learning processes and the same is ensured through **projects, field visits and internships**. The outcomes include cultivating critical thinking, analytical reasoning, sound problem-solving capacity, effective communication and leadership skills, values and responsibilities. Programmes and courses under the **Credit Semester System (CSS)** are designed after several rounds of consultative discussions, seminars and workshops, with inputs from subject experts, professionals, industrial experts and other stakeholders. The **Boards of Studies** of the schools concerned scrutinise the syllabi before the **Academic Council** approves them.

The curriculum allows the students to have at least one **Open Course** from other schools as compulsory to ensure **interdisciplinary learning**. **Projects/ internships/ field visits** are mandatory to acquire research skills and enhance employability. The **new programmes** focusing on Data Science, Artificial Intelligence and Robotics, Energy Materials, Nanoscience and Nanotechnology and Food Science were introduced to **incorporate contemporary requirements**. Inter-university Centres conduct **research and extension activities in interdisciplinary areas** and collaborate with various institutions within and outside the country.

The university provides a **Multicultural Learning Environment** by reserving a specified number of seats in selected programmes for **students from other states and countries**. This facilitates the students to develop an outlook on **global citizenship**, which is one of the graduate attributes of the university.

The **curricula** are **regularly revised and updated** to ensure that the **latest trends** in the relevant fields are incorporated, considering the **demand from industries, feedback from stakeholders**, and benchmarking with reputed Higher Education Institutions of national and international standing. **Feedback** on curricula is collected from stakeholders to incorporate the demands of industry and society. **Business Innovation and Incubation Centre (BIIC)** and **MGU Innovation Foundation (MGUIF)** create a unique innovation ecosystem for students and faculties on the campus. The

curriculum addresses ethics, gender equity, human values, and environmental sustainability in tune with the **local, national, regional and global developmental needs**.

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

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The academic programmes offered by the University aim to build a **broader set of skills and attributes** that will enable a graduate to be successful throughout their career. The programme curricula are designed to facilitate the competency development required for today's workplace and focus on **employability/ entrepreneurship/ skill development**. The curriculum has been designed with industry-specific goals and is revised once every three years, and new programmes are introduced by taking feedback from stakeholders to incorporate **contemporary requirements**.

All programmes offered by Mahatma Gandhi University have an **Outcome Based Education (OBE)** approach and follow the **CSS system**. The Graduate attributes and Programme outcomes envisaged by the university are aligned to employability, entrepreneurship and skill development.

The Department of Life Long Learning and Extension (DLLE) offers unique Certificate and Diploma programmes which cater to the **needs of the entire society** irrespective of age and educational status. The **National Service Scheme (NSS)** provides training for acquiring social skills and practising community services. **The Directorate for Applied Short-term Programmes (DASP)** is an initiative of the university towards the **vocationalisation** of programmes for practical skill development. **The Employment Information Guidance Bureau (EIGB)** conducts training programmes for competitive examinations and placements. The University has a **Placement and Training Cell** (**PTC**), which organises placement drives and job fares for the benefit of the students.

Mahatma Gandhi University lays great emphasis on infusing elements of **entrepreneurial skills** into the curriculum. It established a **Business Innovation and Incubation Centre** (**BIIC**) in 2016 with seed money of Rupees 1 crore sanctioned by the Government of Kerala to foster a vibrant **innovation ecosystem** and an effective **University-Industry linkage**. The BIIC aims to promote innovation and entrepreneurship by extending administrative, academic and **incubation support** to innovators. BIIC also supports students and faculty in **translating** their **business ideas** and concepts **into products and services** in tune with the market demand.

New schools and programmes were started to meet the contemporary requirements of the industry and

society. **Applied and interdisciplinary programmes** of the university, such as Nanoscience and Nanotechnology, Energy Materials, Food Science and Technology, Plant Science Technology, Artificial Intelligence, and Data Science and Analytics, address the **needs of the industry** with a focus on employability/ entrepreneurship/ skill development.

To enhance the **job skills** of the students, the University offers **value-added courses** that enable the **holistic development** of the students. Value-added courses include soft skills training, hands-on training on the latest software like SAP, Python, Tableau, and Power BI, data analysis techniques and the latest trends and techniques of the respective disciplines.

The university has established the University Employment Information & Guidance Bureau in order to provide **career guidance** and disseminate occupational information to the student community. It imparts **training for various competitive examinations** like Bank Service Recruitment, UGC/CSIR for JRF/Lectureship, Civil Service, etc. The University established the **Civil Service Institute** to ensure excellence in education by providing effective coaching for the Civil Service Examination that generates new knowledge and its applications for healthy social practices.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 100

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 55

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :**

Response: 55

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The University relies on the **ideals of Mahatma Gandhi,** which ensures that the knowledge base, skills and values provided enhance employability, sustainability consciousness and acceptance of graduates globally. The concerns over **cross-cutting issues,** such as **Professional Ethics, Gender, Human Values and Environment and Sustainability**, are well reflected in its curriculum.

Professional ethics and human values are embedded in various courses by integrating human behaviour, bioethics, business ethics and corporate governance. The university follows professional ethics, transparency and a **zero-tolerance policy towards plagiarism**. Professional ethics is further addressed through courses like Research Methodology, Research Ethics and Academic Writing, offered across programmes in order to help streamline research and development with proper scientific temper.

University has the school of **gender studies**, with gender-related concerns, as its thrust area. Courses dealing with different aspects of gender, such as Feminist Jurisprudence, Gender Rights and Gender and Technology, are offered by various schools. The university conducts various programmes for **gender sensitisation** and provides an **equal representation** of all genders in leadership positions. The campus community comprises 65% students, 34% teachers and 52% staff from the female category. The **representation of female members** is ensured **in various committees** by the university. Restrooms, incinerators in washrooms, facilities in health centres and fitness centres are provided separately for ladies.

Keeping in mind the need to develop a **value-based society**, the university has given emphasis on

offering courses that have components of human values. For instance, in the course 'Understanding World Religions,' courses on Disability Studies emphasise human values. Professional ethics, environment and sustainability, human rights, gender equality and social justice are given prominence in the programmes offered by the university.

The concerns over **environment and sustainability** are well addressed in the various curricula of the University. For example, courses on Environmental Science and Management and Disaster Management are included in the curriculum of the university. The team of faculty members and students of the university also engage in providing **technical support and field assistance** for **disaster risk reduction, mitigating natural calamities,** and conducting surveys.

?The vision and mission of Mahatma Gandhi University focus on the **Sustainable Development Goals (SDGs)**. The **Graduate Attributes** and **programme outcomes** set by the university are in congruence with the SDGs. The vision and mission of the university envisage the creation of a critical knowledge base for the **society's sustained and inclusive growth.**

The university has revamped its curriculum, pedagogy and evaluation in accordance with Outcome Based Education framework and aligned it with the **goals of NEP**. The university conducted training and capacity-building programmes for teachers. The university has strengthened its infrastructure and technology and has formulated strategies and developed assessment tools and methods aligned with the goals of the NEP 2020. Initiatives were also taken for strong **partnerships with other institutions**, **industry, and community organisations** to leverage their expertise and resources and to **promote innovation and creativity in the education system.** The SDGs and ideas put forward by NEP were given due consideration during curriculum revision.

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

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 74

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

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 52

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 52

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Feedback analysis report submitted to appropriate committee/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 and its report to appropriate committee/bodies	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 95.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
783	611	514	463	494

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

2021-22	2020-21	2019-20	2018-19	2017-18
783	602	514	424	403

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Admission extract signed by the competent authority (only fresh admissions to be considered)	[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: 88.11

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
240	229	196	177	173

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
355	313	264	244	257

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the 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 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The **University** follows **Outcome-Based Education**, which adopts different strategies to cater to the differential learning needs of the students.The **learning levels** of students are identified firstly by the **previous achievement** and through the **induction programme**. The students were continually evaluated through **formative evaluation**. Here, we help our students identify their strength and weaknesses and to reflect on, how they need to improve over the course of study. Accordingly, the **curricular, co-curricular and extracurricular activities** are arranged through OBE to cater for the diverse needs of the tudents. **Additional tutoring, remedial teaching, peer tutoring** are organized for students with **medium and low learning levels**.

Students with **high level learning** were given opportunity to get **internship in prestigious institutions,** chance to present papers and coordinate in various internal/national seminars/ conferences, and assigned to coordinate different workshops conducted by schools. **Add-on courses and value-added courses** are offered by schools to support all learners. Students are encouraged to take **SWAYAM COURSES** based on their aptitude and interest with **credit transfer facility**.

 The learning is facilitated by having **hands-on experience wherever possible**. Field visits, industrial visits, case studies, critical reviews, problem analysis, brainstorming, and debate are employed to facilitate active learning. **Self-paced learning** is facilitated through offering all the courses in the Institutional online platform Vidyamrutam.

A **Counselling centre functions** in the University to help the students to identify and manage **psychological disorders/mental health** conditions.The student's various learning needs are supported by different scholarship schemes like E-grant, Single girl Child Scholarship, Minority Scholarship, Rajeev Gandhi Scholarship etc.

 The **Business Incubation Centre** and MGU Innovation Foundation function on the campus to support the students to translate their novel idea into product for the public benefit.**Erudite lectures** by eminent scholars and Nobel Laurates in the campus on a regular basis to interact with students and teachers in collaboration with KSHEC.In addition to the compulsory Research project in all the regular academic programmes, the students are encouraged to organize educational projects, and participate in extension as well as outreach activities to augment social and life skills.

The **Directorate of Applied Short Term Programmes** in the campus offers several certificate and diploma programmes which the students can pursue along with the regular course.Interested students can take different **certificate courses** offered by Department of Life Long Learning and Extension. **School of International Relations and Inter-University Centre for International Cooperation** offers academic programmes collaborating with foreign Universities, where, motivated advanced learners can learn utilizing the resources of the **collaborating university with facility for credit transfer.**

University Employment and Guidance Bureau regularly conducts coaching classes for UGC/CSIR NET examinations, State Eligibility test, etc.The schools were also given subject specific training for the attainment of JRF/NET.Mahatma Gandhi University always tries to engage the students with all the possible academic activities that prompt them to perform their best. This enables the University to maintain the average result of students above **95 percentage** for the last five years.

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 12.14

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

University has a **policy on student centric approach** such as experiential learning, participative learning and problem solving.

Experiential learning Methods like research projects, campus entrepreneurship/incubates, case studies, cooperative education, field experience, simulation, industry/community research project, interactive simulation, internship, lab experience, practical or placement in collaborative institutions and service learning are actively employed according to programme specific outcomes.

Participatory learning approach is encouraged by providing opportunities to analyse, explore, evaluate, synthesize, criticize and relate various concepts through brain storming, debate, case study, various discussion methods, wall writing, buzz groups and role play.

Problem Solving Methodologies are implemented along with Analytical and creative problem-solving

skills, individual and group projects.

As suggested by UGC, **Blended learning approach** is implemented with Blended face to face class, blended online class, blended MOOC and flipped classrooms, online quizzes and interactive simulations.

University is making use of the major **ICT initiatives of Ministry of Education, Government of India** such as SWAYAM, Swayamprabha, National Digital Library of India, e-pg Pathshala, Shodhganga, Shodhsindhu, Spoken Tutorial, Virtual Labs, E-governance, and Vidwan/IRINS.Students are encouraged to register for **MOOC under the SWAYAM platform** and credit is given to the courses as per the regulations framed by the University.

Faculty members utilize **research databases** such as Google Scholar, Academia, ResearchGate, semantic, Eric Database, Scopus and Web of Science.They are enabled to handle classes using the **Institutional LMS ,Vidyamrutam** and other platforms such as Google Classroom, OpenEdx, Google Meet, Cisco WebEx and Microsoft Teams.

 The **University library,** fully automated with **Koha software** and subscribed to e-resources through UGC-Infonet E-journals Consortium, EShodsindhu Consortium, Inflibnet, KSHEC Consortium, Empire online, EPWRF INDIA TIME SERIES, INDIA BUSINESS INSIGHT, INDIA STATE, MANUPATRA, SCIFINDER, SCC ONLINE, CONTENT ALERT/ CITATION SERVICES LIKE MENDELEY, JSTOR..ETC. The Library subscribes to DELNET facility to exchange the documents with the teaching fraternity of various universities in India which is utilized by the faculty and students. **Grammar checker and writing** tools like Grammarly, and Quillbot are available for the use of teachers and research scholars. The faculty and research scholars actively employ Original (Urkund) software for plagiarism checking.

SoBS utilizes Biofeedback, Rorschach test software for Exner's comprehensive system. **SBS** is endowed with a Bioinformatics facility for molecular (DNA and RNA, proteins) data analyses and structural studies. DST-FIST sponsored computer lab enables the students to utilize web resources. In order to facilitate teaching, the **SPAP** utilises software like MATHEMATICA, MATLAB, and Origin Graphics. **SPS and SMBS** use SPSS, R and JAMOVI for data analysis. **SES** use Geological tools like ArcGIS, ERDAS Imagin and ENVI, and QGIS for teaching Remote sensing. IIRS outreach programme (ISRO) and Google Earth are used to facilitate geological information surveys, geological mapping, KnowIt All software, Biorad for the identification of microplastics in the environmental matrices.

The University Centre for International Co-operation has the facility of ICT-enabled Language Lab for foreign language learning for national and international students.

Faculty members are trained to develop **MOOC content** and to use Microsoft Office Google apps, Quizizz, Testmoz and Kahoot.

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

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The Mahatma Gandhi University has a policy on mentoring. Based on the directions of the University teachers are assigned to mentees.

Mentoring mainly focuses on **strengthening the confidence of mentee** to foster important skills and offer stronger networks that may prove more useful for mentees in the long run. As part of mentoring at the university, each school/ centre assigns students/mentees to faculties/ mentors. Based on the faculty strength of the school and the number of faculty members, the ratio of mentor to mentee is decided. The decision will be taken by the staff council.

Each school/centre keeps **individual files with six records for each mentee**. These six records include (i) Mentor Record (ii) Mentor mentee assignment in schools/centres (iii) Student mentoring agreement (iv)Mentee Record (v)Record on Mentor -mentee meeting (vi)Student Mentoring Evaluation.

Mentoring topics are items of importance that can be discussed during a meeting between a mentor and a mentee. Well-structured topics of discussion can help mentees come up with creative solutions to their problems, identify areas for personal improvement and cultivate new strategies to reflect changes. In **mentor-mentee meetings**, the discussions may be on academic, personal, professional, or health matters and the mentor can suggest career, personal, medical or expert support as and when needed. The modifications are monitored in the subsequent mentor-mentee meeting and the mentor. Knowing how to structure a meeting to provide the best advice to their mentee is equally important because they are trusting their mentee for sound guidance.

After analysing the needs of individual mentees, the schools/department in consultation with the mentors organises different programmes for the academic/ social/psychological well-being of the mentees. School of Behavioural Sciences through the Santhwanam Counselling Centre working in the school offer mental health consultancy services to the mentees referred from schools/centres. The services of an expert clinical psychologist are provided for psychological testing and assessment (Assessment of attention, concentration, intelligence, personality, memory and assessment of psychological disorders), diagnostic evaluation, and various psychological interventions (counselling, psychoeducation, Individual and family psychotherapy, Family therapy, Behaviour modification and behaviour therapy and other appropriate management procedures).

The **COVID-19 pandemic** created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. School of Pedagogical Sciences organised a webinar on Education during COVID -19 and Beyond for the student community and their families' incorporating experts from medical/Psychiatry Academic word and IT.

The **Department of Lifelong Learning and Extension** [DLL&E] offers extension programmes on yoga for the well-being of different learners. The **Centre for Yoga and Naturopathy** (CYN) is an Inter School Centre of the Mahatma Gandhi University that aims to prepare aspirants for the integration of their physical, mental and spiritual capabilities to become healthier, saner and more integrated members

of the society. The functioning of the mentor-mentee system also is explained with the provision to suggest changes whenever required.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 77

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
128	128	128	128	128

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[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 Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 94.17

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 113

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 16.04

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1716

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[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

Average number of days from the date of last semester-end/ year- end examination till the last date

of declaration of results during the last five years

Response: 36.4

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
35	41	45	32	29

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.43

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	2	2	9

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1114	1055	874	811	788

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	**View Document**
The report on the present status of automation of examination division including screenshots of various modules of the software.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	**View Document**
Copies of the purchase order and bills/AMC of the software.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

University has started **OBE based curriculum** from the **academic year 2021-22** which attempts new modes and methods of attaining learning outcomes such as **PO,PSO and CO** through its teaching programs aligning itself with the graduate attributes, which describe the knowledge and skills that the students are expected to achieve throughout their programme of study. All these learning outcomes are widely publicized through the website.

Based on the **graduate attributes,** what the students should learn during their program of study was decided after a series of rigorous academic deliberations, workshops, expert opinions and reviews from the stakeholders such as industry experts' employers, alumni, students, parents, and academic peers. Based on the different seminar and workshops on OBE organized by IQAC, program outcomes are developed to define the skills, abilities and knowledge that the students should possess when they graduate from a program. Programme-specific outcomes and Course outcomes are framed to assist the teacher in explicating to students what is expected of them adopting appropriate teaching methodologies and necessary mappings from COs to PSOs,, PO's and Cognitive Levels. These outcomes are assessed in Continuous Internal Assessments and End Semester Examinations based on the assessment rubrics developed under each component like assessment rubrics for assignments, seminars and project work. These assessment criteria are widely publicized to students and teachers by incorporating them in the CSS Regulation and including this is the course page of the Moodle-based Institutional LMS "Vidyamrutam''.

IQAC has developed a general framework for outcome attainment where the various outcomes attainments are computed with the help of software as follows.

For each course, we map the COs to PSOs through the CO-PO mapping and to PSOs to PO through the PSO-PO mapping. The average mapping strength for CO to PSO is calculated based on the contribution of hours of study for a particular PSO. The curriculum of the programme is designed with core and elective courses by considering vision, mission, program educational objectives, programme outcomes, and programme-specific outcomes. Assessment tools for programme outcomes, programme-specific outcomes, and course outcomes are categorized into two namely: i) Direct assessment method and ii) Indirect assessment method. 1. Direct Assessment: Considers the following criteria, • Two Internal tests are conducted based on Course Objectives (CO) • Class performance activities consisting of assignments/tutorials/ experiments/quizzes/any other activity related to COs are assessed. • External exam marks are also considered. 2. Indirect assessment: This method uses a course exit survey at the end of each course conducted among the students for attainment computation of the COs and Program exit survey at the end of each program, and feedback from parents, alumni, and employees using questionnaires.

The Course Outcome Attainment Gap is found by comparing the Course Outcome Attainment and Target Course Outcome. Based on the result, follow-up programmes are planned and executed. With the help of CO against PO/PSO mapping, the PO/PSO attainment is also calculated and based on the gap remedial action is taken.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 96.13

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution.**

Response: 472

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the Controller of Examinations indicating the pass	[View Document](#)
Annual report of COE highlighting the pass percentage of 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: 3.56

File Description	Document
Upload any additional information	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The University has a policy on promotion of research with guidelines for quality research and the facilities are enhanced to support all stakeholders. MGU has set up a two-tier system to streamline quality research, consisting of the Research Council and Department Doctoral Committees (DDC). There is a Research Advisory Council (RAC) and Research and Development Cell (RDC) through which the RAC formulate plans, monitors the progress for promoting research. The RDC facilitates the key elements of research like innovation, technology, publication, product development, IPR, legal aspects and community extension related to all research works. The University provides JRF for up to three years for all full-time scholars (extended upto five years based on performance). Research in the University has been brought under the Research Directorate under a Research Director. The University has streamlined the processes by setting up a single-point, securely hosted solution platform, the Research Portal (https://research.mgu.ac.in/) and institutional email IDs are given to all scholars.

The University encourages the research activities of faculty by proving seed money and they bagged **175 Governmental & Non-governmental funded research projects and collaborative research ventures worth of Rs 4568 lakhs.** The University regularly receives funding from different agencies like DST, UGC, DBT, FIST, RUSA, SAP, PURSE, KSCSTE, Govt. of Kerala etc. Using the above funds, the University has developed in-house sophisticated research facilities in the campus over the last five years (https://www.mgu.ac.in/central-facilities/). A total of 97 research laboratories with additional facilities like animal houses, cell culture laboratories and biosafety laboratories, of these 26 have been established during the assessment period. These laboratories are well equipped with adequate instruments, computing facilities, and internet access. Central instrumentation facilities like the Sophisticated Instrumentation Facility (SAIF) and Inter-University Instrumentation Centre (IUIC) are also available. High-performance computing facilities with four CPUs, four GPUs, and an InfiniBand switch (10GB) are established. The University has a strong innovation ecosystem, strong library system, a very good laboratory network and number of Interuniversity Centres and Interschool Centres.to promote cutting edge research. The research facilities are shared to researchers from other institutions.

The outcomes of the research of MGU is reflected in various international and national rankings along with the Chancellors award for the best University for 3 times. The CSIR ranked the University 13th in India in terms of intellectual productivity and NISTADS ranked 19th in terms of h-index of the science faculty. The DST ranked the University 8th among the 29 Universities under the PURSE programme. The University has bagged a total of 183 research awards and almost 60% of the students have JRF/SRF through external funding. University has hosted several **International conferences**, workshops on advanced areas of research and programmes such as Erudite- Scholar in Residence Programme to extend research expertise. The faculty members are supported with FDP's, Doctoral & Post-Doctoral Research Programmes, travel support, Research Exchange Programmes and industrial collaborations.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 43.18

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
12.00	6.00	65.00	48.11	84.8

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 27.5

3.1.3.1 **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Response: 33

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers.	[View Document](#)

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 52.1

3.1.4.1 **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Response: 161

3.1.4.2 **Number of PhD Scholars enrolled during last five years**

Response: 309

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E copies of fellowship award letters (mandatory)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 4568

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	**View Document**

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 1.46

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years**

Response: 175

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	**View Document**
Institutional data in the prescribed format (data template merged with 3.2.1)	**View Document**
E-copies of the grant award letters for research projects sponsored by government agencies.	**View Document**

3.3 Innovation Ecosystem

3.3.1

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:

Mahatma Gandhi University envisioned its graduate attributes to inculcate entrepreneurship among the students and promote ideas of innovation/new technology/concept to achieve sustainable development. MGU is committed to fostering an ecosystem for innovation, embracing the Indian Knowledge System (IKS), and facilitating the creation and transfer of knowledge and technology is evident through a multifaceted approach that encompasses various initiatives and through its academic centers. This dedication showcases the institution's proactive role in promoting innovation and supporting intellectual property rights (IPR), ultimately contributing to societal and economic advancement.

Business Innovation and Incubation Centre (BIIC): At the heart of the institution's pre-incubation activities lies the BIIC—a hub that empowers individuals to transform innovative concepts into practical solutions with societal impact. By offering resources, mentorship, and leading innovation clubs, the BIIC fuels entrepreneurship and nurtures promising start-ups upto 3 years. The various activities include pre-incubation, incubation which involves idea mentoring, idea screening, concept development, development of pilot products, product development, facilitating support from Kerala Startup Mission etc. A-GRADE TOOLS, Calabura lab, Eco Loving Advancement (ELA), Dia herbal healths pharmaceuticals Pvt. Ltd. are the student start ups through BIIC (https://biic.mgu.ac.in/startups). BIIC is collaborating with Confederation of Indian Industry, Central Travancore Chamber of Commerce and Industry, Kerala Startup Mission, National Institute for Developing and Harnessing Innovation (NIDHI) – TBI, National Institute of Food Technology (NIFTEM), SWAKIT Biotech PVT LTD and ABTECH Agro Biotech Research Centre. The BIIC acts as the Nodal Centre for Innovation and Entrepreneurship Development Centre (IEDC) of the Kerala Startup Mission (KSUM) and K-DISC. It actively organizes workshops, seminars, hackathon, idea challenge contests/hunt etc. for the student community.

MGU Innovation Foundation (https://www.mguif.org/) MGUIF is business Innovation ecosystem of the University with incubators, pilot plants, co-working facilities for startups etc established under RUSA 2 scheme of MOE. MGUIF activities involve the incubation and commercial phase and innovators are supported to transform their products into commercial ones. MGUIF houses incubations in various core areas that provides a new and emerging technology and compatible businesses in the field of scientific core cloud computing (Machine Learning, Artificial Intelligence, Cyber Security, IoT, Mobile and Web Apps etc.), Science and Engineering fields especially Automobile, Mechatronics, Robotics, Nano-Technology, Bioinformatics and Drug Design etc. as a physical and/or virtual unit that extends support for Start-ups to become "MGU Incubated Companies". The incubators established under this system include High Performance Computing (HPC), Mobile and Web App Factory, Digital Learning and Content Creation Studio, Nano Technology incubator (Neutraceuticals and Food Supplements) and Dry & Wet Analytical Labs. The IPR Cell at BIIC and MGU Innovation Foundation guides innovators and researchers in navigating the complexities of patenting, licensing, and safeguarding their creations. A total of 40 patents were awarded to MGU during the assessment period. It has Co-working and virtual incubation facility, Industry-Academia Interface Centre, High Performance Computing (HPC) Facility, Pilot Plant Facility with Partnerships, Collaborations, and MoUs with various industries. MGUIF has also secured funding of Rs. 4.5 Crore from DST-SERB for establishing a Technology Business Incubator with focus on medical applications.

File Description	Document
Upload any additional information	[View Document](#)
Link for Additional Informationa	[View Document](#)

3.3.2

Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years

Response: 183

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
e- Copies of award letters issued by the awarding agency	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

    1.**Inclusion of research ethics in the research methodology course work**
    2.**Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)**
    3.**Plagiarism check through sofware**
    4.**Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI.	[View Document](#)

3.4.2

Total number of Patents awarded during the last five years

Response: 40

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
e-copies of letter of patent grant	[View Document](#)

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 5.22

3.4.3.1 **How many Ph.D s were awarded during last 5 years**

Response: 433

3.4.3.2 *Number of teachers recognized as guides during the last five years*

Response: 83

File Description	Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.4

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

Response: 17.74

3.4.4.1 **Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 2129

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

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 6

3.4.5.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 720

File Description	Document
List of chapter/book with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-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](#)

3.4.6

E-content is developed by teachers :

    1.For e-PG-Pathshala

2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government initiative
6. For institutional LMS

Response: A. Any 5 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
Give links to upload document of e-content developed showing the authorship/contribution	**View Document**
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 15.48

File Description	Document
Bibliometrics of the publications during the last five years	**View Document**
Any additional information	**View Document**

3.4.8

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 62

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 309.24

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
119.91	82.78	35.34	35.57	35.64

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution.	View Document
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

The University is extending its research output for bettering the quality of life of the common people through extension activities.Through academic programmes with project based courses, field studies or through group projects, the students are able to interact with communities for developing innovative solutions for their problems.

MGU has organized 105 community oriented extension programmes like village adoption, organic farming, cleaning and sanitation programmes, women empowerment, inclusive disaster management, citizen science reporting, environmental awareness etc. Indigenous organic farming in 27 tribal villages, and 6 tribal groups (Mala Arayan, Urali, Mannan, Muthuvan, and Ullada), resulted in food security, education, health, sanitation, and income. Tribal Seed Bank scheme directly benefits 2,000 tribal families and preserves indigenous seeds. Also a tribal organic farmers meet was organized for exchanging ideas on organic farming. The School of Environmental Sciences has installed a community rainwater harvesting structure (1.2 lakh litres& 18 (15,000-18,000 litres) at Achinakom village. These tanks serves as drinking water facility for 180 families with periodic checking of quality of water. Vocational Training and Rehabilitation Centre empowered 32 differently-abled children through character, social, and personality development, fostering independent living. A total of 336 hearing aids were distributed to 250 people with hearing difficulties. Inter-University Centre for Biomedical Research has diagnosed 4.5 lakhs COVID tests as per ICMR orders. University of the Third Age (U3A), an initiative to pool third age manpower is active in 14 districts with 18 units and 2000 members which is the first such initiative in India. Students interacted with the local fishermen of Vizhinjam and made a documentary film – *Eyes on their finger tips* (Mal. *Kaiviral thumbathu*) .

MGU has created two feature films *Samaksham* (https://www.youtube.com/watch?v=38_b9fhmFWQ) and *Trip* (https://www.youtube.com/watch?v=ll8GlRPe1IE&t=3256s) – for creating community awareness on organic farming and as a drive against drug addiction by youth respectively. Both feature films created massive awareness among the local communities. To the best of knowledge, MGU is the first university in the country which produced two feature films.

During the 2018 Mega flood in Kerala, MGU extended support by providing food materials, clothes, sanitation items, sanitary napkins etc. like provisional items. In a day, more than 10,000 chappathi were baked by the students. The NSS unit extended the support to the suffering people of Assam's flood during 2019. A total of 3 houses were constructed and handed over to the flood and landslide victims of Koottickal, Kerala. MGU has arranged COVID -19 vaccination drive for the general public. Other activities include Indigenous organic farming literacy initiatives in tribal villages (14 villages), 'Thanal' Palliative Care Unit, Disability, Rehabilitation, Early Intervention and Management Services , legal literacy services etc. The university has received Best University for Social Responsibility Award and the Best Institution for Community Service Award.

File Description	Document
Upload any additional information	[View Document](#)

3.6.2

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

Response: 92

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	11	7	28	11

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Detailed list and 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](#)

3.7 Collaboration

3.7.1

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: 88

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 functiona MoUs/linkage/collaboration activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

Along with the green110 acre campus in Priyadarsini Hills, Mahatma Gandhi University has two satellite campuses within a distance of 10 Km from the headquarters. The University has 21 Schools, 1 International and Inter-University Centre, 1 Inter-University Center, 4 Inter-School Centers, and 19 other centers for common academic facilities with state-of-the-art facilities for teaching and research in various domains.

Classrooms:

There are 133 classrooms and 36 seminar halls with proper ventilation, and lighting with varying capacities equipped with Wi-Fi and ICT facilities for better learning.

Laboratories:

A total of 97 research laboratories for different domains with proper ventilation, lighting, and safety measures, of these 26 have been established during the assessment period. These laboratories are well equipped with the necessary instruments, computing facilities, and internet access. Central instrumentation facilities like the Sophisticated Analytical Instrumentation Facility (SAIF) and Inter-University Instrumentation Centre (IUIC) are available to undertake advanced research. There are animal houses, cell culture laboratories, and biosafety laboratories to support and manage risks posed by infectious agents in laboratories. Sufficient funds are allocated for the purchase of chemicals, glassware, equipment, and maintenance of laboratories. The University has a strong innovation ecosystem with the existence of the Business Innovation and Incubation Centre (BIIC), and Mahatma Gandhi University Innovation Foundation (MGUIF) with incubators and co-working space for nurturing innovations, entrepreneurship, and employability.

Computing Facilities:

The University has an in-house Tier 1 Data Centre with 13 servers and is in the process of upgrading this to Tier 3. The University also holds 30 live instances in AWS for teaching, learning, examination, and

research purposes. High-performance computing facilities with four CPUs, four GPUs, and an InfiniBand switch (10GB) were established during the assessment period. Additionally, there are various HPC configurations for catering to multiple needs, including multi-instance capable NVIDIA DGX A100 with 2.5 peta FLOPS computations and Dell PowerEdge series with the parallel computing infrastructure - Intel Parallel Studio XE environments, and Mellanox SX6012 switch to act as a backbone to interconnect all the servers and clients in the HPC environment.

All teaching departments are equipped with computers, internet, Wi-Fi facilities, digital classroom facilities, LMS titled **Vidyamrutam,** etc. New computers have been installed in various Schools, out of which 168 are added in the post-accreditation period along with an exclusive Online Examination Centre. There are 20 computers in the University Central Library for accessing various e-resources. A student entry-to-exit system titled "Automated Learning and Evaluation Management System" comprising admissions and managing fee, app-based attendance, LMS, Question bank system, proctored and remotely proctored examinations, and issuance of e-certificates was custom developed and implemented for Short-term and Online programmes.

Other Facilities:

An education theatre, multipurpose halls, and auditoriums with varying capacities are available for academic and cultural activities. A yoga center and two gymnasiums, 11.25 acres of sports ground, and various courts for games are in the University for the benefit of students. The University has distinguished museums to maintain historical and archaeological collections and the earthworm museum to keep the voucher specimens.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

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

Response: 48.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
2549.77	1617.34	2694.51	5440.59	6010.19

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library System of Mahatma Gandhi University comprises the Central Library established in 1989, and libraries of 21 Schools located on different campuses with an overall floor space of 4794 square meters. Open-source Library Management Software *Koha 22.5* has been installed for automation of the entire library management. The core library operations like Acquisition, Circulation, Online Catalogue, Serials Management etc. are completely automated.

An Online Union Catalogue of all libraries (University Library and department Libraries) is available at mgucat.mgu.ac.in. Users can search with various options like author, title, subject, keyword, advance searches etc. Regional language books are available in the original language script (eg. Malayalam, Devanagari). Users of the library can log in through the online catalogue and avail of various services like renewal, reservation, the suggestion of new books etc. Personalised alert service through emails is also provided for book issue and return, overdue status, and the arrival of reserved books.

RFID-enabled services were started in the library in 2016. All books and user identity cards are equipped with RFID tags. For theft control, a CCTV surveillance mechanism has also been put in place.

Digitisation: Mahatma Gandhi University Library has a digital library of Ph.D. theses and M.Phil. dissertations. Ph.D. theses are available at https://mgutheses.in and https://shodhganga.inflibnet.ac.in/handle/10603/6. An institutional repository using Dspace software is maintained in the library through which old question papers and synopses of Ph.D. theses are available.

The University Library has a member strength of 17,116 and, issues institutional membership to its affiliated colleges and provides graduate membership to the public. The library has a 24-hour reading room for research scholars and students of the university and an electronic lab facility for the visually

challenged.

The University Library system has a collection of 1,23,454 titles and 1,34,313 volumes of books, 7754 e-books, 3659 theses, and 8950 bound volumes of journals. The library subscribes to 29 foreign journals, 67 Indian journals, 9 Online Databases, e-journal collections (467 journals), and Online Journal Archives collections with 320 journals. The library also has an in-house database of Kerala Studies collection. Remote access is provided to the academic community for the seamless use of e-resources.

The library is an active member of e-ShodhSindhu and Kerala State Higher Education Council e-journals consortia, IndCat union catalogue, Developing Library Network (DELNET), and Kerala Academic Library Network (KALNET).

The library gives training in research ethics and reference management software and conducts orientation programmes for freshers on library resources, services, rules, and remote access facilities. As part of extension activities, MGU Library has successfully automated the Jai Bharath Library and Reading Room, Nattassery, Kottayam, a rural public library using *Koha* software.

The library checks the plagiarism of Ph.D. and M.Phil. theses using iThenticate and URKUND/Ouriginal software and provides Grammarly software service to enhance the content quality of academic publications.

MGU won the State IT Award in 2009 in the e-learning category for its University Online Theses Digital Library. It bagged the LTC 2019 *Koha* Library Award for the best Koha implementation at the national level.

File Description	Document
Upload any additional information	View Document
Provide the Paste link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.53

4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
111.48218	107.82631	137.28136	141.34533	77.53

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Mahatma Gandhi University utilizes ICT for all its activities and Rs. 28.10 Crore has been utilized for ICT development during the assessment period.

The University IT Cell monitors distinct backup procedures in a variety of IT/ICT-related tasks. University has one Tire data center. The IT infrastructure is more than internet sharing and, it is with Cloud Space, E-Payment services, Data, Voice, Digital Signature, Audio video devices, CCTV's, Recording studios, Online Examination center etc. The strategy places a strong emphasis on open-source, green computing, risk management, information and network security, and IT service management.

Servers and Storage: The University has an in-house Tier 1 Data Centre with 13 servers and is in the process of upgrading this to Tier 3. The University also holds 30 live instances in AWS to cater to the needs of its users. The servers in the AWS come with auto backup to ensure minimum data loss. Data storage is done in the University Data Center and a backup copy is maintained on AWS S3.

Network Infrastructure: University has a full-fledged LAN infrastructure controlled by the IT Cell Network team. The University offers extensive Wi-Fi connectivity in the campus. The Wi-Fi network allows faculty, staff, and students to log on to the Internet at any point of time. University has 3 leased line internet connectivity which altogether supply bandwidth of 1.15GBPS. The backbone network has a bandwidth of 1 GBPS and 2 standby lines with 100 MBPS and 60 MBPS each ensuring that there is no downtime in the network. The University maintains 85 subdomains for websites and web applications.

Online Services: University hosts Moodle site (*Vidyamrutam*), for use by faculty and students for the programmes running in respective departments. All students, and staff of the University have access to the University Official email ID supported by Google Workspace Educational account. File management through DDFS (Online File management system) facilitates the paperless file management system used by all offices in the University. Online meetings are conducted over licensed Google accounts with recording facilities.

Various subdomains are provided for different online services of the University which include UG and PG admission and its life cycle, examinations, issue of degree certificates, teacher's portal, DDFS, IQAC, e-pay, hostel management, employees portal, foreign student's admission, CAT, CAP, Ph.D. admissions, LMS (*Vidyamrutam*), MOOC, Schools/Centres etc.

Additionally, customized websites are developed for various Schools/Centres. The following facilities/software were developed in-house during the assessment period:

- University holds 13 live instances in AWS
- University Data Centre for data storage and backup is maintained in AWS S3
- Two standby lines with 100 MBPS and 60 MBPS
- Learning Management System - Vidyamrutam
- MOOC-Organic Farming
- Out of the 85 subdomains in the University website, 52 were generated during the assessment period.
- Network connections in and out are maintained over Firewall
- Online file management system (DDFS)
- Life cycle management portal for research scholars
- All payments are made online through the EPay
- Faculty Management System iqacmgu.org
- Introducing the Department Management System is in progress

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

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

Response: 2.51

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

Response: 517

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

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. **Audio visual center, mixing equipment, editing facilities and Media Studio**
2. **Lecture Capturing System(LCS)**
3. **Central Instrumentation Centre**
4. **Animal House**
5. **Museum**
6. **Business Lab**
7. **Research/statistical database**
8. **Moot court**
9. **Theatre**
10. **Art Gallery**
11. **Any other facility to support research**

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	[View Document](#)
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	[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

Response: 44.72

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year - wise during the last five years (INR in lakhs)*

2021-22	2020-21	2019-20	2018-19	2017-18
1879.77	2718.48	2542.05	3425.50	6259.65

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA 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](#)

4.4.2

There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Mahatma Gandhi University has established procedures for maintaining and utilizing physical, academic, and support facilities.

Physical Facilities

Academic Facilities: The physical infrastructure management and maintenance of the schools which include laboratories, equipment, computers, classrooms, library, and other ancillary facilities are addressed by the respective Director with the approval of the Faculty Council. The classrooms are regularly maintained with adequate budget allocations and updated with ICT facilities and 14 of them were converted into smart classrooms. Schools are equipped with highly sensitive instruments which are maintained through annual maintenance contracts with service providers.

Library: The Library Council at the library level and the Library Advisory Committee at the University level are monitoring the library operations. The Library Advisory Committee is chaired by the Vice-Chancellor.

IT Cell: The IT cell supports and maintains more than 85 separate subdomains that are used for various IT services of the University

Hardware Clinic: Maintenance of computers is undertaken by the Hardware clinic. Various Schools/sections report hardware/software issues with the hardware clinic.

Vehicles and Transportation: Ranging from heavy vehicles like buses and goods carriers to cars, the current vehicle strength of the University stands at 24. All these vehicles are insured with leading public sector insurance companies and the policies are renewed regularly. Proper care is taken for log book verification on a daily basis and periodical mileage tests.

Engineering Unit: The engineering unit of the University takes care of the maintenance of all buildings and premises as well as electrical and water distribution. The cleaning of the massive 4.5 crore litres rainwater harvesting facility (*Raveendrasarovaram*), other rainwater harvesting facilities, and 27 open wells are carried out routinely.

Power Supply: One 400 KVA, one 750 KVA, and two 500 KVA transformers are installed on the campus. The power supply is provided through underground cables, and the system is maintained by the electrical wing headed by Assistant Engineers and supported by Overseers and Electricians. Diesel Generator sets are also provided for power backup. A 400 KWP rooftop solar power plant is installed in the University campus and it is grid-connected to KSEB.

Sports Complex: Utilization and maintenance of sports facilities are undertaken by the School of Physical Education and Sports Science under the leadership of its Director.

Green Campus: The waste management is carried out as per the waste management policy and Estate Officer co-ordinates all the activities. Waste is segregated at the source itself. Food waste is taken into composting units. The biofertilizer thus produced is sold under the "*Nirmalam*" brand as a value-added product. Other wastes are collected and segregated in collection centers and sold to outside agencies. The University joins hands with Kerala Enviro Infrastructures Ltd., Kochi for the management of biomedical and chemical waste from the health centre and from different laboratories. The maintenance of extensive 30-acre green space of the campus "*Jeevaka Live Laboratory*" and *Miyawaki* model forest, and the periodic energy and green audits are undertaken by the School of Environmental Sciences.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[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: 57.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
807	972	562	377	318

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 (in English).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Over the past five years, Mahatma Gandhi University has demonstrated a strong commitment to providing comprehensive career counseling and guidance to its students, encompassing both conventional and digital methods. Recognizing the importance of shaping students' career paths, the institution has actively undertaken various initiatives aimed at preparing them for competitive

examinations and fostering their professional growth.

The University has leveraged its diverse departments and schools to organize numerous career counselling programs, webinars, and workshops that address different fields of study. These activities have been conducted through departments such as the School of Tourism Studies, School of Pedagogical Sciences, School of Computer Sciences, School of Mathematics and Statistics, School of Behavioral Science, Civil Service Institute, and more.

One notable initiative has been the Online Coaching Programme for UGC-NET in Education organized by the School of Pedagogical Sciences. This program prepares students for competitive examinations, such as UGC-NET, SET, K-TET, UPSC, and C-TET. It also facilitates the creation of a Telegram group "UGC-NET, SET, K-TET Aspirants" where relevant study materials, previous question papers, mock tests, and updates are shared, fostering a collaborative learning environment.

The School of Tourism Studies organized webinars on "Employability in Aviation Industry 2021" and "Criteria for Recruiting Talents in the Post-COVID-19 Scenario," enhancing students' understanding of the job market dynamics and the skills required in the post-pandemic world. Moreover, the university invited experts from various industries, such as Mr. Unnikirishnan, a retired Commercial Manager from Air India, to share their insights and experiences, motivating students to explore diverse career opportunities.

The School of Behavioral Science conducted an Online Crash Coaching Programme for UGC-NET in Social Work, aimed at providing specialized guidance to UGC-NET aspirants. Additionally, the university's Placement & Training Cell organized workshops like the "Employment Readiness Foundation Programme" to equip students with the skills needed for job placements and interviews.

Mahatma Gandhi University founded a Civil Service Institute in 2018 and offered training to UPSC aspirants inside and outside of the campus. From 2020 onwards, it introduced Regular, Evening, and Foundation Batches with January and June admissions, offering both offline and online programs.

To ensure comprehensive and continuous career guidance, the university integrated technology by offering e-counseling and digital resources, as demonstrated through the creation of Telegram groups and the organization of online coaching programs. This digital approach accommodates the modern preferences of students and facilitates easy access to study materials and updates.

The efforts of Mahatma Gandhi University in career counselling and guidance have been recognized through accolades like the Chancellor's Award for the best university in the state based on academic, research, and administrative performance. Over the last five years, Mahatma Gandhi University has shown an exemplary commitment to providing holistic career counseling and guidance to its students. Through a combination of traditional workshops, webinars, and innovative e-counseling methods, the institution has to equipped its students with the knowledge, skills, and confidence to excel in competitive examinations and pursue successful careers.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

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, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	[View Document](#)
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	[View Document](#)
Report with photographs on Language & communication skills enhancement programs	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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
Report of 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](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of 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 during the last five years

Response: 25.08

5.2.1.1 *Number of outgoing students placed year wise during the last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
109	97	117	81	73

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 14

5.2.2.1 **Number of outgoing students progressing to higher education**

2021-22	2020-21	2019-20	2018-19	2017-18
117	38	30	35	12

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 in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.3

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 9.89

5.2.3.1 *Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)*

Response: 211

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 (data template)	[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 won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

Response: 85

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	0	23	19	17

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

Over the past five years (2017-22), Mahatma Gandhi University has witnessed the dynamic establishment of student bodies, including the Mahatma Gandhi University Union (MGU Union), the Department Students Union (DSU), and the distinct body for the School of Indian Legal Thought (SILT). These entities were meticulously formed through rigorous electoral processes, involving notifications, press releases, electoral roll generation, and nominations for vital positions like Chairperson, Vice Chairperson, General Secretary, Joint Secretary, Executive Committee Members, and Accounts Committee Members.

Post-election results and inauguration ceremonies, the student unions launch into a diverse array of responsibilities. Their initiatives range from enhancing the corporate, social, and cultural aspects of university life to fostering character development, discipline, knowledge acquisition, and democratic values. These representative entities also create opportunities for secular and scientific thinking, promoting socialist ideals.

The student bodies facilitate a variety of engagement avenues, including youth centers, clubs, and groups like the Student Writers' Club and Student Farmers' Forum. They also organize study circles, training programs, debates, seminars, and state/interstate tours. These platforms provide holistic experiences, while events spanning arts, sports, outreach, and recreation offer students diverse opportunities for involvement. Membership of these bodies spans colleges, schools, and includes ex-officio teachers, with terms of one year for the councils and committees.

Crucial to their function is the Union Accounts Committee, which oversees activities under various heads, supporting developmental efforts. Seminars, workshops, and initiatives cover current affairs, media engagement, environmental concerns, constitutional matters, women's empowerment, mega youth

festivals, pandemic-driven educational transformations, and interventions in citizenship and national education policies. The entities also coordinate relief activities during crises such as the COVID-19 pandemic.

Integral to the student bodies' functioning is the operational Student Welfare Fund, serving diverse objectives. It supports University and Inter-University Youth Festivals, cultural activities, aids the physically challenged, provides medical support for transgender individuals, runs anti-drug campaigns, funds skill development at colleges, backs NSS/NCC cadets at Republic Day parades, and rewards achievements in cultural competitions. This comprehensive welfare approach also covers to insurance schemes for students in accidents and life insurance policies.

Reflecting on the last five years, several significant events punctuate the student bodies' tenures. These events, spanning Gandhi Jayanti Service Week, Constitution Day celebrations, and 'Azadi ka Amrit Mahotsav' activities, reflect a comprehensive understanding of societal needs, creative pursuits, and dedicated commitment. Meticulously coordinated workshops, seminars on jurisprudence, social justice, technological advancements, cultural festivals, interactions celebrating diversity, well-managed Arts Festivals nurturing creativity, farewell ceremonies, moot courts, support for the underprivileged, lighter-themed events like those for TikTok trends or Valentine's Day and assistance desks for entrance exams form the vibrant tapestry of these years.

In essence, the narrative of the past half-decade underscores the breadth of initiatives undertaken by these representative bodies. Their collective efforts not only encapsulate a holistic vision for student growth but also emphasize their role in shaping an inclusive, vibrant university community. Through their endeavors, these entities demonstrate their commitment to fostering well-rounded individuals equipped for the challenges of the modern world.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

   1. Sports competitions/events
   2. Cultural competitions/events
   3. Technical fest/Academic fest
   4. Any other events through Active clubs and forums

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 23.36

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2021-22	2020-21	2019-20	2018-19	2017-18
0.51	1.62	1.44	2.46	17.33

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	**View Document**
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The alumni of Mahatma Gandhi University play a pivotal role in shaping the growth and progress of the alma mater. Their enduring connection with the parent University is a sense of loyalty and responsibility, driving them to actively contribute to the institution's academic and holistic development. The alumni of the University occupy leading positions in academic, administrative, and public sectors nationally and internationally. The alumni of Mahatma Gandhi University have remarkably contributed to the institution's advancement through diverse avenues. The alumni contributions extend to foster a supportive ecosystem for current students. The establishment of mentorship programs, career guidance, and placement assistance exemplify alumni's commitment to facilitating the transition of students from academia to professional spheres. Their engagement in helping young graduates find suitable career paths underscores their dedication to the holistic growth of students beyond their academic years. Moreover, the commitment to nurture excellence extends beyond individual programs. The institution's alumni and its chapters extend their commendable efforts to diverse disciplines like organizing annual alumni meetings, contributing to endowments, delivering lectures, motivating and mentoring junior students, and the syllabus revision. This holistic approach emphasizes the institution's dedication to recognizing brilliance across various domains, fostering a culture of academic excellence, and recognizing and encouraging exceptional academic accomplishments.

The commitment to academic advancement extends to departments as annual alumni meetings which provide a platform for former students to reconnect, share their experiences, and contribute insights to the current curriculum. These gatherings not only enable nostalgia but also facilitate discussions on current technological trends. The inclusion of technical sessions shows clearly the relevance of alumni in shaping the curriculum to meet the demands of the ever-evolving industry landscape. Furthermore, alumni are instrumental in promoting the institution's reputation and mission. By participating in seminars, workshops, and outreach programs, they contribute not only to the intellectual atmosphere but also to the institution's image as a hub of knowledge and innovation. Their involvement in funding activities, supporting research projects, and offering insights on industry trends bolsters the institution's credibility and relevance in the academic community.

The contributions and engagements of alumni at Mahatma Gandhi University are a testament to their unwavering dedication to the institution's growth. Their involvement spans academic, professional, and personal domains, showcasing their commitment to nurturing a vibrant academic community. Through awards, mentorship, curriculum enhancement, and fostering a culture of academic excellence, alumni serve as invaluable assets in propelling the institution to greater heights. Their legacy continues to inspire current students, forging a strong bond that spans generations and nurtures the university's ongoing success.

Some of the prominent alumni include Prof. Subi Jacob George who received the prestigious Bhatnagar Award, Mr. Sidharth Siva, and Ms. Surabhi Lakshmi who were nationally selected as the best film director, and best film actress, respectively. They interact with our students frequently which enriches our teaching-learning process.

File Description	Document
Upload any additional information	[View Document](#)
Provide the 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 University's leadership has taken several initiatives by which the university achieved significant growth in its academic as well as research output.

1) Concerning the implementation of NEP, the leadership has taken several steps, such as

The Graduate attributes and Programme outcome in the OBE syllabus formulated were in line with the Vision and Mission of the University.

To conduct and support undergraduate, postgraduate and research-level programmes of quality in different disciplines: **1**) Started integrated master's programmes in Sciences and Social Sciences. **2)** Started a joint master's programme with Kannur University.

To foster teaching, research and extension activities: 1) The university started new schools specializing in the areas of Energy, Foodtechnology, Artificial Intelligence, Data Analytics, Mathematics, Nanoscience, and Gender studies. **2)** The University has initiated 'ERUDITE' (Scholar in Residence) and 'Nobel Laureate Visiting' Programmes to provide the academic community of the university a much much-needed International exposure.

To help promote the cultural heritage of the nation and preserve the environmental sustainability and quality of life: 1) Support was given to the Center for Yoga and Naturopathy, 2) Started, MOOC on Organic Farming.

To provide skilled manpower to the professional, industrial and service sectors in the country so as to meet global demands? 1) Directorate of Applied Short-Term Programmes that offers Certificate, Diploma, Graduate and Post-Graduate programmes through online and off-line mode was established 2) The university has established the Centre for Online Education.

2) Sustained Institutional Growth inline with the Vision-Mission of the University

To help in the creation and development of manpower that would provide
intellectual leadership to the community?: 1) Business Innovation and Incubation Centre & Mahatma Gandhi University Innovation Foundation were established to nurture innovations, startups and entrepreneurship. **2)** A new laboratory complex with sophisticated instruments and lab facilities is under construction **3)** The establishment of the University of Third Age(U3A) to guide those aged above 55 years into a happy third phase of their life and to harvest the immense experience of the members for

the overall betterment of the Institution and Society. **4)** The Civil Service Institute of Mahatma Gandhi University was established to cater to civil service aspirants by conducting regular evening and foundation batches.

3) Decentralization: The Schools of the university have autonomy and make independent decisions such as,

1) Syllabus revision as well as the introduction of new courses considering the socio-economic relevance pertaining to national as well global status. **2)** Decisions regarding increasing student strength, development of infrastructure facilities of the schools, conducting online exams, value-added courses, workshops, conferences etc. are taken by the faculty council of the concerned schools. **3)** Schools obtained grants by submitting independent proposals to several funding agencies, such as DST (PURSE, FIST), RUSA, and SERB, for augmenting infrastructure and research facilities and recruiting skilled manpower.

5) Participation in the institutional governance and in their short-term and long-term Institutional Perspective Plan

The above-mentioned achievements and ongoing developments are envisaged in the **13th perspective plan (2017-2022)** as well as the **Institute development plan (2023-2040),** such as New initiatives on high-quality education, people-friendly health facilities, nature-friendly Agriculture, waste management, water purification, E content development, capacity building, library development, tourism studies and instrumentation facilities.

File Description	Document
Upload any additional information	[View Document](#)
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Mahatma Gandhi University maintains clear institutional goals and hierarchy in line with the University Act, Statutes and Ordinances, regulations, Kerala State Service Rules and UGC regulations. Creative and

critical deliberations focused on social inclusiveness, equity and equality, and participative democracy help in formulating and implementing policy decisions. The Registrar heads the academic and Administrative branches. On the other hand, the Controller of Examinations and the Finance Officer handle matters related to the Examination and Finance branches, respectively.

The university intends to transform the campus into a 'digital-eco friendly-barrier free environment'.

The Syndicate - the Chief Executive Body and the Senate ensures the highest participative management and includes all stakeholders vis academics, people's representatives, Government, Secretaries and Officials, and experts from diverse fields. The Academic Council is the apex body on academic matters.

Specific policies for implementations include:

- Statutory Officers are appointed as per the Act and Statutes.

- Faculty appointment by the University as per UGC guidelines and Government reservation policies maintaining transparency and in online mode.

- Timely faculty promotions are done as per UGC-CAS regulations.

- Non-teaching staff are appointed through the Kerala Public Service Commission (KPSC) in accordance with the State Government reservation policy. Promotions are done as per Kerala Service Rules(KSR) and Kerala State and Subordinate Services Rules (KSSR).

- Adhoc/Deputation posting follows reservation policies.

- The university conducts faculty orientation/refresher/short-term courses from time to time.

- E-governance, including Digital File Flow Movement and Online applications to the various services offered to the stakeholders, have been implemented since 2017.

- Periodical training for faculty members is conducted through LMS (Vidyamrutham). FDP, Induction programs, OBE workshops, and workshops for quality improvement in teaching, learning and administration are conducted regularly.

- Regular training for administrative staff in academic administration regarding information technology usage, administrative quality improvement, etc., is organised through the Human Resource Development Centre (HRDC) of the University.

- Training for students, teaching and non-teaching staff is conducted for optimum utilization of library resources.

- Student admission- Students are admitted through a national-level common admission test adhering to Kerala Government rules.

- Supernumerary seats are allocated for outside-state and international students (through UCIC). Additional seats are also allocated for transgender and differently-abled students, along with

special reservations for sports/cultural quotas.

- Inter/trans/multi-disciplinary studies highlight the academic and research programmes run by the Academic Schools/Departments and Centres.

- Right to Service Act is implemented in the University to ensure proper and timely delivery of services.

- Services are offered through a single window system.

- **The following policies are framed to ensure the efficient operation and overall development of the Institution.**

- Policy of Corporate Social Responsibility

- Policy of Facilities to Support Research.

- Research Consultancy Policy

- Gender Policy

- Environment Policy

- IT policy

- Faculty Start-up and Incubation Policy

- Curriculum Policy

- Feedback Policy

- Policy on Value-Added Courses

- Policy on Capability Enhancement

- Policy on Student-Centric Approaches

- Mentor-Mentee Policy

- Research Policy

- Plagiarism Check Policy

- Policy on Seed Money Grant

- IPR Policy

- Policy on Infrastructure Augmentation

- Policy on Laboratory Safety

- Waste Management Policy

- Scholarship Policy

- Policy on Career counselling

- Training and Placement Policy

- Students' Grievance Redressal Policy

- Energy Policy

- Barrier-Free Environment Policy

- Student Support Policy

- Staff Welfare Policy

- Green Protocol Policy

- Faculty Startup and Incubation Policy.

File Description	Document
Upload any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution maintains a well-defined performance-appraisal system and well-defined criteria for promotion and professional development. The emotional, social and financial well-being of the teaching and non-teaching staff is ensured through effective staff welfare measures. The teachers' promotion is based on API score as stipulated in UGC regulations. API score is used for performance appraisal for teachers through CAS. The eligible faculty submits their applications through proper channel, which is verified and processed by the IQAC. Based on the recommendations of the IQAC, Performance Appraisal Reports are placed before the screening/selection committee constituted as per UGC mandate. Some of the incentives given to the faculty include Seed Money for research as a Start-up Grant for newly recruited teachers, financial and administrative support for patenting and publishing, and travel grant for attending Conferences, Workshops and Seminars.

Quarterly performance reports are submitted to the Hon'ble Chancellor and annual and segmented reports are submitted to the UGC and Kerala State Higher Education Council. The periodic meetings convened by the Hon'ble Chancellor and Pro-Chancellor attended by the Vice-Chancellor and other authorities of the University help assess the University's strengths and weaknesses.

The time-bound promotion of the non-teaching staff through the Departmental Promotion Committee is ensured and grade promotion requires passing of mandatory department-level tests conducted by Kerala Public Service Commission. The non-teaching staff enjoy promotion avenues up to the post of Joint-

Registrar. The confidential reports of all employees are periodically uploaded to the SCORE Portal of the state government.

The welfare schemes for teaching and non-teaching staff include

- Pension (Statutory/Contributory)

- Group Insurance Scheme

- Staff Welfare Fund

- State Life-Insurance

- Accident Insurance

- Family Benefit Scheme

- Family Welfare Scheme

- Dying-in harness employment

- Free medical facilities at the Health Centre

- Medical reimbursement for staff and family

- MEDISEP(Government sponsored insurance facility for employee and family)

- Interest-free soft medical loan

- Earned leave encashment

- Free/ Subsidized transportation

- Talent awards of Children of staff

- Salaried vacation for teachers

- Pre-professional training

- Inter-university transfer for staff

- Leave travel concession.

- Free access to library

- Fully Wifi covered Campus

- Maternity/Paternity leave

- Leave for higher studies

- Sabbatical leave

- Special Casual leave, Duty leave for faculty as per UGC Regulations.

- Leave benefits as per KSSR

- Special allowance for extra-time/Work and outstation work

- UNISPARK- University Service and Payroll Administrative Repository.

- Special allowance to personal staff/drivers

- Special Casual Leave/Allowance to Divyangan staff

- Special casual leave for treatment and recovery of staff with serious illnesses like cancer, heart transplantation, kidney transplantation etc.

- Special casual leave/allowance to staff with Divyangan children

- Special Casual leave and work-from-home facility instituted during pandemic

- Festival advance/allowance

- Divyangan-friendly Campus

- Employees Co-operative Society

- Faculty Club and Staff Cricket Club

- Sports and recreational facilities

- Fitness and Yoga Centre

- Recreation clubs

- Free amenities for pensioners

- Gender justice forum

- Life-style disease prevention support through University Health Centre

- Organic Food initiatives- Training on Organic farming

- Inhouse counselling facility

- Pandemic relief transport

- Free RTPCR test during the Pandemic

- Campus associations

- Office space for staff/student's unions

- Women's club

- Arts and Sports Club

- Film society

- Teacher's Hostel and Staff Quarters

- Guest House

- Subsidized Canteen/Cafeteria

- Creche and Baby feeding rooms

- Vacation camps for the children of staff

- SBI Campus branch with multiple ATM facilities

- Post-office

- Subsidised transport for Staff/Students

- Music Therapy

- Security Wing

These amenities ensure a healthy professional environment.

File Description	Document
Upload any additional information	[View Document](#)
Provide the 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: 26.46

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**

2021-22	2020-21	2019-20	2018-19	2017-18
16	11	34	43	27

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 61.82

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
79	68	64	49	46

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 (data template)	[View Document](#)
E-copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Being a state University, the Government (plan fund) is the primary source of income that fuels the developmental activities of the University. Apart from that fund for research, development and maintenance of infrastructure is obtained through various projects supported by the Government and Non-Government organizations at national/international levels. Some of the funding agencies are, *Kerala State Council for Science, Technology and Environment* (*KSCSTE*), Kerala Infrastructure Investment Fund Board (KIIFB), Kerala Startup Mission(KSUM), Department of Science and Technology-Government of India, Science and Engineering Research Board (SERB), Indian Council for Historical Research(ICHR), Indian Council of Social Science Research(ICSSR), Kerala State Higher Education Department, Rajiv Gandhi National Institute of Youth Development(RGNIYD), Dr. N Radhakrishnan foundation, Ministry of Human Resource Development(MHRD), Maulana Abul Kalam Azad Institute of Asian Studies, International Society for Neuro Chemistry(ISN), Department of Environment and climate Change -Govt. of Kerala, Ministry of Earth Sciences(MOES), United Nations Development Project(UNDP), National Centre for Polar and Ocean Research (NCPOR), Central Council for Research in Ayurvedic Research, Ministry of Health and Family Welfare,Apollo Tyres,Institute of Parliamentary Affairs(INPA), Inter-University Centre for Teacher Education Mysore, Centre for Rural Development & Technology, Department of Biotechnology (DBT),Indo French Centre for Promotion of Advanced Research(IFCPAR),Merzedes Benz Reaearch and Development-India(MBRDI), Swakit Biotech pvt. Ltd., CEAT Tyres,All India Council of Technical Education(AICTE), Kerala State Higher Education Council(KSHEC), University Grants Commission(UGC), Indian Council for Medical Research (ICMR), Indian Space Research Organisation(ISRO), Department of Atomic Energy(DAE),Defence Research and Decelopmental Organisation(DRDO), Media Lab Asia, Ministry of Education and Science of the Russian

Federation, Swedish Research Link Grant, Council of Scientific and Industrial Research(CSIR), Academic Chairs such as K.R.Narayan Chair and Mar Chrysostom Chair etc. The faculty from various discipline such as Legal, Behaviour, Social, and Science offer consultancy and extension services. Income is generated by, providing research projects to students from various Higher Education Institutions. Capital is also generated by providing, training and skill development programme to various faculty and employers of different industries. Revenue is also generated by providing training for various competitive examination including civil service examination. Capital is further generated by the utilization of various scientific analytical equipment installed in different departments as well as Sophisticated Analytical Instrumentation Facility (SAIF) by both external and internal users. Alumni chapter of each department contributes various endowments and awards for meritorious students. Additional income is generated by collecting rent from hostels, staff and faculty quarters, guest house, canteen, shops etc. Revenue in the form of Affiliation Fee is collected from various Affiliated/Constituent colleges of Mahatma Gandhi University.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 11129.61

6.4.2.1 **Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in *Lakhs*)**

2021-22	2020-21	2019-20	2018-19	2017-18
1869.72	1268.02	2700.00	2886.77	2405.10

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	[View Document](#)
Annual audited statements of accounts highlighting the grants received.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The financial accountability of the University is maintained through regular internal and external audits ensuring efficient use and transparency of financial resources. Financial planning, Accounts and Audits wings function under the Finance Officer. The sections under Finance Wing are Finance, Internal/Exam Audit, Public Fund Management System(PFMS), Accounts, General Cash, NPS cell and Finance Computer Cell (FCC). Finance officer regulates the inflow and outflow of funds sanctioned by the Hon'ble Vice-Chancellor. University has automated the transaction system for increased efficiency, transparency and access. All financial transactions and purchases are carried out in accordance with the Kerala Financial Code and Store Purchase Manual respectively. Internal and external audits are conducted to ensure the financial accountability of the annual accounts and reports on utilization of funds.

A Pre-Audit is conducted as a part of internal audit mechanism to improve performance and to promote the best utilization of financial resources. This will help in rectifying defects at the early spending stages. The system of 'Provisional advance' help in timely and efficient utilization of funds and implementation of projects . The Provisional Advances are to be settled or to be regularized within a stipulated time period. For all Statutory School and Academic Centres, annual internal audits are conducted by the Internal Audit team. The timely clearance of Audit Objections ensure responsibility and corrective action. A re-scrutiny of financial transactions of a retiring official is done for fixing liability if any. Externally funded projects are audited as per the rules set by the funding agencies.

External audit is conducted by Kerala State Audit Department (KSAD) and Account General (AG). The Kerala State Audit Department (KSAD) has a permanent office space inside the University Campus. A fullfledged KSAD office headed by the Joint Director is stationed in the campus that carries out audit

throughout the year. The status of utilization regarding the Sanctioned funds are audited annually. The University responds to the comments/queries by the audit team with clarifications and the shortfalls pointed out, are redressed in a time-bound manner . The final audit report, to be submitted to the Government is placed before the Syndicate and the Senate for approval. The Annual Audit Report is forwarded to the Government and placed before the Legislative Assembly (LA). The University is committed to answer any Audit Queries made by the 'Committee on Local Fund Accounts' of the Legislative Assembly. The Committee makes the final decision on the Audit Report. The Accountant General does a Supplementary Audit of the annual accounts every year. The Accountant General's audit team make initial audit enquiries which have to be clarified by the University. Based on the clarification and remarks from the University, a draft report is submitted to the University for further clarification and remarks. After due consideration of the reply, the Accountant General forwards the final report to the Government, which is placed before the LA. On further rectifications and comments from the University, any unsettled queries will be placed before the public accounts committee of the Legislative Assembly. The final decision is made by the Legislative Assembly, which is binding.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

A team comprising experienced faculty, students, and representatives from the local body and industry under the leadership of the Vice Chancellor ensures the efficient functioning of the body.

1. **Training and Developmental initiatives based on best practices**

Periodic brainstorming meetings and recommendations of IQAC and its initiatives resulted in

- Comprehensive Outcome-based Curriculum Revision involving all the programmes of the University.

- Introduction of short-term skill development programmes under the National Skill Qualification Framework (NSQF) and formation of an exclusive Directorate for Applied Short-term Programmes (DASP).

- Development of an MGU Startup ecosystem comprising pre-incubation and incubation activities with incubators and formation of Business Incubation and Innovation Centre (BIIC) and MGU Innovation Foundation (MGUIF).

- A series of faculty development programmes, orientation programmes, and student induction programmes augment the entire teaching-learning process.

- Recommended development of an institutional LMS- Vidyamrutam to form a hybrid learning system during COVID-19 followed by E-content development workshops and the creation of 45 e-contents.

- Introduction of five-year integrated programmes in Sciences and Social Sciences and a Joint Master's programme with Kannur University in line with NEP 2020.

- Introduction of new PG programmes in Mathematics, Artificial Intelligence, Food Science, Nanoscience, Energy Materials, Data Analytics etc.

- Started UGC-entitled fully online programmes with global intake from 2022-23, for which UGC permission was sought as per IQAC recommendation.

- Recommended implementation of the 'Auticare Virtual Reality Lab' facility for effective learning of autism-affected students.

2. **Development of an effective Support system for enhancing teaching learning infrastructure:**

The following initiatives of IQAC resulted in the establishment of the following:

- Formation of new teaching departments in domains like Mathematics, Artificial Intelligence and Robotics, Food Science and Technology, Nanoscience and Nanotechnology, Data Analytics and Energy Materials after conducting a comprehensive study on the institutional teaching learning requirements.
- Establishment of an innovation ecosystem with incubators, pilot plants and co-working facilities for startups named MGU Innovation Foundation (MGUIF) using RUSA funds with Director, IQAC as Co-ordinator.
- Conducted Gender Audit, Access Audit, Environment, Energy and Green Audits along with the

development of 35 policy documents in various areas. Inputs generated from audit reports were used in implementing various reforms.

- Recommended implementing Academic Bank of Credits (ABC) in the University.
- Recommended starting of an Offshore Campus in Qatar based on the demand from non-residents, after which NOC was granted by UGC, MOE and Govt. of Kerala.
- Implementation of Student Lifecycle Management in the University for incorporating the entry-to-exit system.
- Establishment of a customised Faculty Management System in-house to automate data collection for various accreditation and ranking-related activities.
- In-house development of a Journal Management System, Automated Mushroom Farming System with Sensors, Reception Robot titled "NORA" for student support, procurement of Grammarly software, implementation of Solid and Liquid Chemical Waste Management System, etc.
- Establishment of an Online Examination Centre along with facilities for proctored and remote proctored examinations.
- Implementation of the project 'University of the Third Age (U3A) for the first time among Indian universities to pool resources of the senior professionals (third age) with huge voluntary membership and units in all districts of Kerala.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.2

**Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	[View Document](#)
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	[View Document](#)
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

Post-accreditation quality improvement initiatives:

Response:

1	All vacant permanent faculty positions be filled on priority basis	Fresh Skills were pooled by recruiting 48 new regular teachers during the assessment period.
2	Establish School of Mathematics and School of Linguistics	Along with the School of Letters for language studies, the University has started six new teaching schools, including the School of Mathematics and Statistics, in upcoming and industry-relevant domains considering the needs of society.

3	Infrastructural facilities in hostels and other places ought to be modernized and augmented	One new hostel (Chandragiri hostel) was constructed for women, while another block was also constructed. All hostels were renovated with modern kitchen facilities, including additional parking sheds. Hostel admission and fee payment were automated during this period.
4	Central Library should procure number of reference books and provide more work stations	The number of reference books in Central Library increased 6650 and the number of workstations was enhanced from 20 to 40 nos.
5	Institutional Policy on Consultancy to be implemented	A Consultancy Policy is in place as per UO No.5615/IQAC/2022/MGU, dated 31.05.2022.
6	Integrate ICT into curriculaum to impart soft	554 number of courses deal with softs kills, 15 number of courses deal with communication skills, 264 numbers of courses deal with Technology. Apart from this all teaching schools having Smart Digital Classrooms and University own Learning Management System (LMS) Vidyamrutam is being used in all schools and departments as digital platform
7	Strengthen Placement Cell	A Placement Cell and an Employment Information and Guidance Bureau amply supported by the State Government is functioning in the University. Two mega-placement drives and two medium-scale job fairs were organised during this period.
8	Establish University Industry Interaction Cell for resource mobilization	An active University-industry interaction Cell functions in the Business Innovation and Incubation Centre with multiple activities involving the University and industry.
9	Improve Sports facilities	University constructed floodlit Natural football Turf with sprinkler system at a total cost of 2.72 CR. Signed an MoU with KIIFB, Govt of Kerala to the tune of 60 CR for the development of

		below listed sports infrastructure:
		(a). 400 meters Synthetic Track
		(b). 50 meters Swimming Pool
		(c). Multipurpose Indoor Stadium
		(d). Sports hostel
		(e). Academic Complex
		(f). Warm up track etc.
10	Counseling be made available to address adolescent problem	Counseling Centre has established in School of Behavioural Sciences and the service of one Clinical Psychologists are made available in this centre. Apart from this the proper Mentoring is being done in all schools and centres which are being addressed all the adolescent problems.
11	Initiate Women's Study Centre	School of Gender Studies was started in 2023 to invigorate gender justice and gender equality among students and also to change societal inertia towards Women's rights.
12	Implement uniform structured feedback system and analysis	Implemented a uniform structured feedback system and analysis under the auspices of IQAC.
13	Provide facilities for differently abled friendly class rooms	All new buildings where most of the programmes are offered have lift facilities. In old buildings, ramp facilities are available, and classes for the differently abled are being conducted on the ground floor with ease of access.
14	Career Advancement Scheme be implemented in its true sprit	UGC regulations and Kerala Government orders are strictly adhered in the implementation of Career Advancement Scheme.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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 University is ranked between 101 and 200 in the Impact Ranking for Gender Equality in the Times Higher Education Ranking, emphasising UN SDG 5: Gender Equality. The University has an established gender and transgender policy. The university organises gender sensitization activities annually, prioritising central government policy implementation such as transgender centralised allotment processes and scholarship programmes for transgender individuals. Also implementation of the 20th report of the legislative assembly committee regarding the welfare of women, transgenders, and persons with disabilities; maternity benefits; and an additional 2 per cent of condoning a shortage of attendance for female students in each semester.

To ensure women's empowerment, safety, and consideration, the university has a well-defined women's cell and an anti-sexual harassment policy at work.

The University adheres to the UN Sustainable Development Goal (SDG5) for gender equality and clearly translates this to academia through the inclusion of the topic in our curriculum. Also, the establishment of the School of Gender Studies, the introduction of a value-added course 'Gender and Development: Theories and Concepts' and the open course 'Gender and Society' offered by the School of Social Science. Again, several studies produced through postgraduate dissertations related to gender studies are also evident, e.g.,

- Women and labour in Kerala in the 20th century: A literature review
- Film and sexuality representation of queer identities in Malayalam cinemas
- Drawing femininity and locating Raja Ravi Varma's painting

The University's annual gender sensitization plan includes various activities to empower and create awareness for women, for example:

1. Women Camp: women's health, financial literacy, self-defence, career advancement
2. Women Empowered Entrepreneurship: Technology Commercialization Workshop Series on Women Entrepreneurship (funded by Kerala Startup Mission)
3. Accessible India Campaign (Sughamya Bharat Abhiyan)
4. Separate competition category for the University arts and sports competition for transgender students.
5. Women's Day observation: intercollegiate theme presentation
6. Movie screening and discussion

7. Self-defence programme
8. Webinars

- Feminism and gender studies
- Gender bias and sexual harassment
- Dissecting the Transgender Rights Bill 2016
- Histories of gender: Transdisciplinary approaches
- Disabilities perspective of gender equality and women's empowerment
- Talk show: Anti-dowry and domestic violence
- Women bikers
- Gender shifts in migration policy and governance in the 21st century
- International online lecture series: Postcolonialism, gender, and politics
- International Women's Day programme: Women in Leadership: Achieving an Equal Future in the COVID-19 World
- Panel discussion on the impact of COVID-19 on the quality of life of transgender people
- Talk about "Why I make films on climate change, displacement, and gender".
- Understanding gender diversity and inclusion in the Indian context
- Gender bias and stereotyping, gender equality, and women's rights
- Role of business entrepreneurship in the development economy of Kerala: Perspectives of transgender entrepreneurs

In addition to this, the University has established facilities to support women, ensure their safety, and empower them, which include;

1. Lady doctors and nurses in clinics
2. Restrooms
3. Counselling facilities for women
4. Creche facility
5. Lady Fitness Centre
6. Sanitary pad disposer, incinerator
7. Female security staff.
8. CCTV for safety
9. Women's hostel

All these initiatives clearly indicate the university's commitment to gender equity on campus.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs of the facilities.	[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

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Mahatma Gandhi University has dedicated 33% of its campus geographical area to green patches and 28% to the Jeevaka Live Laboratory and adheres to a University green protocol. The University's duties and practices for waste management encompass a comprehensive approach to minimising environmental impact, which involves implementing recycling programmes, segregating waste streams, and promoting responsible consumption habits among students and staff. Regular awareness campaigns and educational initiatives raise consciousness about waste reduction and proper disposal methods. Additionally, the

University collaborates with local waste management authorities to ensure compliance with legal regulations and best practices. The University has a waste management report and a tracking record of each practice in its registry. We are assessing the quantity of waste produced each year through a comprehensive waste management report. The University has a Green protocol and a comprehensive waste management policy and process. The waste management process consists of Academic, Administrative, Residential, Cafeteria, and Canteen Sectors. The waste is categorised as solid (food, paper, plastic, biomedical, hazardous, glass, electronic, furniture, etc.), liquid (sewage and laboratory wastewater), and construction and demolition waste (concrete, bricks, and tiles). The waste management practices and MOUs for each category are given below:

Solid waste management

The Nirmalam project is dedicated to bio degradable solid waste collection, handling, and management. It includes:

- Aerobic compost units
- A natural brick kiln for paper waste
- Appropriate bins for food waste
- Segregation of waste with the help of housekeeping staff
- Established material collection facility for non-biodegradable waste
- Organic fertilisers from organic and food wastes
- Creating pots for plants and grow bags

Liquid waste management

- The grey water used in labs is recycled and used again.

Biomedical waste management

The university has initiated two notable MOUs as follows:

- Gomti Research and Pharmachem Private Limited, for the removal of solid and chemical waste.
- The University and the Indian Medical Association eco-friendly (IMAGE) have a designated MOU for its buyback policy.

E-waste management

- The waste is collected at a Material Collection Facility (MCF) and sold to vendors.

Hazardous waste management

- Kerala Environment Infrastructure Limited (KEIL) in Kochi

The university has a mission to create awareness and education leading to green practices by fostering a culture of sustainability, not only fulfilling their duty to the environment but also inheriting crucial values in their community to address global waste challenges and nurture an eco-conscious generation through interventions like:

- Certificate course by the Directorate of Applied Short-Term Programmes on Waste Management for Students
- Display awareness posters on waste management at various places on campus.
- The Reduce, Reuse, Recycle (RRR) practices include decorative structures using plastic, waste glass bottles turned into armchairs, and garden arts.
- We promote a green lifestyle and habit change through steel lunch boxes, and evading plastic on campus.

All these above initiatives Implementing efficient waste segregation, recycling programmes, and composting to minimise landfill waste clearly indicate the University's commitment to a green and eco-friendly campus and promoting a circular economy.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities.	[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](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Mahatma Gandhi University is an ISO14001:2015 certified green campus, has a certified Grade A green office, and is acknowledged with several green awards. The University adheres to a pledge to watch for a green and clean campus, has a green campus protocol, and follows a green campus audit. Green campus initiatives aim to promote sustainability and environmentally friendly practices within the University campus, and here are some of the green campus initiatives we follow as well as designated green practices, namely:

Landscape

The University campus is blessed with a natural landscape, and additionally, we are maintaining the natural resources aligned with the climate and geography of the campus, keeping in mind the well-being of natural flora and fauna distribution in the campus topography. The practices are;

- Using native plants in landscaping to conserve water, support local biodiversity, and reduce the need for chemical inputs.
- Campus Advisory Committee on Tree Saving (CACTS): Involving students, faculty, and staff dedicated to overseeing and implementing initiatives on afforestation and biodiversity conservation.
- Organic farming and Herbal-horti garden.

1. **Plastic ban**

The University considers reducing plastic usage on the University premises as a part of its civic and institutional duty. In this regard, the University runs the "Prithvi programme," which encourages the University community to reduce the usage of plastics and follow up on RRR initiatives on the University campus. The major initiatives include:

- Minimising usage of single-use plastics: The University has a conscious usage policy on the use of single-use plastics such as bags, straws, and cups on campus and always promotes plastic-free events.
- Awareness Campaigns: periodical campaigns, workshops, and seminars to educate students, faculty, and staff about the environmental impacts of plastic pollution and the benefits of reducing plastic usage.
- Plastic waste collection and recycling
- Student-led Initiatives on environmental awareness.

Intra-University mobility

The University follows eco-friendly and public-friendly practices for intra-university mobility, which include green transportation practices to reduce emissions from transportation, which include:

- Encouraging bicycle use
- Battery-powered vehicles
- Electric vehicle charging stations
- Promoting carpooling
- Buggy vehicle facility
- Pedestrian-friendly pathways: The University has pedestrian-friendly pathways on all the roads leading to all areas with access throughout the campus.

Restricted entry

The University has designated restricted entry zones as a part of green initiatives, which include:

- Buffer zones, supporting the protected area and meant to form a physical barrier against human encroachment to green spaces, also extend the natural habitat area of the University campus.
- Miyawaki Forest: As powerful tools for afforestation, promote biodiversity, sequester carbon at an accelerated rate, and enhance ecological resilience, combating climate change and fostering a sustainable campus environment.
- Green Lab: Prioritising this sustainable and environmentally-friendly practice with minimal waste and Reduce, Reuse, Recycle (RRR) initiatives aligned with the Nirmalam project

The University periodically evaluates and updates its plastic-free initiatives in line with evolving best practices and regulatory requirements. Additionally, involving the entire campus community in these efforts will lead to a more sustainable and environmentally conscious campus environment.

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Institutional data in the prescribed format (data template)	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability 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](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit report of all the years 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](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

The University adheres to its Barrier-free Environment policy accommodating Divyangjan and clearly translates this to academia through the inclusion of the topic in our curriculum. This institution has well-framed research and outreach activities providing provides Early Intervention and Rehabilitation services through its extension centre to reach the unreached. such as the establishment of the Inter-University Centre for Disability Studies (IUCDS) and its Disability Rehabilitation Early Assessment and Management Services (DREAMS). Also, IUCDS was associated with the Kerala Disaster Management Authority (KSDMA) in their project "strengthening emergency response capabilities of the differently abled in Kerala. The project was recognised as a model project by the National Disaster Management Authority (NDMAS) and included in the national framework for disaster risk reduction. Besides, Dr. Eddie Ndopu, the UN secretary general's SDG advocate, visited the Kerala pavilion of KSDMA at the World Reconstruction Conference. The university has followed several collaborative, awareness-raising, and practices to ensure a barrier-free environment, as

Orange book

The Orange Book of the State Disaster Management Authority has been released, including the central disability studies of Mahatma Gandhi University as the expert organization to be conducted to ensure the safety of differently-abled persons in case of disaster.

Some practices include:

- Barrier-free pathways
- Barrier-free parking
- Barrier-free elevators
- Signboards and posts
- Activity workstations
- Divyangjan friendly toilets
- Learning resources for differently abled
- Free diagnosis, hearing aids, and fitting awareness as an outreach activity
- Differently-abled football team
- Research projects enhancing the emergency response capabilities of children with hearing impairments in special schools
- Foundation courses in sign language
- Empowerment activity for the trainees of the vocational training centre at MGU
- SASTHRAYAAN open house programme

Collaborative activities

- Composite regional centre (CRC) for persons with disabilities
- Research-based practices in managing children with autism spectrum disorders
- Inclusion of people with disabilities in higher education and employment
- COVID-19 activities for the disabled

Awareness Programs

- Webinar on new educational policy 2020 (NEP) and education of differently abled
- Webinar on the new educational policy 2020 (NEP) and the education of students with special needs

- Observation of Kerala Palliative Care Day 2020
- Training programme on child-centric disaster risk reduction
- Orientation programme on strengthening the emergency response capabilities of the differently abled in Kerala
- National seminar on effective tools in the rehabilitation of children with developmental disorders
- State-level training programme on disability-inclusive disaster risk management
- National conference on early intervention
- Workshop on remedial coaching and counseling skills
- Workshop on Accountability to the Affected Population in Kottayam
- Collaborative activities with the Composite Regional Centre (CRC) for persons with disabilities
- CRE national seminar on the role of special teachers in implementing assistance technology
- Research-based practices for managing children with autism spectrum disorder
- Inclusion of persons with disabilities in higher education and employment
- International webinar on COVID-19 and disabilities
- Programmes in collaboration with Kerala State Disaster Management Authority (KSDMA)
- Webinar on disability inclusion Disaster Risk Reduction
- Webinar on children with disabilities and inclusive DRR.

All these above initiatives clearly indicate the university's commitment to creating a disabled-friendly and barrier-free environment on campus.

File Description	Document
Upload supporting document	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

Mahatma Gandhi University adheres to the policy of Inclusion and situatedness, by celebrating India's unity in diversity and embracing the principle of "Vasudhaiva Kutumbakam". The University has an international and nationally diverse cultural environment that promotes social and cultural harmony within the campus. To foster a harmonious atmosphere at the campus various cultural and literary activities are conducted periodically. The university has a large pool of 80 international students and

national students creating a diverse student community.

In addition to the organize several co-curricular activities across various academic and academic departments of the University, The University's academic departments such as the School of Letters the School of Social Sciences and Inter University Centre for International Cooperation at Mahatma Gandhi University promote programmes such as feature films, short films, documentary movies, dance music, and drama, International cultural shows for promoting cultural understanding and appreciation within and outside the University, which makes the University campus more diverse, vibrant, and inclusive.

Resources:

Mahatma Gandhi University imparts its institutional efforts towards inclusive campus through its various following:

- Archaeology Museum
- Community Library
- Live Laboratory at Vallakam
- Tribal Organic Farmers Fest
- The Inter-University Centre for Studies in Science and Music
- Indigenous organic farming project
- film clubs
- SC ST cell
- OBC hostel
- Divyangjan-friendly hostel rooms
- Centre for Yoga & Naturopathy
- University Centre for International Cooperation
- Inter-University Centre for Organic Farming and Sustainable Agriculture
- The University has 31 Academic chairs for multidimensional collaborations for socio-cultural interactions, knowledge sharing and research innovation practises leading to diverse cultural integration. The major academic chairs include:

- Vaikom Muhammed Basheer Chair
- Sree Narayana Guru Chair
- Dr. Paulose Mar Gregorios Chair
- Dr. B.R Ambedkar Chair
- Kannassa Poets Chair
- Vivekananda Chair
- Kuriakose Elias Chavara Chair
- C.H.Muhammed Koya Chair
- K.R.Narayanan Chair
- Nelson Mandela Chair for Afro-Asian Studies

Activities

- UNNAT BHARATH ABHIYAN – "Oorukootam village adoption initiative"
- U3A – The University of the Third Age (U3A) program at Mahatma Gandhi University (MGU), Kottayam, is a transformative initiative aimed at enriching the lives of individuals aged 55 years and above as they enter the later stages of life

- Pride Week celebration
- Bakery workshop
- Post-flood relief activities "Uyirppu"
- Workshop on Apiculture
- Project Revive Pathiramanal
- Diabetic detection camp
- Bharana Bhasha Prathinja
- Indigenous awareness camp
- Secular fest
- Farmers fest
- film festival
- drama festival

Cultural celebrations:

- Onam celebration
- Holi celebration
- Deepavali celebration
- Christmas celebration
- Ifthar party
- University Arts and Cultural Fest
- Hostel cultural celebrations

Observation of commemorative days

- Hindi Diwas
- International Yoga Day
- Kerala Piravi Day
- International Day of Sign Language
- World Environmental Day
- World Tourism Day
- Earth Day

Awards and recognition

Dr. Jose K Manuel

- J. C Daniel Foundation Award for the Best Adaptation Screenplay ('IRU' Malayalam Feature Film, 2021)
- Kerala State Film Award for Best Book on Cinema (2010)

All these above initiatives clearly indicate the University's commitment to creating a Holistic harmonious and vibrant campus community.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Mahatma Gandhi University enriches the students, and employees of the institution with Constitutional values, rights, duties, and responsibilities as citizens. The University strives to serve an Inclusive, Social, Secular, and Democratic environment for the harmony of the institution's stakeholders. University displays Fundamental Duties, Fundamental Rights, and Indian Constitutional Preamble to inculcate the values of responsible citizens of India.

The Legal Clinic and Literacy Club under the School of Indian Legal Thought (SILT) at Mahatma Gandhi University stands as two exceptional pillars of community engagement and social empowerment. These initiatives exemplify the University's commitment to bridging educational pursuits with practical, real-world impact, ultimately contributing to the holistic development of students, staff, and the broader community.

Legal Clinic: The Legal Clinic serves as a vital platform for law students to apply their theoretical knowledge in a practical context. By offering legal aid, guidance, and advice to individuals who lack access to legal resources.

Literacy Club: The Literacy Club at Mahatma Gandhi University is a beacon of educational advocacy and social upliftment. Committed to eradicating illiteracy and promoting education, the club engages in activities that range from organizing literacy drives, workshops, and awareness campaigns to mentoring underprivileged students.

Different activities are performed in and around the University to commemorate national days like Republic Day, National Law Day, Ambedkar Jayanti, Constitutional Day, and Independence Day. University celebrates these days with awareness programmes to inculcate values among the students, employees, and the public. Independence Day is celebrated each year with flag hoisting and various seminars. The university celebrates 'Azadi Ka Amrit Mahotsav' with numerous activities celebrating the diversity and freedom of citizens of India.

During the pandemic, the University has taken measures to empower the students, employees, and the public regarding human rights concerns the pandemic and various bills regarding health care, which

satisfies the need of the hour in inculcating awareness. Initiatives like this provide access to the stakeholders in changing perceptions around the rights of individuals in contingency situations.

The programmes conducted on this course are as follows;

- Human Rights Awareness
- National Constitution Day
- National Education Day
- Legal clinic and literacy club
- Legal Awareness
- MGU- B R Ambedkar Smaraka Prabhashanam
- Workshop on legal literacy
- Republic Day celebration
- Bicycle rally
- State-level workshop on "Writing an emergency medical care bill"
- Webinar series on "Administration and administrative law"
- A special lecture on "Human rights in a pandemic situation"
- Webinar on how "Technology is changing the practice of law"
- Webinar on the imperatives of understanding the history of international law
- National colloquium on "Rights to health: myth or reality"
- Legal awareness class for senior citizens as a part of National Law Day
- Webinar on "Constitutional morality and contemporary challenges"
- National symposium on "Recent judicial trends and emerging jurisprudence"
- Webinar on "Environment management systems and contemporary laws"
- A webinar on "Trademark laws and their changing dimensions in India"
- e-pledge on Say yes to life, No to drugs"
- Dry day observation
- Child abuse awareness programme
- Women's Rights Awareness

These initiatives reflect the University's commitment to institutional values and best practices

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The institutional Code of Conduct principles are displayed on the website**

2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice :1

Title of the Practice: Research Translation and Start-up Ecosystem

Our University prioritizes research, consultancy, and innovation in academic rankings, fostering research-

driven incubation across disciplines involving students, academics, and the public. We currently rank in the 401–500 band in the Times Higher Education Global Ranking (THE) and steadily improved our research and innovation score, reaching 31.5 in 2023, signifying a strong global research presence with top scientists ranking at 10. Capitalising on our research strengths, we launched the Business Innovation and Incubation Centre (BIIC) and the Mahatma Gandhi University Innovation Foundation (MGUIF), supporting research and innovation across disciplines and aiding start-ups to commercialize. This embodies our commitment to fostering innovation from inception to realization.

The process of the translation and start-up ecosystem consists of ideation, innovation, incubation, start-up, skilling, and commercialization.

To realise the dream of Mahatma Gandhi for empowering rural communities and agricultural productivity for self-sufficient villages, a start-up grant and training facilities combining skill training, organic farming, and water resource management conducted for farmers in collaboration with the Inter-University Centre for Organic Farming and Sustainable Agriculture (IUCOFSA) are systematically incorporated in this initiative.

This nurturing initiative has facilitated 46 start-up projects for students, Ph.D. scholars, and alumni worth INR 460,000.

Objectives of the Practice

- Effective translation of our research into commercialised products

- Develop an ecosystem to nurture innovation and entrepreneurship within the University.

- Create awareness of innovation, incubation, product development, and commercialisation of products/technology/services

- Catalyse transformation of students from job seekers to job providers

- Incubate and accelerate start-ups and enterprises through networking as per the national demand

- Mediate the industry-academia interaction for the benefit of society.

The Context

BIIC, conceived by MGU, creates an innovative ecosystem in Science, Social Science, and Management, translating educational knowledge into beneficial commercial products and services for society's advancement.

MGUIF offers Incubation facilities with suitable physical infrastructure in capital equipment and operating facilities, the availability of sectoral experts for mentoring start-ups, business planning support, access to seed capital, industry partners, training, and other relevant components provided for innovative start-ups to become scalable and sustainable enterprises.

The Practice

1. Student Mentor Interface

2. Technology Transfer

3. Young Innovators Programme

4. Start-up Incubation Facility

5. Co-incubation with Affiliated colleges

6. Entrepreneurship award

Partnerships and Collaboration

- Kerala Start-up Mission

- National Institute for Developing and Harnessing Innovation (NIDHI) - TBI

- Confederation of Indian Industry

- Central Travancore Chamber of Commerce and Industry

- National Institute of Food Technology (NIFTEM)

- SWAKIT Biotech PVT LTD

- ABTCCH Agro Biotech Research Centre

Evidence of Success

Start-ups

- Interiors Bioresearch Centre (IBRC)

- A-GRADE TOOLS

- Calabura lab

- Eco Loving Advancement

- Dia Herbal Health Pharmaceuticals

- Ticon-HSE LLP

- Varsya Eco-solutions

- Gospaferm Biologicals

Successful Technology Development

- Native Operative Reception Assistant (NORA)

- Automated Mushroom Farming using Sensors

- Natively Developed Journal Management System – Scholar Note

Successful Technology Transfer

- Agri Biotech Research Centre Limited (ABTEC)

22 patents were filed, and 2 granted

Problem Encountered and Resources Required

Efficient system management faces time constraints, limited budgets, and the need for human resource support. Additionally, negotiating partnerships is a significant challenge for this relatively new initiative's expected growth and development. Marketing and promotion of newly introduced products and services and physical space requirements are a necessity.

Best Practice:2

Title of the Practice: 'Reaching the Unreached'

The University is committed to outreach our academic and research capabilities to empower and support the community and make a positive impact. It involves academia engaging with local communities through extension activities.

Objectives of the Practice

- Propagating Indigenous Organic Farming to various tribal villages to empower tribal communities

- Improve the lives of individuals with disabilities and their families through vocational training, hearing aid support, palliative care, rehabilitation, education, parental groups, and legal services.

- Promote public health and well-being through medical research, vaccination drives, and pandemic response initiatives.

The Context

The University's organizational culture is committed to a better quality of life and well-being of the unprivileged communities. We are dedicated to community welfare through various academic departments/schools/centers, including the Department of Lifelong Learning and Extension, Inter-University Centre for Biomedical Research and Super Specialty Hospital (IUCBR & SSH), School of Behavioural Sciences, and Inter-University Centre for Disability Studies.

The Practice

- Indigenous organic farming initiatives in tribal villages and expansion

- Vocational Training and Rehabilitation Centre and Programme

- Hearing Disability Diagnosis and Hearing Aid Distributions

- Establishment of 'Thanal' Palliative Care Unit

- Disability, Rehabilitation, Early Intervention and Management Services (DREAMS)

- Parents' self-help group

- Legal support services

- Health emergency preparedness at (IUCBR & SSH)

- Establishment of the University of the Third Age (U3A)

Evidence of Success

- Indegenous organic farming in 27 tribal villages, and 6 tribal groups (Mala Arayan, Urali, Mannan, Muthuvan, and Ullada), resulted in food security, education, health, sanitation, and income.

- Tribal Seed Bank: The scheme directly benefits 2,000 tribal families and preserves indigenous seeds.

- Tribal organic farmers meet: Exchanged ideas and perspectives on organic farming.

- "Samaksham"- First Full-length Feature Film

Vocational Training and Rehabilitation Centre and Programme

- The centre empowers 32 differently-abled children through character, social, and personality development, fostering independence.

Hearing Disability Diagnosis and Hearing Aid Distributions

- Spent 47.04 lakhs rupees distributing 336 hearing aids to 250 people with hearing difficulties.

Establishment of 'Thanal' Palliative Care Unit

- Palliative care diploma for successfully completed 30 palliative volunteers

DREAMS (Disability, Rehabilitation, Early Intervention, and Management Services)

- Early identification and intervention of childhood disabilities and auticare virtual reality lab facility for teaching learning of autism affected students

Parents self-help group

- The parent support group initiative successfully empowered parents by enhancing their skills and knowledge, ultimately improving the quality of life for individuals with disabilities.

Legal support services

- The centre proposed to conduct "Adalath" for persons with disabilities.

Inter-University Centre for Biomedical Research and Super Specialty Hospital

- Conducted 4.5 lakhs COVID tests as per ICMR orders.

University of the Third Age (U3A)

- Established in 14 districts,18 units with 2000 members. First time in Indian Universities

Problem Encountered and Resources Required

Strategic resource allocation is crucial for successful service expansion, as limited funds and expertise can hinder smooth implementation. Additional building and customised space for organising activities. Opportunities for knowledge and technology transfer will further improve these initiatives.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Eco-friendly Campus Adherence to UN SDGs

Mahatma Gandhi University is an ISO 14001:2015 Environmental Management System (EMS) certified Campus. Additionally, the University's efforts in water and sanitation (UN SDG 6) earned it a respectable 301-400 rank by Times Higher Education Globally.

The University dedicates 30% of its 110-acre campus to conserving rich biodiversity on 28 acres, creating a unique eco-campus where infrastructure coexists with nature. This campus ecosystem aligns with eight United Nations Sustainable Development Goals, influencing teaching and learning across schools. The commitment to global sustainability engages both students and staff in addressing these challenges, with the university's sustainable practices contributing significantly to multiple UN SDGs, promoting a holistic approach to sustainable development.

Sustainable Development Goals	Description
UN SDG -3	Good Health and Wellbeing
UN SDG -4	Quality Education
UN SDG -6	Clean Water and Sanitation
UN SDG -7	Affordable and Clean Energy
UN SDG-12	Responsible Consumption and Production
UN SDG -13	Climate Action
UN SDG -15	Life on Land
UN SDG -17	Partnership for the Goal

Objectives

- Establish a healthy environment for students, staff and other campus community.

- Build a supportive campus ecosystem with advanced learning practices aligned with SDGs.

- Improve the water quality and campus sanitation for community well-being.

- Improve energy efficient energy production and consumption practices.

- Conserve campus biodiversity to address climate change.

Initiatives

Carbon Neutral Campus (SDG13, SDG15)

The lush green University campus acts as a natural carbon sink and helps carbon sequestration reducing carbon footprint. Through biomass carbon analysis using remote sensing, the campus identified 3600.5 tonnes of standing biomass, signifying its role as a substantial carbon sink. This can be used as a reference for nature-oriented management and is an important basis for determining the carbon status of the campus, reducing CO2 emissions, and contributing to environmental sustainability.

The University's Programme Outcome is mapped to UNSDGs

SDG9, SDG10, SDG11, SDG12, SDG13, SDG 14, SDG 15, SDG7

Jeevaka Live Laboratory - Lungs of the Campus (SDG6, SDG12, SDG 15)

The University maintains the Jeevaka Live Laboratory, named after the disciple of Sree Budha, with a rich diversity of flora and fauna, including 12 varieties of migratory birds from the Himalayas. A significant amount is spent on protecting these 12 Hectares of land (28 acres) rich in biodiversity on the campus.

Flora (SDG6, SDG12, SDG15)

The campus vegetation comprises trees, shrubs, climbers, herbs, and grasses. Herbaceous flora prevails, followed by shrubs, trees, and climbers. An initial flora study found 273 plant species from 91 families, including 258 angiosperms (82 families) and 27 pteridophytes (9 families). Notably, diverse families like Poaceae, Euphorbiaceae, Cyperaceae, etc., were recorded.

Fauna (SDG6, SDG12, SDG15)

The campus displays a diverse biodiversity of fauna. Identified 257 angiosperm species, 28 pteridophytes, 27 phytoplankton genera, 86 butterfly species, 23 dragonflies, 50 bird species, and nine mammals. Notably, 11 plant species are Western Ghats endemic, with five exclusive to peninsular India.

Miyawaki Forest (SDG 6, SDG 12, SDG 15)

Supported by the Directorate of Environmental and Climate Change, Kerala. The 3.5 cents of land earmarked for the project has been meticulously filled with a blend of scientifically chosen varieties of indigenous saplings. There are 83 types of plants growing sustainably in this forest system.

Green Protocol/ Plastic ban – Prithvi (SDG12, SDG15)

The University has a green protocol Policy and a Campus Advisory Committee on Tree Saving; the campus has minimal usage of single-use plastic through a project named 'Prithvi'.

Energy Conservation (SDG7, SDG13, SDG12)

The university has taken measures to replace all incandescent light bulbs on the campus with energy-efficient LEDs and installed 400kWp solar panels in a phased manner.

Waste Management (SDG6, SDG12, SDG15)

The School of Bio-Sciences, with support from KSCSTE and local bodies, has established an efficient solid waste management system. The waste management focuses on reducing, reusing, and recycling, with the "Nirmalam" project converting biodegradable waste into valuable manure like vermicomposting. Collaborations with organizations like Haritha Karmam Sena, IMAGE, KEIL, and Gomti Research and Pharmachem facilitate proper disposal of biomedical, solid, and chemical waste, ensuring a clean and green campus environment.

E-waste Management (SDG6, SDG12, SDG15)

The University has a tie-up with Clean Kerala Company to remove e-waste from the campus through buy-back schemes Green Campus.

Green Office Award (SDG12, SDG13, SDG15,)

MGU received the 'Grade A' Green Office Award of the Kerala Government and the 'Vanamitra Award' for nature conservation and biodiversity enrichment.

Air Quality Monitoring Facility (SDG7)

The University has a Mobile Ambient Air Quality Monitoring System to monitor the air and water quality status of the University and other locations.

Battery Operated Vehicle – Buggy (SDG12)

Operating an eco-friendly battery-operated vehicle (Buggy) to help reduce the impact on the environment and facilitate people.

Organic Farming (SDG12)

Within the University, an organic farm is dedicatedly developed and maintained for education and conservation. The University offer MOOC course on Organic farming for the benefit of students and the general public.

Water Conservation (SDG6,SDG13,SDG15)

The campus has 18 wells, borewells, rainwater harvesting facilities, and ponds. The quarry pond (Ravindrasarovaram) is the primary water source, diverting rainwater from all the rooftops; having a capacity of 4.5 crores litres was an abandoned quarry, which the University renovated for storing water.

Groundwater Recharging (SDG6,SDG12,SDG15)

The University has a groundwater recharging system by constructing a Check Dam and 18 dug wells.

Herbal Horti Garden (SDG3)

The University has two established 'Herbal Horti gardens' with more than 1000 endemic and rare medicinal flowering plants conserved.

Buffer Zone and Restricted Entry (SDG 13, SDG15)

12 acres of the University's biodiversity conserved area (Jeevaka Live Laboratory) is protected as a restricted Buffer zone of the University.

University Centers Addresses Global Sustainable Development Goals (SDG17)

The university's academic strength is amplified by institutions like the School of Environmental Science, the Inter-University Centre for Organic Farming, and others, showcasing a commitment to global sustainability. Recently, the establishment of the International Centre for Polar Studies emphasises its dedication to environmentally and socially responsible global engagement.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

As a leading higher education Institution, MGU affirmed by several accolades, including the Chancellor's Award for best University in 2020, 2018 and 2016. In the Times Higher Education World University Rankings 2023, MGU was ranked in the 401-500 band worldwide with a study increase of 701-800 in 2022. In the Times Higher Education Asia University Rankings 2022, it secured the 139th position (9th in India). MGU made a consistent performance in NIRF Ranking with 31st position in 2023 followed by 30 in 2022, 31 in 2021, 30 in 2020 and 2019 and 34 in 2018. It also secured 3rd position in Atal ranking for innovation excellence.

The University aspires to achieve excellence through various initiatives, including the Kerala Infrastructure Fund Board (KIIFB) funded state of the art Laboratory Complex and the MGU Innovation Foundation, the business innovation ecosystem of the University with incubators, pilot plant and facilities for start-ups. Public funding to the tune of Rs. 20 crores under RUSA 1.0 scheme for infrastructure development and Rs. 50 crores under RUSA 2.0 scheme for research and innovation helped the University in its development in various spheres. The Academia Convergence Complex which houses all he interuniversity Centres and Interschool Centres and Central Instrumentation facilities gave an added thrust to MGU's growth.

Mahatma Gandhi University excels in interdisciplinary teaching and research. With a future-focused approach, it adapts to global higher education trends, remaining relevant and demand-driven in the ever-evolving educational landscape.

Mahatma Gandhi University established the University of the Third Age (U3A)visualizes the idea of positive ageing of the senior citizen towards healthy mind and body through activities and lifestyle modifications for meaningful happy lives.

Future plan

1. Strengthening our academic and administrative system as per the new education policy
2. Focus on the growth pillars of the University such as Whole person education, research and consultancies, services and sustainability.
3. Well established online education
4. Strengthening of more skill development programms as per Skill India imitative
5. Ranked within top 10Universities in the country &within top 500 Universitiesglobally
6. Institute of Eminence
7. Research translation and commercialization.

Concluding Remarks :

Mahatma Gandhi University has made excellent progress in accomplishing set goals in academic, research and consultancy, innovation and entrepreneurship, employability and internationalisation. The University is working towards achieving the following goals.

1. Excellence in transformative Teaching, Learning and Evaluation

2. Research and academic excellence

3. Developing a state-of-the-art innovation ecosystem.

4. Achieving domain-based global accreditation

5. Taking initiatives for social development through engaging in outreach programmes

6. National and International recognitions

7. Campus eco-system adhering to UN Sustainable Development Goals.

8. Promoting Whole person education

9. Collaboration and partnerships with leading Universities and Higher Education Institutions worldwide.

Being the first University in India named after the Father of the Nation, the University is committed to upholding the ideals of Mahatma Gandhi.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years** 1.2.1.1. **Number of new courses introduced during the last five years:** Answer before DVV Verification : 1085 Answer after DVV Verification: 55 1.2.1.2. **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :** Answer before DVV Verification : 1607 Answer after DVV Verification: 55 Remark : Repeat courses have been considered only once.
1.3.2	**Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years** Answer before DVV Verification : Answer After DVV Verification :74 Remark : Repeat courses have been considered only once
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
663	611	503	463	494 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
783	611	514	463	494 | 2.1.1.2. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
604	579	488	419	399	 Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
783	602	514	424	403

Remark : DVV has made changes as per data template provided in 2.1.2

2.5.2	**Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years**

2.5.2.1. Number of complaints/grievances about evaluation year-wise during the last five years
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	2	2	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	2	2	9

2.5.2.2. **Number of students appeared in the examination conducted by the institution year wise during the last five years**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1114	10552	874	811	788

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1114	1055	874	811	788

Remark : DVV has made changes as per supportings

3.1.2	The institution provides seed money to its teachers for research (average per year)

3.1.2.1. **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	6	65	48.11	84.8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12.00	6.00	65.00	48.11	84.8

	Remark : DVV has added decimals.
3.2.1	**Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)** Answer before DVV Verification : Answer After DVV Verification :4568.22 Remark : DVV has made changes as per report shared by HEI
3.4.4	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.4.1. **Number of research papers published in the Journals as notified on UGC CARE list during the last five years** Answer before DVV Verification : 2142 Answer after DVV Verification: 2129 Remark : Only papers listed in UGC care list have been considered.
3.4.5	**Number of books and chapters in edited volumes published per teacher during the last five years** 3.4.5.1. **Total Number of books and chapters in edited volumes published during the last five years** Answer before DVV Verification : 879 Answer after DVV Verification: 720 Remark : Only books with ISBN number have been considered
3.5.1	**Revenue generated from consultancy and corporate training during the last five years** 3.5.1.1. **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
119.91	349.54	35.34	35.57	35.64

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
119.91	82.78	35.34	35.57	35.64

Remark : DVV has made changes as per supportings.

3.6.2	**Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	12	9	34	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	11	7	28	11

Remark : DVV has made changes as per supportings

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

Answer before DVV Verification :
Answer After DVV Verification :88
Remark : Multiple MOU's with same institution have been considered only once.

4.2.2	**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

4.2.2.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
111.48218	107.82631	137.281366	141.34533	775.34

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
111.48218	107.82631	137.281366	141.34533	77.53

Remark : DVV has made changes as per supportings provided.

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

five years

5.1.1.1. *Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years*

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1198	976	562	377	318

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
807	972	562	377	318

Remark : DVV has made required changes as per supportings

5.2.1	**Percentage of placement of outgoing students during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
141	116	127	99	84

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
109	97	117	81	73

Remark : DVV has made changes as per links provided in supportings.

5.2.2	**Percentage of graduated students who have progressed to higher education year-wise during last five years**

5.2.2.1. **Number of outgoing students progressing to higher education**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
95	45	34	37	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
117	38	30	35	12

	Remark : DVV has made changes as per links provided in supportings.
5.4.1	**Alumni contribution during the last five years to the University through registered Alumni Association** 5.4.1.1. **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.5	1.6	1.4	2.4	17.3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.51	1.62	1.44	2.46	17.33

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

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** 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** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	11	44	44	28

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	11	34	43	27

Remark : Multiple teachers in a year have been considered once only.

6.3.3	**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years** 6.3.3.1. **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ *Management Development Programs (MDP)* during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
79	68	64	51	49

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2021-22	2020-21	2019-20	2018-19	2017-18
79	68	64	49	46

Remark : Multiple teachers in a year have been considered once only.

6.4.2	**Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)** 6.4.2.1. **Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in *Lakhs*)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2089.38	1267.93	673.6	1760	1760

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1869.72	1268.02	2700.00	2886.77	2405.10

Remark : DVV has made changes as per Reports shared be hei

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations