



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE MOKERI

GOVT. COLLEGE MOKERI, MOKERI PO, KOZHIKODE DISTRICT,

KERALA-673507

673507

govtcollegemokeri.ac.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College Mokeri, situated in a scenic campus spanning five acres in the Kozhikode District of Kerala State, was founded in 1981 to cater to the educational requirements of the rural population residing in the hilly region of Vatakara Taluk. The college at present offers Six Under Graduate degree and Three Post Graduate degree Programmes with a student population consistently slightly above 700. In addition, the Department of English is recognised as a Research Centre by the University of Calicut. All the courses are affiliated to the University of Calicut. The primary goal of the institution is to provide high-quality education to individuals who are socially, economically, and educationally disadvantaged in this hilly and rustic regions of the district. The slogan, therefore, is "Educating the mind for the pursuit of truth." The college comes under 2(f) and 12(b). It receives financial support for its development initiatives from the Government of Kerala. As it is associated with the University of Calicut, all of its academic programmes are governed by the University.

The initial NAAC accreditation of the institution took place in 2005, and the institution achieved a B Grade. The second cycle took place in 2017 and the college got a B+ Grade. The college has six main departments, namely Mathematics, Chemistry, History, English, Commerce and Econometrics. Complementary subjects like Physics, Statistics, Computer Science, Political Science, Cultural Studies and Economics are also offered on the campus. The institution employs 22 full-time faculty and 10 temporary faculty. All of the faculty possess postgraduate qualifications in their respective fields. However, 12 teachers hold a Doctor of Philosophy (Ph.D.) degree, while 4 teachers have a Master of Philosophy (M.Phil.) degree. Of the total number of faculty 3 are Professors, 4 Associate Professors and 22 Assistant Professors. There are 20 female teachers. The college also employs 12 administrative staff members. The college library possesses a substantial collection of books. It has subscriptions to journals and magazines. The college is equipped with computer labs and has a strong ICT backing. In addition to its academic offerings, the college also hosts a seminar hall for academic activities, an auditorium for cultural events, a fitness centre for health and well-being, sports facilities, a canteen and a cooperative store.

Vision

“Educating the mind for the pursuit of truth”

Mission

- Improve the status of the rural and socially marginalized through education
- Mould the youth into responsible citizens of tomorrow
- Help students gain unswerving confidence in them and faith in virtuous thought
- Help develop a humane outlook and a strong civic sense
- Help think clearly and critically and communicate effectively
- Help develop an understanding of the unity of all knowledge including the religious.
- Help develop a global vision.
- Help promote a liberal social outlook, and ethical view of progress and an enriched inner life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institution has as its strength the following:

- A well-defined vision and honorable mission for education. This provides clear direction and purpose, guiding all activities and decisions within the organization.
- An administrative system that is supportive, friendly, and encourages active participation. This creates a positive work environment and fosters engagement among staff and students.
- A dedicated team, including an experienced and diligent Principal, as well as hard-working teaching and non-teaching personnel. The presence of an experienced and diligent Principal, along with hard-working teaching and non-teaching personnel, indicates a strong human resource base.
- A congenial and amicable ambiance fosters collaboration between educators and learners. This supportive atmosphere promotes harmony and tolerance and is conducive to effective learning and personal growth.
- The immediate community, alumni, and PTA provide robust support and acceptance, pointing towards the ongoing engagement with stakeholders.
- The campus is environmentally friendly and free from pollution, contributing to student well-being and environmental awareness.
- Continuously improving infrastructure that provides up-to-date facilities for learning and research.
- Add on Courses, training in soft skills, and personality development programmes are offered to enhance student employability and address the crucial link between education and career prospects.
- Tutorial session and Remedial classes for the benefit of the students
- Provides government scholarships to increase the accessibility of education for the disadvantaged.
- Emphasises gender equality and provides inclusive and value-based education to empower and enlighten students.
- A significant focus on community engagement, social service, and value-based education alongside conventional classroom instruction in its commitment to holistic student development.
- A well-equipped library with a wide range of books, journals, magazines, and electronic resources supports academic research and learning.
- Student participation in eco-friendly initiatives through the National Service Scheme (NSS) fosters environmental responsibility and leadership skills.
- Research-orientated interdisciplinary teaching-learning approach
- ICT integrated teaching-learning
- Implementation of government initiatives like SSP, ASAP, EWYL, Hunger Free Campus
- Committed to environmental sustainability
- Disabled friendly campus equipped with ramps

Institutional Weakness

- The land area is inadequate for expansion of infrastructure
- Insufficient national and international linkages.
- The College's remote location limits the range of consultancy services that can be provided.
- Limited career oriented/ skill development programmes and fewer placement opportunities.
- Lack of vocational and job oriented courses
- Dependence on government funding. Financial constraints for the implementation of programmes.

- Lack of Income generation from consultancy services
- Restricted independence in the creation/alteration of the curriculum.
- The transfer and ongoing shifts in the existing faculty organisation.
- Limited number of postgraduate courses available.
- Insufficient academic freedom to initiate new courses.
- Inadequate funding for scientific/research projects
- Limited partnerships with industry
- The growing prevalence of online education, open universities and international institutions entering the market could pose a threat to student enrollment.

Institutional Opportunity

The College can ascend to the rank of a Centre of Excellence.

- Potential to develop more industry partnerships and internships.
- Room for further integration of technology in curriculum and administration.
- Potential to encourage more research activities despite funding challenges.
- Expand existing community engagement into comprehensive outreach programs.
- Leverage technology to overcome the limitations of its remote location.
- Develop unique interdisciplinary courses within the constraints of limited academic freedom.
- Additional supplementary courses and specialized certificate/diploma programs to enhance job prospects and marketability.
- Opportunities for collaboration with scientists and faculty from renowned universities and institutions for research purposes.
- Strengthen alumni relations for placements and potential funding.
- Acquire adequate financial resources from funding agencies for the expansion of infrastructure facilities.
- Utilise the eco-friendly campus for specialised programs or research.
- To conduct campus recruitment drives.
- Start additional postgraduate programs.
- Initiate novel value-added and skill development courses.
- Promote student engagement in online platforms such as MOOCs, SWAYAM, and NPTEL, and develop robust online learning capabilities, expanding its reach and flexibility.
- Offer specialized indoor and outdoor sports training for students interested in pursuing a professional career in athletics.
- Collaboration on interdisciplinary research initiatives with neighbouring universities and institutions.
- The environment-friendly campus and NSS, CoK initiatives will lay the groundwork for the institution to grow its environmental programs and possibly establish itself as a pioneer in sustainability teaching.

Institutional Challenge

- While expanding infrastructure and courses, maintain focus on quality and sustainability.
- Implement strategies to ensure all students can access and benefit from new technologies.
- Infrastructure expansion to initiate the implementation of additional courses.
- Leverage industry partnerships for curriculum development, internships, and research opportunities.

- Promoting consultancy service
- To strengthen the institution's efforts in career guidance and placement of students.
- Develop flexible teaching methods that cater to diverse student backgrounds and learning styles.
- Equity challenges, i.e. the widening gap between students due to digital and socio-economic disparities.
- Availing funds from Governmental/Non-governmental agencies for quality research and overall growth of the institution.
- To maximise the utilisation of the campus by expanding the currently utilised area.
- Technological obsolescence, as rapid changes in technology quickly outdate new implementations.
- Align research initiatives with industry needs and funding opportunities.
- Regularly assess the effectiveness and relevance of new courses and technologies.
- Limited allocation of resources for research
- Enrolment fluctuations
- Acquiring resources by means of initiatives or grants
- Partnerships with renowned companies in the industry
- Develop a robust financial model that balances expansion with long-term sustainability.
- Engage the local community and alumni in supporting and benefiting from institutional growth.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government College Mokeri strives to synchronise its educational objectives with the larger education goals set by the UGC and the affiliating University of Calicut. In addition to its undergraduate (UG) courses, the College offers three postgraduate (PG) programmes and a Research Centre. All courses are officially sanctioned by the Government of Kerala and strictly comply with the regulations and limitations set by the affiliating University. At the undergraduate (UG) and postgraduate (PG) degree levels, the college follows the Choice Based Credit and Semester System implemented by the University of Calicut. The IQAC ensures that the institution strictly follows the academic calendar approved by the affiliating university at the beginning of the academic year to guarantee the effective implementation of the programmes. Incorporating the Principal and the Heads of the Departments, an integrated participative monitoring system ensures timely completion of semesters as per the academic calendar. The curriculum is revised and updated once every five years by the affiliating university. At the start of the academic year, the IQAC and the College Council develop a comprehensive strategy to address the academic and administrative issues. Periodic parent-teacher interface sessions are arranged each semester to assess the academic advancement of students in the presence of their parent or guardian at the classroom level.

In addition, the institutional efforts encompass sensitisation projects focussing on gender equality, social responsibility, environmental consciousness, and biodiversity conservation. Mentoring and ethical instruction sessions are also conducted, aiming to empower and promote the holistic development of underprivileged populations. In order to promote students' social skills and employability, the College offers a variety of activities, value added and add on courses that complement the university curriculum. The College also implements government initiatives to foster the development of crucial life skills, soft skills and communication abilities within the student population. The college has also implemented several extension and outreach initiatives in the local community through its networks of N.S.S., Cells, Clubs, and Departments. Feedback from teacher-student interactions, PTA meetings, Alumni gatherings, and the faculty is gathered, presented to the college council and IQAC members, and necessary actions are implemented.

Teaching-learning and Evaluation

The Centralized Admission Process (CAP) is used to facilitate admissions to various programmes at the University of Calicut. The college follows reservation norms set by the Government of Kerala and the admission procedures established by the University of Calicut. The college implements a student-focused learning environment, incorporating approaches such as experiential learning, participative learning, and problem-solving. The high demand for all programs can be attributed to factors such as impressive results, strict campus discipline, dedicated staff, support for student progression, well-equipped laboratories, and effective academic systems within the campus. The college accommodates a diverse range of students from various social backgrounds, ensuring holistic development regardless of their caste, creed, color, intellectual aptitude, and socio-economic situation. The college has implemented a mentoring/tutorial system, offering remedial coaching classes and specialized coaching for struggling students. The college has undertaken projects supported by the Government of Kerala, such as ASAP, Scholar Support Programme, and Walk with a Scholar Programme. The college prioritizes efficient teaching and learning processes, including academic planning, transmission of knowledge, and assessment of learning. The Principal organizes meetings of the Internal Quality Assurance Cell (IQAC) and the College Council to develop a detailed plan for annual academic activities and various curricular and extracurricular programs. The use of ICT, e-learning materials, Smart Boards, and other tools is promoted in the process of teaching and learning. Tutors guide students in understanding and following the evaluation system of the University, which includes seminars, assignments, attendance, and internal examinations. The Departments have explicit learning outcomes that outline expected achievements of the learner upon completion of the programme. The college believes that education should result in comprehensive growth of the student and provide them with the necessary skills to engage in the creation of knowledge across all domains.

Research, Innovations and Extension

The institution's primary objective is to advance research. Multiple measures have already been implemented to improve the research culture within the organization. The college's Research Committee is highly committed to fostering a conducive research environment inside the organization. The Department of English, recognized as a Research Center, has eleven research scholars (nine part time and two JRF/Full Time scholars) registered. There are three registered guides. The faculty are eager to participate in orientation and refresher courses in order to familiarize themselves with contemporary research trends. The students are encouraged to actively engage in various institution-led research projects.

Resolute on augmenting research culture, innovative thinking and extension activities, the college has an established system to facilitate students' academic, cognitive and social growth. The college has been successfully publishing an annual peer reviewed multi-disciplinary journal Crosswaves. The faculty has published research papers (a few of which are listed in UGC CARE journals) and articles in edited books with ISBN number. Seminars, lectures and workshops were organised in research methodology, entrepreneurship and IPR during the assessment period.

Over the past five academic years, the college has organized several research-focused invited lectures. The faculty of the institution is actively involved in interdisciplinary research and has presented research papers/has been resource person at both national and international seminars. The publications of both national and international papers in peer reviewed journals provide documented evidence of the commendable efforts made in this area. The students are further incentivized to cultivate their research acumen by active encouragement to engage in seminars, present research papers, and undertake projects at the under graduate and

post graduate levels. The faculty also provides their expertise in various academic activities such as setting question papers, developing new courses, revising syllabi, and serving as subject experts in interview panels. The college primarily carries out its extension efforts through voluntary organizations such as NSS and CoK. Various Clubs, Departments, and Institutions have launched extension activities that aim to foster genuine citizenship and social responsibility among students.

Infrastructure and Learning Resources

The College boasts of an aesthetically pleasing Auditorium, Library, Seminar Hall, NAAC Office, and sports amenities. There are well equipped labs on the campus. The Administrative Office is completely computerized with effective software to handle the day to day work. There is a Ladies Room specifically for female students. The College prioritizes environment-friendly sustainable development. The campus is 'differently-abled friendly' with special facilities like wheel-chair friendly ramps. The College infrastructure caters to the teaching-learning needs of six UG programs, three PG programmes and one Research Centre. The facilities include Classrooms spread over 2 Blocks of which 70% are ICT-enabled, a state-of-the-art seminar hall equipped with audio-visual facilities, wall projector, and amplifier with collar microphones, as well as a podium. Physics and Chemistry Laboratories, an Audio Visual Room, an Auditorium with a seating capacity of around 250, a public address system are a part of the campus. Security and surveillance is also ensured here. The IT facilities of the institution provide adequate computing facility as well as an ICT enabled learning experience to students. Printer/Scanners and Photocopiers, Projectors and internet connections, fully automated college administration and library with access to e-journals are at the student's disposal. As an educational tool the Library is the primary repository of knowledge and information, serving to benefit the students. The college sports and fitness infrastructure includes a badminton court and a volleyball court, facilities for Table Tennis, Carroms, and Chess. Additionally, the college offers a health and fitness, and Yoga centre. The facilities also include a Canteen, a Hostel (under construction), and Staff Quarters. Edusat/ORICE satellite interactive terminal, complete with furnishings and a seating capacity of 50 students, is currently available. Room for research scholars, a Cooperative Store where a tea and snacks stall operates in conjunction with the co-operative society stall, water purifiers are all amenities the student is ensured. The College possesses an electricity connection from the public sector undertaking KSEB. Furthermore, the college possesses generators, inverters and power back-ups as a part of the power management system. The college also implements measures to maintain a plastic-free campus.

Student Support and Progression

The college offers an ideal setting for students to improve their learning experience and supports student progress through multiple avenues, including scholarships, fostering personal growth, promoting involvement in sports and cultural activities, providing career guidance and facilitating alumni involvement. The majority of students come from underprivileged regions and come from middle-class socio-economic families. Students who learn at a slower or more advanced pace are provided with additional classes to address their specific needs. The scholarship nodal officer facilitates access to all social assistance programmes provided by the State and Central Government. The Career Guidance and Placement Cell, ASAP, WWS, and EWYL arrange a range of events such as soft skills training and interview tactics to enhance the employability of students. Various clubs and forums available, both academic and extracurricular, such as the Science Forum, Film Club, Tourism Club, Debate Club, Nature Club, Women's Cell, Gender Club, Literary Club, Research Forum, and NSS efficiently facilitate the development of student's talents. The faculty designated as Fine Arts coordinator plays a prominent role in preparing students for different cultural competitions. Students are taught value orientation,

gender sensitivity, environment consciousness, and social responsiveness through value education classes, mentoring, counselling, and participation in various cell/club/association activities.

Governance, Leadership and Management

The college has a well-defined goal and purpose statement that offers guidance and direction to it. It utilises a participatory method, involving the Student Council, Staff Association, PTA, and Alumnae Association. The complete institutional plan is in accordance with the college's vision and aim, ensuring efficient organisation and implementation of the teaching-learning process and student support services. E-governance initiatives are deployed across multiple domains, including admission, fee collection, attendance monitoring, and internal mark processing. Academic and Administrative Audits, energy usage, green audits are conducted to assess the efficient operation of different entities. The establishment of committees, such as the planning committee and purchase committee, ensures the submission, tracking, and allocation of funds in the most effective manner. The college obtains financial aid from State Government agencies. The college possesses an Internal Quality Assurance Cell that functions with a clearly delineated strategy and an assessment mechanism.

The Institution values and considers the recommendations and input of the College Council in all aspects pertaining to the design and execution of initiatives. The Institution implements and encourages initiatives aimed at improving the proficiency of its faculty. The Faculty frequently participates in orientation and refresher courses to enhance their knowledge and stay up-to-date. The Institution utilizes feedback from the student community regarding the teaching and learning process, curriculum, infrastructural facilities, faculty evaluation, and periodic quality checks conducted to evaluate its academic and administrative standards. The Administrative wing, overseen by the Senior Superintendent and the Head Accountant, and under the administrative authority of the Principal, carries out all financial and accounting responsibilities. Government audits ensure financial transparency. The College has a well-defined Vision and Mission and has been continuously assessing, improving, and auditing its quality assurance method since its establishment. This procedure includes the strategic plan, university academic calendar, course plan, departmental year plans for curricular, co-curricular, and extension activities, analysis of results and outcomes, virtual learning platforms such as Google Classroom, Webex, Google Meet, Zoom, and a system for gathering feedback from stakeholders. The IQAC has played a crucial role in implementing quality standards in various academic and administrative policies of the Institution.

Institutional Values and Best Practices

1. Educational Access and Gender Equity:

The institution prioritizes providing quality education to disadvantaged rural populations, with a particular emphasis on empowering women. The curriculum is inclusive, and promotes gender equality, and address social issues. Courses such as Women's Writing and Women's Studies are offered to amplify female voices and perspectives.

2. Safety and Comfort:

The college places great importance on creating a secure and comfortable environment for female students and staff. This is achieved through measures like ID cards, CCTV monitoring, and awareness classes. The campus infrastructure is thoughtfully designed with women's needs in mind, including environmentally friendly sanitary

waste disposal.

3. Participative Management:

The institution employs a collaborative administrative approach, involving faculty members in various committees to foster accountability and holistic progress. The principal leads the College Council in this effort, working with administrative personnel to implement policies effectively.

4. Research Promotion:

The college encourages continuous knowledge enhancement and quality improvement among its faculty and students. It supports research activities by strengthening infrastructure, motivating staff to secure grants, students to projects and encouraging publication of research papers and books.

5. Community Engagement:

The institution emphasizes social commitment, aiming to broaden students' social awareness through various community development initiatives. These include offering orientation programs and workshops for local school teachers and students, organizing visits to introduce stakeholders to advanced academic practices, conducting awareness programs on social issues, health, and rights, implementing government initiatives to support socially backward students, encouraging faculty to serve as academic resources for local institutions

6. Environmental Consciousness: Since its inception, the institution has been deeply committed to promoting environmental consciousness and biodiversity protection. As part of this commitment, the college regularly conducts energy and green audits of its campus. The National Service Scheme (NSS) and CoK play an active role in maintaining an eco-friendly and healthy campus environment.

The Institution has implemented several advancements in infrastructure, pedagogy, administration, student assistance, and academic advancement. It has introduced several initiatives aimed at furthering gender equity, social and ecological awareness. These initiatives empower students to become active contributors to national development, blending academic learning with practical civic engagement.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | GOVERNMENT COLLEGE MOKERI |
| Address | Govt. College Mokeri, Mokeri PO, Kozhikode District, Kerala-673507 |
| City | Kozhikode |
| State | Kerala |
| Pin | 673507 |
| Website | govtcollegemokeri.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|----------------------------|-------------------------|------------|-----|---------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Ashraf Koyilothan Kandiyil | 496-2587215 | 9744949790 | - | mokericollege@yahoo.co.in |
| IQAC / CIQA coordinator | Arunlal K | 0495-2587215 | 9656531550 | - | k.arunlal@gmail.com |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|--------|-----------------------|-------------------------------|
| Kerala | University Of Calicut | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 03-01-2005 | View Document |
| 12B of UGC | 03-01-2005 | View Document |

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

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

| Location and Area of Campus | | | | |
|-----------------------------|--|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Govt. College Mokeri, Mokeri PO, Kozhikode District, Kerala-673507 | Rural | 5 | 7679.87 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|--------------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/ Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Econometrics And Data Management, | 36 | HSE or Equivalent | English | 61 | 54 |
| UG | BA,History, | 36 | HSE or Equivalent | English | 61 | 57 |
| UG | BSc,Chemistry, | 36 | HSE or Equivalent | English | 34 | 28 |
| UG | BSc,Mathematics, | 36 | HSE or Equivalent | English | 34 | 30 |
| UG | BA,Functional English, | 36 | HSE or Equivalent | English | 39 | 31 |
| UG | BBA,Business Administration, | 36 | HSE or Equivalent | English | 45 | 41 |
| PG | MA,English Language And Literature, | 24 | Degree or Equivalent | English | 19 | 17 |
| PG | MSc,Mathematics, | 24 | Degree or Equivalent | English | 23 | 17 |
| PG | MCom,Commerce, | 24 | Degree or Equivalent | English | 24 | 21 |
| Doctoral (Ph.D) | PhD or DPhil,English, | 60 | Postgraduation | English | 18 | 11 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 4 | | | | 3 | | | | 32 | | | |
| Recruited | 3 | 1 | 0 | 4 | 3 | 0 | 0 | 3 | 13 | 19 | 0 | 32 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 19 |
| Recruited | 12 | 7 | 0 | 19 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 2 | 1 | 0 | 3 | 0 | 0 | 2 | 1 | 0 | 9 |
| M.Phil. | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 1 | 0 | 4 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 9 | 0 | 16 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 0 | 7 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 78 | 0 | 0 | 0 | 78 |
| | Female | 163 | 0 | 0 | 0 | 163 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 7 | 0 | 0 | 0 | 7 |
| | Female | 48 | 0 | 0 | 0 | 48 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 3 | 0 | 0 | 0 | 3 |
| | Female | 8 | 0 | 0 | 0 | 8 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 10 | 6 | 10 | 17 |
| | Female | 30 | 28 | 34 | 19 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 3 | 4 | 2 | 3 |
| | Female | 9 | 8 | 10 | 7 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 12 | 7 | 7 | 8 |
| | Female | 40 | 33 | 50 | 39 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 17 | 10 | 15 | 12 |
| | Female | 116 | 97 | 130 | 115 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 15 | 14 | 18 | 16 |
| | Female | 24 | 25 | 30 | 24 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 276 | 232 | 306 | 260 |

Institutional preparedness for NEP

| | |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The College introduced the four-year undergraduate program, in 2024, which calls for an NEP-based overhaul of the existing curriculum to embrace multidisciplinary and interdisciplinary approaches, more fully. FYUGP (Four Year Under Graduate program) makes it possible to integrate disciplines and Implement a more flexible curriculum that allows students to choose courses across disciplines. Choice-Based Credit System (CBCS) that existed till 2023 stands revised to incorporate innovation in syllabus designing and flexibility in course choices. The college is keen to develop interdisciplinary and multidisciplinary courses that combine contents, theories, methodologies, and perspectives relevant to</p> |
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the contemporary world. The flexibility to choose subjects from science and humanities and the ability to learn fine arts and sports give students a wider range of subjects without any restrictions. This institutional approach fosters intellectual curiosity, a critical thought process, leadership and teamwork skills, a sense of commitment, and heightened sensitivity to one's sociocultural environment. It allows the students to learn and explore subjects of various disciplines without being limited to a particular curriculum. Under the CBCSS semester system, interdisciplinarity was ensured by the electives and the open courses. Workshops and seminars to help faculty develop interdisciplinary teaching methodologies and create integrated course content have been planned by the institution. Physical and digital infrastructure has been adapted to support multidisciplinary learning. In the new context, the college will also look towards collaborating with industries to offer internships and projects that require students to apply knowledge from multiple disciplines to real-world problems. This institution through its initiatives also balances academic rigor with social consciousness, technological innovation with human-centered learning, and individual growth with community development. By doing so, it aims to produce students who are not only well-versed in their chosen fields but also equipped with the skills, empathy, and social awareness needed to make meaningful contributions to society.

2. Academic bank of credits (ABC):

The institution has a proactive approach to embracing and implementing the National Education Policy (NEP) and other modern educational frameworks. It demonstrates a strong commitment to keeping pace with evolving educational paradigms, particularly the National Education Policy. This commitment extends to both its staff and student body, ensuring that the entire academic community remains well-informed about the policy's implications and opportunities. The institution follows the credit system as put forward by the affiliating university. The ABC, envisioned as a digital repository that will store academic credits earned by students from various recognized higher education institutions, has been implemented with the four-year undergraduate courses in 2024. With this accumulation and transfer of credits become possible. The comprehensive credit-based system recognizes

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| | <p>both academic and vocational courses, enabling students to accumulate credits from various disciplines and institutions over time. Faculty training and academic advising to guide students in making informed choices about credit accumulation and transfer have been planned by the FYUGP and the college's academic committee. The institution actively encourages its students to engage with online learning platforms, providing them access to a wider range of courses and expertise. The institution's commitment to the NEP extends to its faculty as well. Many faculty members play crucial roles in various Boards of Studies, actively participating in curriculum development.</p> |
| <p>3. Skill development:</p> | <p>In keeping with the NEP the institution will redesign its programs to embed skill-based learning. Aligning with the affiliating university curriculum it has opted for a wide range of skill-based electives (Minor and MDC courses in 2024) that students from any discipline can choose. The college proposes to incorporate project-based and experiential learning methodologies and to significantly upgrade its infrastructure to support skill-based learning. It will also upgrade to smart classrooms equipped with interactive whiteboards, video conferencing facilities, and other digital tools to facilitate blended learning. Comprehensive training programs on skill-based teaching methodologies will be organized for faculty. Since a strong industry partnership is crucial for effective skill development, the college will focus on it as well. Establishing incubation centers, integrating technology, and collaborating with local entrepreneurs and businesses to provide real-world learning opportunities will also be attempted.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The institution follows an approach that aligns with the NEP's emphasis on promoting India's rich cultural heritage and linguistic diversity while leveraging modern educational technologies. The faculty of the institution has contributed towards developing new courses incorporating the Indian knowledge system as well as redesigning existing ones. Faculty have undertaken translation work. The syllabi of language courses include translation as a course for study. The college offers Malayalam, Hindi, and Arabic as additional languages. The MA English, BA Functional English, BA History, MCom, and MSc Mathematics courses offer papers that integrate</p> |

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| | <p>Indian culture into the educational framework. The college regularly organizes cultural events, festivals, and workshops that showcase various aspects of Indian culture. The institution plans to make available to students a rich repository of online resources and databases of materials about the Indian knowledge system. This approach can produce graduates who are not only skilled in their chosen fields but also deeply connected to their cultural roots and equipped with a holistic worldview that can contribute to addressing global challenges. The institution recognizes the profound educational value of experiential learning, particularly in the realms of history and culture. To this end, it organizes carefully curated field trips to locations of significant historical and cultural importance. These excursions serve as vivid, immersive learning experiences that transcend the limitations of classroom instruction.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>The institution embodies a holistic and progressive approach to education, placing student success and educational efficacy at its core. This approach is characterized by a multifaceted strategy that interweaves diverse teaching methodologies, comprehensive assessment techniques, and data-driven continuous improvement. At the heart of this lies a commitment to student-centered learning. The college has moved beyond traditional, passive learning models to embrace a rich tapestry of instructional methods. These include immersive practical sessions where theory comes alive through hands-on application, real-world scenarios that bridge the gap between academic concepts and industry practices, and engaging problem-solving activities that sharpen critical thinking skills. Each academic department within the institution functions as a dynamic learning ecosystem. Faculty members meticulously craft activities and instructional approaches that directly align with and support the achievement of clearly defined learning outcomes. This careful orchestration of educational experiences fosters an environment of active learning, where students are not mere recipients of information but active participants in their educational journey. Through projects, case studies, and collaborative group work, students are challenged to apply their knowledge practically, honing their ability to think critically and solve complex problems. The</p> |

assessment strategy employed by the college encompasses a wide spectrum of evaluation formats, each serving a specific purpose in gauging student progress and understanding. Quick, frequent quizzes provide regular checkpoints for learning, while more comprehensive exams offer a broader evaluation of knowledge acquisition. In-depth assignments and complex projects allow students to demonstrate their ability to apply knowledge creatively and practically. Practical assessments round out this approach, providing opportunities for students to showcase their hands-on skills and competencies. Crucially, these varied assessment tools are not standalone elements but are carefully calibrated to align directly with the institution's learning outcomes. The college's commitment to educational excellence extends beyond the classroom through its robust feedback systems. By leveraging learning analytics and performance data, the institution gains valuable insights into the effectiveness of its teaching methods and curriculum. This data-driven approach allows for informed decision-making and targeted improvements in the educational process. Feedback is not merely collected but actively analyzed and acted upon, fostering a culture of continuous improvement and adaptability. The institution has moved towards OBE with the introduction of the four-year courses at the undergraduate level in 2024. Faculty have participated in the rethinking of curriculum redesigning. They have developed courses under the OBE integrating multidisciplinary and interdisciplinary approaches in curriculum design to provide a holistic education. The departments use active learning strategies that promote student engagement and deep learning. To make the implementation of OBE smoother, the planning committee intends to create flexible learning spaces that support various teaching-learning activities and collaborative work. It also ensures faculty participation in intensive training programs on OBE principles, curriculum design, teaching strategies, and assessment methods. The FYUGP committee and the Academic committee in the college ensure academic advising systems that guide students in understanding learning outcomes and choosing appropriate learning paths.

6. Distance education/online education:

The college has integrated ICT into the teaching-

learning process. Classes were conducted online during Covid-19 and students were provided with assistance to shift from traditional in-person instruction to online learning. In recent years, the college has implemented a substantial computer integration into its blended learning approach. Faculty are encouraged to participate in training programs on online pedagogy, digital content creation, and the use of educational technologies. The institution has taken measures to ensure a robust digital infrastructure. Developing interactive and engaging digital content for courses is encouraged by the institution. The faculty collaborates with Radio CU and E-Paathsala to create and upload multimedia learning materials. It ensures that online education is accessible to all. The college also collaborates with other institutions to share resources. Upgradation of IT infrastructure and incorporation of MOOC and other online courses for students are afoot with the onset of FYUGP in 2024.

Institutional Initiatives for Electoral Literacy

| | |
|---|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, the College has an Electoral Literacy Club (ELC). ELC has been ensuring democratic participation on the campus. Our college provides its infrastructure, manpower, and other available resources for the productive and smooth functioning of the General Elections and Panchayat elections. Our college premise is chosen as election booths in the General elections. In addition to that the faculty and staff members of our college are appointed as Presiding and Polling Officers. In the productive transfer of knowledge, the institution authorities provide sessions on the election process to the student community to get practical knowledge of the same |
| 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? | Yes, The ELC has a faculty coordinator and a student coordinator. It is functional on the campus. It is representative as well. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral | ELC has been ensuring democratic participation on the campus. Our college provides its infrastructure, manpower, and other available resources for the |

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.

productive and smooth functioning of the General Elections and Panchayat elections. Our college premise is chosen as election booths in the General elections. In addition to that the faculty and staff members of our college are appointed as Presiding and Polling Officers. In the productive transfer of knowledge, the institution authorities provide sessions on the election process to the student community to get practical knowledge of the same. The Electoral Literacy Club and the State Election Commission of Kerala organized an Electoral Awareness Campaign at Government College Mokeri. Over 300 students actively engaged in the program, demonstrating their interest and commitment to electoral education and participation. National Voters' Day was celebrated in the college with a pledge-taking ceremony conducted to instill the importance of free and fair elections. The ceremony emphasized the necessity for everyone to cast their votes in elections without being influenced by considerations of religion, race, caste, community, language, or any inducement. Conducted a camp in the college in collaboration with the State Election Commission of Kerala to link Aadhaar of students with Electoral IDs, aiming to simplify the election process in the country. The same facility is made available to parents and other members of the public on the premises of the college. Voter Awareness Campaign was conducted by the institution. New voters were enrolled as a part of the drive of the State Election Commission of India in the New Voters Enrollment Programme. Around fifty students participated in the program.

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 objective of our Electoral Literacy group is to provide citizens with comprehensive knowledge of their rights and obligations as voters, as well as the electoral procedure. It aims to empower individuals by providing workshops, seminars, voter registration drives, and educational campaigns. These initiatives are designed to equip student members with the necessary knowledge and skills to make well-informed decisions while voting. Through the promotion of electoral literacy, we aim to enhance the robustness of democracy, augment voter participation, and foster a political system that is more comprehensive and representative. The students become a part of this endeavor to enhance electoral

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| | <p>literacy and equip individuals to actively contribute to determining the future of our society. ELC of the institution has been ensuring democratic participation on the campus. The Electoral Literacy Club and the State Election Commission of Kerala organized an Electoral Awareness Campaign at Government College Mokeri. Over 300 students actively engaged in the program, demonstrating their interest and commitment to electoral education and participation. National Voters' Day was celebrated in the college with a pledge-taking ceremony conducted to instill the importance of free and fair elections. The ceremony emphasized the necessity for everyone to cast their votes in elections without being influenced by considerations of religion, race, caste, community, language, or any inducement. Conducted a camp in the college in collaboration with the State Election Commission of Kerala to link Aadhaar of students with Electoral IDs, aiming to simplify the election process in the country. The same facility is made available to parents and other members of the public on the premises of the college. Voter Awareness Campaign was conducted by the institution. New voters were enrolled as a part of the drive of the State Election Commission of India in the New Voters Enrollment Programme. Around fifty students participated in the program.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>ELC has been ensuring democratic participation on the campus. Our college provides its infrastructure, manpower, and other available resources for the productive and smooth functioning of the General Elections and Panchayat elections. Our college premise is chosen as election booths in the General elections. In addition to that the faculty and staff members of our college are appointed as Presiding and Polling Officers. In the productive transfer of knowledge, the institution authorities provide sessions on the election process to the student community to get practical knowledge of the same. The Electoral Literacy Club and the State Election Commission of Kerala organized an Electoral Awareness Campaign at Government College Mokeri. Over 300 students actively engaged in the program, demonstrating their interest and commitment to electoral education and participation. National Voters' Day was celebrated in the college with a pledge-taking ceremony conducted to instill</p> |

the importance of free and fair elections. The ceremony emphasized the necessity for everyone to cast their votes in elections without being influenced by considerations of religion, race, caste, community, language, or any inducement. Conducted a camp in the college in collaboration with the State Election Commission of Kerala to link Aadhaar of students with Electoral IDs, aiming to simplify the election process in the country. The same facility is made available to parents and other members of the public on the premises of the college. Voter Awareness Campaign was conducted by the institution. New voters were enrolled as a part of the drive of the State Election Commission of India in the New Voters Enrollment Programme. Around fifty students participated in the program.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 803 | 771 | 791 | 746 | 728 |

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2 Teachers

2.1

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

Response: 81

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2.2

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 39 | 39 | 36 | 36 | 37 |

3 Institution

3.1

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 276.4 | 316.17 | 81.16 | 813.94 | 91.02 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Government College Mokeri has been active in dispensing higher education benefits to the hillock community of Vadakara since 1982. The institution has a commendable record of providing supportive and inclusive learning environments that cater to the diverse needs of its student community. The college follows the guidelines and standards set by the University Grants Commission (UGC) and its affiliating university, University of Calicut, ensuring a high-quality educational experience.

Curriculum and Governance

The college employs creative approaches to address the diverse needs of students from various societal backgrounds. The staff council, the governing body of the institution, plays a crucial role in shaping the college's policies and procedures. The Internal Quality Assurance Cell (IQAC) ensures that teaching departments develop comprehensive action plans for the academic year. Clubs and committees for college activities are formed at the beginning of the academic year, under the initiative of IQAC.

Academic Processes and Evaluation

Continuous Internal Evaluation (CIE) is conducted in strict adherence to the institution's academic calendar and university guidelines. Department-specific action plans outline internal examination schedules, mark submission deadlines, syllabus distribution, departmental activities, and faculty responsibilities. These plans also detail major academic events on a monthly basis.

To enhance learning, the college employs traditional lectures, ICT-enabled teaching, and diverse evaluation techniques such as seminars, assignments, and discussions. The college's departmental committees oversee internal tests, seminars, and written assignments. Internal grades are promptly published on notice boards and the college website, and are uploaded to the university portal after addressing grievances.

Following internal exams, departments conduct meetings to assess progress, engage with parents, and discuss improvement strategies. To bridge the gap between higher secondary and higher education, departments offer Bridge Courses. Industrial visits and study tours provide students with practical exposure.

Student Support and Development

The college's various clubs cater to students' academic and non-academic needs, complementing the

curriculum. Mentoring programs like Walk-With-Scholar (WWS), Additional Skills Acquisition Program (ASAP), Scholar Support Programme (SSP), and Earn While You Learn (EWYL), assist students in career development and learning. Experiential, participative, and problem-solving approaches, aided by ICT tools, enrich the educational experience.

Adapting to Challenges: The COVID-19 Pandemic

The COVID-19 lockdown necessitated a shift to online teaching. Faculty members adapted quickly, developing effective strategies for digital and online instruction. Classes were conducted through live sessions on platforms like Google Meet and Zoom, and pre-recorded content. Faculty also received training on essential online teaching tools. Additionally, they participated in workshops, training sessions, seminars, and faculty development programs to enhance their knowledge.

Engagement with the Academic Community

The Teaching Departments at Govt College Mokeri regularly organize international or national seminars/webinars and invite expert speakers. The college also encourages interactions with distinguished alumni, providing students with valuable insights and mentorship opportunities.

In conclusion, the College is committed to providing a supportive and inclusive learning environment that empowers students to reach their full potential. Through its innovative curriculum, dedicated faculty, and commitment to student development, the college is shaping the future of its students and contributing to the growth of the academic community.

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

1.2 Academic Flexibility

1.2.1

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

Response: 27

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

1.2.2

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

Response: 13.55

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 172 | 323 | 25 | 0 | 0 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Government College Mokeri fosters a holistic learning environment that equips students with academic knowledge and also nurtures their social consciousness. The curriculum transacted in the classrooms addresses cross-cutting issues from various perspectives. Language and Literature courses delve into a wide range of topics, including social justice, environmental concerns, and ethical dilemmas providing a deeper understanding of different cultural contexts. The college's commitment to social relevance is evident in its diverse range of courses, club activities, observances, and events. The Women's Cell, CoK, and NSS play pivotal roles in raising awareness about crucial topics such as professional ethics, gender equality, human values, environmental protection, and sustainability.

Audit Courses in socially relevant fields such as environmentalism are part of the UG curriculum. This ensures that they have a solid foundation in these areas and are educated beyond what the text-books say. Research scholars are expected to adhere to the highest standards of academic integrity. They run anti-plagiarism check through the institution's software before their submissions. The institution has bought and kept anti-plagiarism software for this purpose.

The undergraduate curriculum includes modules on academic honesty and Consumer Protection Rights. These courses equip students with the knowledge and skills necessary to navigate the complexities of academic life and consumer interactions ethically. The BBA and MCom programs offer courses on Business Administration, Management, and Professional Business Skills, which emphasize the importance of business ethics and professional conduct. Science students are also exposed to ethical considerations in laboratory settings, ensuring that they are aware of their responsibilities in conducting scientific research.

Beyond the classroom, the college offers a variety of programs and initiatives related to Environmental Studies, Disaster Management, Human Rights, and Gender Studies. These programs provide students with opportunities to engage in hands-on learning and contribute to social change. The college has a vibrant club culture, with various clubs and forums. The Women's Cell organizes Women's Day celebrations and gender sensitization programs, while cells like the OBC Cell and SC/ST Cell provide support to vulnerable students and promote human values and gender equality.

Special days such as Environment Day and Earth Day are observed with great enthusiasm, raising awareness about environmental conservation and sustainable practices. NSS activities promote responsibility, accountability, and community service. The adoption of various govt. initiatives, like the Hunger Free Campus demonstrate the college's commitment to social justice and humanitarianism.

By ensuring that women's participation in student organizations is actively encouraged, the college fosters a more inclusive and equitable learning environment. This not only empowers women but also contributes to a deeper understanding of professional ethics, gender, human values, environment, and sustainability.

The institutional integration of current social issues into its curriculum represents a significant step towards producing socially responsible and engaged citizens. By providing students with the knowledge, skills, and values necessary to address the challenges of our time, the college is making a valuable contribution to the betterment of society.

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

1.3.2

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

Response: 33.25

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

Response: 267

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

1.4 Feedback System**1.4.1**

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

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

| File Description | Document |
|---|-------------------------------|
| Feedback analysis report submitted to appropriate bodies | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |
| 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: 90.32

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 296 | 260 | 306 | 262 | 276 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 340 | 304 | 322 | 290 | 294 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 81.59

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 150 | 133 | 161 | 140 | 143 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 194 | 175 | 196 | 166 | 160 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 20.59

2.3 Teaching- Learning Process

2.3.1

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

Response:

Fostering a Dynamic Learning Environment at Government College Mokeri

Government College Mokeri is committed to providing a student-centered learning environment that encourages active participation, experiential learning, and the development of 21st-century skills. By utilizing innovative teaching methods and leveraging Information and Communication Technology (ICT) tools, the college aims to equip students with the knowledge and skills necessary to thrive in today's rapidly changing world.

Experiential Learning: A Hands-On Approach

Experiential learning is a hands-on approach to education that emphasizes active engagement and real-world application. Unlike traditional classroom learning, which often relies on lectures and textbooks, experiential learning involves students actively participating in activities that allow them to learn by doing. The institution accomplishes experiential learning by including in the curriculum field trips, projects, and community outreach components. By applying their knowledge in practical settings, students gain a deeper understanding of the subject matter, develop critical thinking skills, and enhance their problem-solving abilities. This also fosters personal growth, builds confidence, and prepares them for future success.

Field trips to industrial and research centers provide students with firsthand exposure to real-world applications of their studies. Yearly Residential Camps conducted by NSS offer opportunities for personal growth, leadership development, and social skills. Hands-on training and laboratory work reinforce theoretical concepts and enhance learning retention.

Participative Learning: Fostering Engagement and Collaboration

The College promotes collaborative and interactive learning through a variety of activities. Peer teaching encourages students to consolidate their understanding and develop their communication skills. Group discussions and debates foster deeper understanding and long-term retention. Seminars enhance communication skills and facilitate in-depth knowledge acquisition.

Creative endeavors, such as role plays, educational fests, guest lectures, exhibitions, and workshops, provide platforms for students to express themselves, engage with various concepts, and gain practical experience.

ICT-Enabled Learning: Leveraging Technology for Effective Teaching

The college leverages ICT tools to enhance the teaching-learning process. Online platforms such as Google Classroom, Google Meet, Zoom, N-List, Quizizz, and social media platforms facilitate interdisciplinary learning and collaboration.

Beyond the Classroom: Opportunities for Growth and Development

The College also provides opportunities for students to engage in activities beyond the classroom. Alumni interactions offer valuable insights into the job market and academic progress. Student publications encourage students to share their ideas and contribute to the intellectual landscape. Problem-solving methodologies help students develop critical thinking and problem-solving skills.

Training sessions on life skills and entrepreneurship equip students with the practical knowledge and skills needed to succeed in various fields. Community engagement activities foster a sense of social responsibility and contribute to the betterment of society.

By combining experiential learning, participative learning, and ICT-enabled learning, Government College Mokeri is creating a stimulating and enriching environment that empowers students to reach their full potential. The college's commitment to student-centered education ensures that its graduates are well-prepared to meet the challenges and opportunities of the 21st century.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 91.67

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 43 | 43 | 40 | 39 | 39 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |

2.4.2

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

Response: 95.72

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 38 | 38 | 34 | 34 | 35 |

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Government College Mokeri adheres to the undergraduate and postgraduate regulations set forth by the University of Calicut for both internal and external assessments. This ensures a fair and consistent evaluation process for all students.

External Evaluation

External evaluations are conducted by the University of Calicut through a variety of methods, including written examinations, projects, practical exams, and viva-voce. This comprehensive approach provides a holistic assessment of students' knowledge and skills.

Students have the opportunity to address any concerns regarding their external marks through the University's grievance redressal system. This mechanism ensures that students' voices are heard and that any discrepancies are addressed promptly.

Internal Assessment

The internal assessment is overseen by the college's Internal Assessment Committee and follows a transparent system. Project assessments are based on a rigorous evaluation of content, presentation, conclusions, and research aptitude.

For theory courses, internal assessment includes test papers, assignments, seminars, and classroom

participation based on attendance. This balanced approach assesses students' academic performance, research skills, and engagement in the learning process.

Practical courses are evaluated based on records and lab involvement. This ensures that students are assessed on their practical skills and ability to apply theoretical knowledge in a laboratory setting.

Internal assessments are conducted systematically before external evaluations, and the internal exam timetable is set by the Internal Assessment Committee. Detailed information about the evaluation process is available in the college handbook, ensuring transparency and clarity for students.

Transparency and Communication

Internal assessment marks are shared with students through various channels, including WhatsApp groups, notice boards, and the college website. This ensures that students have timely access to their performance data.

Regular meetings between parents and teachers provide an opportunity to discuss student progress and address any concerns. This open communication fosters a strong partnership between the college, students, and parents.

Grievance Redressal

The college is committed to addressing student grievances regarding internal assessments in a timely manner. Students are required to sign their internal marks, and data is submitted to the university only after thorough verification.

A three-tier system is in place to handle student grievances: individual teachers, heads of departments, and the Internal Assessment Monitoring Committee. This system ensures that students have multiple avenues to raise concerns and seek resolution.

Students can submit grievances using the grievance redressal link on the college website. Unresolved grievances can be forwarded to the University for further consideration.

Student Awareness

Students and parents are informed about the evaluation process during admission and orientation programs. Departments maintain grievance redressal registers for students to voice their concerns.

Timely Action

The college takes prompt action on grievances, including revaluations, retests, and resubmissions. All actions are recorded in the grievance redressal register to ensure accountability and transparency.

In conclusion, Government College Mokeri's evaluation system is designed to be fair, transparent, and responsive to the needs of students. By adhering to university regulations, conducting thorough assessments, and providing multiple avenues for grievance redressal, the college ensures a positive and equitable learning experience for all students.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Outcome-Based Education (OBE) is a pedagogical approach that places a strong emphasis on defining and assessing specific learning outcomes or competencies that students should demonstrate upon completion of a learning experience. It prioritizes what students can do with their knowledge rather than solely what they know. The National Education Policy (NEP) 2020 aligns with the principles of OBE by emphasizing inclusivity, equity, quality, and flexibility in India's education system.

At Government College Mokeri, the Internal Quality Assurance Cell (IQAC) plays a crucial role in creating Program Outcomes (POs) that are aligned with the institution's vision and mission. These POs outline the broad competencies that students should acquire upon completing their program.

Course Outcomes (COs) are tailored learning objectives designed at the departmental level for each course. These COs are directly linked to the POs and ensure that students are equipped with the necessary knowledge and skills to achieve the program's objectives.

Communicating Learning Outcomes

The institution follows various mechanisms to ensure that teachers and students are aware of the learning outcomes:

For Teachers:

- **Faculty Development Programs:** The college conducts faculty development programs to align faculty members with the college's vision and mission, and to familiarize them with the principles of OBE.
- **Workshops:** Workshops are organized to provide teachers with specific training on OBE methodologies and techniques.
- **Meetings:** The importance of learning outcomes is discussed in IQAC and College Committee meetings, ensuring that they are a top priority for the institution.
- **Departmental Meetings:** POs and PSOs are communicated to teachers at the beginning of each academic year during departmental meetings.
- **Display:** POs and PSOs are prominently displayed in departments to serve as a constant reminder.
- **Website:**

The college website features information about learning outcomes, making them easily accessible to teachers.

- **Individual Teacher Records:** Teachers are required to enter COs, map them with PSOs, and record them in their departments. This ensures that they are actively using the learning outcomes in their teaching.

For Students:

- **Induction Program:** New students are introduced to the concept of OBE during the induction program.
- **Discussions:** Teachers discuss POs, COs, PSOs, and assessment strategies with students, ensuring that they understand the expectations and requirements.
- **Publication:** POs, COs, and PSOs are published on the college website for easy access by students.
- **Outcome-Centric Materials:** Question papers and evaluation sheets are designed to assess students' attainment of learning outcomes, ensuring that the assessment process aligns with the educational objectives.
- **Feedback:** Internal mark-lists are shared with students, along with detailed feedback on their performance. This helps students identify areas for improvement and adjust their learning strategies accordingly.

Assessment of Learning Outcomes

Assessment is a crucial component of OBE. The college assesses POs and PSOs through COs using both direct and indirect methods. This ensures a comprehensive evaluation of students' learning and provides valuable data for continuous improvement.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Government College Mokeri has implemented a structured Outcome-Based Education (OBE) framework to ensure that student performance is assessed against clearly defined learning outcomes. This framework focuses on evaluating graduates across various dimensions, including knowledge, skills, critical thinking, communication, and problem-solving abilities.

The Academic Committee

The Academic committee, overseen by the Internal Quality Assurance Cell (IQAC), plays a pivotal role in implementing and overseeing the college's OBE policy. This committee is responsible for ensuring that the OBE framework is effectively integrated into the educational process and that assessment practices align with the desired learning outcomes.

Assessment Components

Each course incorporates two distinct assessment components:

- **Direct Assessment:** This component includes Internal Assessment (IA) for formative evaluation and End Semester Examination (ESE) for summative assessment. IA involves subject teachers evaluating students' progress in achieving Course Outcomes (COs) through a variety of activities, such as quizzes, presentations, assignments, discussions, seminars, projects, field trips, sample collection/analysis, and midterm exams.
- **Indirect Assessment:** This component involves gathering feedback from external stakeholders, such as managers or industries, to evaluate the effectiveness of educational programs in preparing students for the workforce. By obtaining insights from employers, the college can identify areas for improvement and ensure that its graduates possess the skills and competencies required for success in their chosen fields.

Evaluation of CO, PSO/PO Attainment

Course designers carefully align Course Outcomes (COs) with Program Outcomes (POs) to ensure that students are developing the necessary competencies to achieve the overall program objectives. The attainment of both COs and POs is assessed at both the course and program levels.

The OBE committee sets benchmarks for CO and PO attainment to ensure consistent measurement and evaluation. These benchmarks provide a clear framework for assessing student performance and identifying areas for improvement.

The alignment between COs and POs is illustrated in terms of their attainment and correlation. This analysis helps to identify the extent to which students are achieving the program's desired outcomes and highlights any areas where additional support or interventions may be necessary.

Assessment Rubrics

A variety of assessment rubrics are used to evaluate student performance across different activities and competencies. These rubrics provide clear criteria and scoring guidelines, ensuring that assessment is fair, consistent, and reliable.

Some of the assessment rubrics used include:

- Quiz/Viva/Presentation
- Assignment
- Discussion
- Seminar

- Project/Field Trip
- Sample Collection/Analysis
- Course Exit Feedback/Survey
- Faculty/Employer Surveys

CO and PO Attainment

Predefined benchmarks establish attainment levels for COs. Postgraduate programs require a minimum score of 50%, while undergraduate programs require a minimum of 35%. This ensures that students are meeting the minimum standards expected of them.

Program Outcome (PO) attainment is measured as the average percentage of marks obtained by all students across all courses mapped to a specific PO. This provides a comprehensive assessment of the program's effectiveness in achieving its desired outcomes.

By implementing a robust OBE framework, the College is committed to providing a high-quality education that equips students with the knowledge, skills, and competencies necessary for success in their future endeavors.

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| Provide Link for Additional information | View Document |

2.6.3

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

Response: 88.24

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 196 | 219 | 247 | 215 | 211 |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 226 | 255 | 269 | 245 | 238 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | View Document |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | View Document |

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college has an ecosystem for innovations and alternate knowledge system. It has also angled on developing IPR awareness and Entrepreneurship fervor. As a catalyst for the holistic vision of education, the institution champions regional language preservation, indigenous knowledge protection, and knowledge sharing. The following cells and forums address these premises directly:

IPR Cell: The IPR Cell specializes in intellectual property rights. Its purpose is to educate and assist students, faculty, and staff in understanding and protecting their intellectual property. This involves providing information on patents, copyrights, trademarks, and trade secrets; offering legal advice; and facilitating the filing of patent applications.

Entrepreneurship Development (ED) Club: This is a student-run organization that aims to promote entrepreneurship and business development. It might organize workshops, competitions, and networking events to help students develop their entrepreneurial skills and learn about the business world.

Young Innovators Programme (YIP): This program is designed to encourage and support young innovators. It could provide resources, mentorship, and funding for students to develop their innovative ideas and turn them into tangible products or services.

Overall, these initiatives work together to create a supportive environment for innovation and intellectual property protection. By promoting awareness of IPR, supporting entrepreneurship, and facilitating the creation and transfer of knowledge, the institution is helping to foster a culture of innovation and creativity.

Analysis of the institution's initiatives

- **Innovation and Entrepreneurship:** The institution is actively promoting a culture of innovation and entrepreneurship among its students. The ED club and Young Innovators Programme are key components of this effort.
- **Indian Knowledge Systems:** The institution is dedicated to preserving and promoting regional languages, literature, and indigenous knowledge. Initiatives like well-water testing (by the chemistry department), and cultural celebrations are examples of this commitment.
- **Knowledge Creation and Transfer:** The institution is fostering research and academic excellence through its research centers, faculty guidance, and student research. The institution has a Research Promotion Policy and Code of Ethics for research activities.

Specific Initiatives and Their Impact:

- **ED Club and Young Innovators Programme:** These initiatives equip students with the skills and knowledge necessary to become successful entrepreneurs. By providing practical training, mentorship, and networking opportunities, they foster a culture of innovation and risk-taking.
- **Cultural Preservation Initiatives:** These initiatives help to preserve and promote the cultural heritage of the region. By celebrating regional languages and literature, the institution is contributing to the preservation of traditional knowledge and culture.
- **Research and Academic Excellence:** The institution's focus on research and academic excellence is evident in its research centers, faculty guidance, and student research. This contributes to the creation and dissemination of knowledge, and helps to establish the institution as a leader in its field.

Overall, the institution's comprehensive approach to education and development is fostering a dynamic and innovative environment. By combining a focus on innovation, entrepreneurship, and cultural preservation, the institution is equipping its students with the skills and knowledge they need to succeed in a rapidly changing world.

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| Provide Link for Additional information | View Document |

3.2.2

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

Response: 44

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 13 | 19 | 5 | 1 | 6 |

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.2

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 6 | 6 | 3 | 0 | 1 |

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

3.3.2

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

Response: 0.2

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 3 | 6 | 5 | 1 | 1 |

| File Description | Document |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

Government College Mokeri goes beyond academics, actively engaging in community outreach programs that benefit the local population and contribute to national development. These initiatives strengthen the college's connection with society and nurture well-rounded, socially responsible citizens.

Environmental Stewardship:

- The NSS units, and various departments collaborate on extensive surroundings cleaning drives in the area, promoting environmental consciousness.
- Additional cleaning initiatives and programs aim to inspire community members to become environmental stewards.

Promoting Awareness:

- Through engaging exhibitions and campaigns, students address critical issues like drug abuse, traffic safety, climate change, career guidance, and public health, raising awareness within the community.

Igniting Young Minds:

- The college actively welcomes visits from school children, fostering educational outreach. By opening its doors to young learners, the college aims to spark a passion for science in future generations.

Community Engagement:

- The college participates in diverse community outreach activities, addressing various needs and fostering social bonding:
 - Supporting young school teachers.
 - Providing assistance to children from nearby schools.
 - Conducting analytical surveys to understand community needs.
 - Volunteering at the Kerala Literary Fest.

Empowering Individuals:

- Training programs equip community members with valuable skills and knowledge to promote self-sufficiency. These programs include:
 - Yoga and wellness sessions.
 - Art and skill development programs.

Intergenerational Care:

- Students organize visits to elderly care homes, offering companionship and support to residents. This initiative brightens the lives of the elderly while fostering empathy in students for the older generation.

Compassionate Care:

- The college emphasizes palliative care initiatives through donations and interactive programs with palliative care societies. These programs sensitize students to the challenges faced by individuals with chronic illnesses and instill valuable lessons of compassion and community care.

Global Health Awareness:

- Students actively participate in spreading global health awareness by organizing events like:
 - Pink October: Breast cancer awareness month.
 - Blood cancer awareness campaigns.
 - World Blood Donor Day commemorations.

Addressing Housing Needs:

- The college has demonstrably addressed housing needs within the community by constructing houses for economically disadvantaged individuals. The college is currently on a drive to construct a house for the victims of the 2024 Vilangad landslide.

Disaster Relief and Pandemic Response:

- During crises like floods, students volunteer to provide vital support, including food, water, shelter, and medical assistance, to those affected.
- The college responded proactively to the COVID-19 pandemic by:
 - Distributing hand sanitizer to communities in need.
 - Conducting awareness campaigns on preventive measures.
 - Providing online education support to underserved communities.

Eradicating Hunger:

- Schemes like "Hunger-free campus" have been implemented to address food insecurity within the college and surrounding community, ensuring no one goes hungry.

Enhancing Public Health:

- The college organizes health check-up camps, eye test camps, and breast cancer awareness classes to improve the overall health and well-being of the community.

By undertaking these multifaceted extension endeavors, Government College Mokeri significantly impacts the surrounding community. These initiatives play a crucial role in sensitizing students to social issues, fostering their holistic development as responsible citizens, and contributing meaningfully to society.

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

3.4.2

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

Response:

Government College Mokeri has consistently demonstrated a strong commitment to academic excellence, community outreach, and social responsibility. The institution's dedication to fostering a vibrant campus culture, enriching student experiences, and making a positive impact on the community has been widely recognized.

Extracurricular Activities and Community Engagement

The college offers a diverse range of extracurricular activities and outreach programs designed to enhance student development and promote social engagement. These initiatives, led by various academic departments, clubs, and committees, encourage student participation and foster a sense of belonging.

Social Commitment

Government College Mokeri is dedicated to social welfare and community engagement. The college's involvement in organizations like NSS, Bhoomithrasena, Nature Club, and Jeevani has led to significant contributions to uplifting marginalized communities. Through volunteering efforts, the institution has addressed societal challenges and made a positive impact.

The college's commitment to environmental conservation and disaster relief has earned recognition. It has also provided support to the sick and elderly through palliative care activities.

Government College Mokeri's participation in blood donation campaigns demonstrates its dedication to humanitarian causes. The institution has been recognized for its exceptional extension activities, including the University Award for the best NSS unit.

Environmental Stewardship

The college has earned recognition for its innovative approaches to environmental conservation. Initiatives such as tree-planting drives and waste management projects have positively impacted the local ecosystem.

Disaster Relief and Support

The institution has played a pivotal role in providing relief and support during times of crisis, particularly during recent floods and landslides. Its dedication to disaster management has earned widespread

appreciation from the community.

Compassionate Care and Community Service

The college's involvement in palliative care activities showcases its compassion and empathy towards the sick and elderly. By providing support and services to the weaker sections of society, the institution has earned accolades from local authorities and the community.

Humanitarian Initiatives

The college's consistent participation in blood donation campaigns demonstrates its commitment to humanitarian causes and has undoubtedly saved lives. These initiatives reflect the institution's dedication to social responsibility and its positive impact on the neighborhood.

Recognition and Achievements

Over the past five years, Government College Mokeri has been duly recognized for its exceptional extension activities. In the year 2019-20, the institution received the University Award for the best NSS unit.

The institution's commitment to enhancing students' academic journeys, nurturing their social development, and contributing to community welfare has been consistently acknowledged by the parent community. The college's community engagement initiatives have earned widespread appreciation and admiration.

In sum, Government College Mokeri is a beacon of community engagement and social responsibility. Through its diverse range of initiatives, the institution has made a lasting impact on the lives of its students and the community it serves. The college's dedication to fostering a positive and inclusive environment, coupled with its commitment to social welfare, has solidified its reputation as a leading institution in the region.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.4.3

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

Response: 42

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 13 | 14 | 4 | 0 | 11 |

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

3.5 Collaboration

3.5.1

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

Response: 2

| File Description | Document |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | View Document |
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | View Document |
| Institutional data in the prescribed format | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Government College Mokeri offers a well-equipped and conducive learning environment that fosters academic excellence and holistic development. The college's sprawling 5-acre campus provides a well-organized space for academic facilities, sports amenities, and recreational areas.

Academic Facilities

The college boasts numerous spacious and well-equipped classrooms, including those with ICT facilities for technology-integrated learning. These classrooms are designed to create a comfortable and conducive atmosphere for students to engage in active learning.

The college also houses a Research Department, a Lab, and a well-stocked library, supporting research and academic pursuits. These facilities provide students with the necessary resources to explore their interests and conduct independent research.

Administrative facilities, including dedicated spaces for the IQAC, NSS, Principal's office, Women's Cell, Jeevani Counseling Cell, History Museum, Students' Union, and a spacious auditorium, ensure efficient administration and a vibrant campus life.

Specialized Facilities

The college offers specialized facilities to enhance the academic experience. A state-of-the-art science laboratory provides students with the opportunity to conduct experiments and explore scientific concepts. The museum, which preserves archaeological finds, offers a unique opportunity for students to learn about the region's history and culture.

The college's diverse botanical landscape creates a serene and inspiring environment for students and faculty. Additionally, the Computer Lab provides students with access to modern technology and resources for their academic work.

Campus Amenities

The college offers a range of campus amenities to enhance the overall student experience. Free computer

and internet use, a post box, a cooperative store, parking areas, security, water purifiers, washrooms, ramps, and solar panels provide essential services and facilities for students.

Sports and Recreation

The college promotes a healthy and active lifestyle by offering a variety of sports facilities. A yoga and Gym Center, Badminton court, volleyball courts, and an auditorium provide ample opportunities for students to engage in physical activities and develop their athletic skills.

The Physical Education Department trains students for university, state, and national-level sports championships, fostering a competitive spirit and promoting healthy competition. Additionally, the department provides a gender-neutral fitness center, ensuring equal access to sports and recreational facilities for all students.

Cultural Activities

The college supports various cultural clubs and organizations, such as the Students' Union, Nature Club, Bhoomitrasena Club, Debate Club, Film Club, Tourism Club, and Entrepreneurship Development Club. These organizations provide a platform for students to explore their interests, develop their talents, and participate in cultural activities.

The college also provides an auditorium, seminar halls, and an open-air stage for cultural activities and performances. These facilities create a vibrant and engaging atmosphere for students to showcase their creativity and talents.

Sustainability Initiatives

Aligned with Sustainable Development Goals, the college has implemented various eco-friendly initiatives to promote environmental sustainability. These initiatives include well-recharging, solar energy, waste management systems, and tree-planting initiatives. By adopting sustainable practices, the college is contributing to a greener and more sustainable future.

In summary, Government College Mokeri offers a comprehensive and supportive campus environment, equipped with modern facilities for academic pursuits, sports, cultural activities, and sustainable practices

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

4.1.2

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

Response: 75.69

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 219.21 | 43.22 | 65.56 | 801.77 | 65.09 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Government College Mokeri's central library serves as a cornerstone of academic excellence, providing students, faculty, and researchers with a dynamic and comprehensive resource center. Established in 1981, the library has evolved into a modern facility that supports the diverse learning and research needs of its users.

Infrastructure and Facilities

The library occupies a spacious area of 800 square feet, offering ample space for various sections and collections. Equipped with ICT facilities, including INFLIBNET connectivity, and fully automated with KOHA software, the library provides a technologically advanced environment for accessing and utilizing library resources. The digitized facilities offer many conveniences to the library managing and circulation including:

- **Online Public Access Catalog (OPAC):** A user-friendly interface for patrons to search for and find library materials.
- **Circulation Management:** Efficiently manage library loans, renewals, and fines.
- **Cataloging:** Create and maintain bibliographic records for library materials.

- **Serials Management:** Track and manage subscriptions to journals and magazines.
- **Reporting:** Generate various reports on library usage, circulation statistics, and other metrics.
- **Customization:** Highly customizable to meet the specific needs of individual libraries.
- **Integration:** Can be integrated with other library systems and services.

KOHA is a powerful and versatile ILS that can help libraries improve their efficiency, streamline their operations, and provide better services to their patrons.

The library offers convenient hours of operation, including extended hours during special occasions, ensuring easy accessibility for students and faculty.

Collection and Resources

With over 26,080 books, the library boasts a rich collection of academic materials, including rare books, print journals, doctoral theses, career guidance resources, newspapers, periodicals, and question papers. This diverse collection caters to the varied research and learning needs of the college community.

Recognizing the growing importance of digital resources, the library has expanded beyond print materials. It offers access to electronic databases, 195,800+ eBooks, and 3 e-journals through N-LIST, providing students with a wealth of online resources.

Library Services

The library is well-organized with separate sections for circulation, stack, student and staff reading areas, reference, acquisition, and reprography. This organization ensures efficient access to library resources and services.

A dedicated research area provides a conducive environment for scholarly pursuits, allowing students and faculty to focus on their research activities.

The reference section houses essential reference books like encyclopedias, dictionaries, manuals, yearbooks, and gazetteers, supporting students' research and academic endeavors.

To facilitate library operations and provide access to electronic resources, the library offers 5 computers with broadband connection, printers, and a photocopier.

The library also provides a range of user services, including renewal notices, overdue notices, check-in/check-out alerts, OPAC (Online Public Access Catalog) services, book issue and return, referral services, reprographic services, and book reservations. These services ensure that users have a seamless and efficient library experience.

In conclusion, Government College Mokeri's central library is a valuable asset, offering a diverse collection of resources, modern facilities, and efficient services to support the academic and research endeavors of its users. The library's commitment to providing a conducive and supportive environment fosters a culture of learning and intellectual growth.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Government College Mokeri is equipped with a robust technological infrastructure that supports teaching, learning, and research activities. The institution provides comprehensive connectivity and access to digital resources for students, faculty, and staff.

Connectivity and Technology

The college offers free Wi-Fi access in the teaching departments, ensuring seamless internet connectivity for all users. Adequate numbers of photocopiers, printers, scanners, and projectors are available in every department, along with high-speed multi-purpose printers in the college office and the University-exam section.

To maintain efficiency and compatibility, the college regularly updates the software used in the library. This ensures that students and faculty have access to the latest tools and resources.

Specialized Facilities

The institution has 14 ICT-enabled classrooms, 2 seminar halls, 1 edusat room, 1 computer lab, 1 audio-visual theater, 5 Interactive Boards, and a Research Scholars Room to facilitate technology-integrated learning. These specialized facilities provide a conducive environment for students to engage with digital resources and collaborate on projects.

A Language Lab is available where ICT tools are used for the transaction of Language and Literature syllabii. This lab enhances language learning by providing students with opportunities to practice speaking, listening, and pronunciation in a simulated environment.

To ensure the safety and security of students, staff, and other stakeholders, CCTV cameras are strategically placed on the campus.

Digital Resources and Platforms

The library has ICT facilities with INFLIBNET, providing access to a wide range of online journals and books. The library is fully automated with KOHA software and offers Wi-Fi with 50 Mbps download bandwidth. This ensures that students have easy access to digital resources and can conduct research efficiently.

The institution effectively utilizes virtual learning and interactive platforms, such as Google Classroom, Moodle, and others. These platforms facilitate online learning, collaboration, and communication among students, faculty, and staff.

Biometric punch-in/out facilities are installed for teaching and non-teaching staff, ensuring efficient attendance tracking and time management.

The institution maintains an official website and is active on social media platforms, including YouTube, Facebook, Instagram, and WhatsApp groups. This facilitates communication among stakeholders and provides a platform for sharing information and updates.

An e-repository provides access to e-books, university question papers, e-textbooks, and other study materials. This digital repository serves as a valuable resource for students and faculty, offering convenient access to educational materials.

Software and Other Facilities

The college uses KOHA, NLIST, and DIGI DRIVE software for various purposes, including library management, online resource access, and data management.

Other facilities include an institutional website, social media accounts, CCTVs, LCD Interactive boards, a reprographic center, and an intercom system. These facilities enhance the overall learning experience and facilitate effective communication and operations within the institution.

In summary, Government College Mokeri offers a well-equipped technological infrastructure that supports teaching, learning, research, and communication among all stakeholders. The institution's commitment to providing access to digital resources and technology ensures that students have the tools and support they need to succeed in their academic pursuits.

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

4.3.2

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

Response: 5.46

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

Response: 147

| File Description | Document |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased | View Document |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 22.1

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 46.84 | 266.93 | 9.59 | 9.29 | 16.23 |

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

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: 97.26

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 729 | 761 | 782 | 738 | 724 |

File Description

Document

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

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |

5.1.3

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

Response: 15.79

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 354 | 205 | 20 | 13 | 14 |

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 46.47

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 98 | 117 | 128 | 137 | 93 |

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 226 | 255 | 269 | 245 | 238 |

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

5.2.2

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

Response: 15.45

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 6 | 10 | 26 | 30 | 30 |

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

5.3 Student Participation and Activities

5.3.1

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

Response: 34

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 2 | 12 | 9 | 5 | 6 |

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 13.4

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

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

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Mokeri Alumni Association (MAAS) at Government College Mokeri is a vital component of the college's growth and success. Formed in 2014 with Adv. Manoj Aroor as the President and PP Dinesan (LPSA Nittoor School) as the Secretary, MAAS is an unregistered supporting component that has been actively involved in charity fundraising, infrastructural improvement, and other developmental efforts. The association is currently in the process of registration and is expected to become a formally registered body in 2024.

MAAS fosters a strong sense of community among alumni and provides ongoing support to the college. Through various initiatives, the association has played a significant role in enhancing the college's reputation and contributing to its overall development.

Key Alumni Initiatives

- **Annual Homecomings and Reunions:** These events offer alumni a chance to reconnect with friends, faculty, and the campus that holds cherished memories. They provide a platform for networking, sharing experiences, and strengthening bonds within the alumni community.
- **Financial Contributions:** Alumni have generously contributed to the college through donations, book donations, and endowments. These contributions have helped fund essential projects, improve infrastructure, and support academic initiatives.
- **Mentorship and Guidance:** Alumni have offered valuable mentorship and guidance to current students, helping them navigate their academic and professional journeys. Through one-on-one interactions and workshops, alumni have shared their experiences and provided advice on career paths, study strategies, and personal development.
- **Industry Partnerships:** Alumni have facilitated partnerships with industries and organizations, providing students with opportunities for internships, placements, and industry exposure. These partnerships have helped bridge the gap between academia and the professional world, enhancing students' employability and career prospects.
- **Advocacy and Support:** Alumni have played a crucial role in influencing policy decisions, supporting accreditation processes, and promoting the college. They have also contributed to enhancing library resources and providing career guidance to current students.

Impact of Alumni Initiatives

The MAAS's initiatives have significantly impacted the college's growth and development. Alumni contributions have led to infrastructure improvements, enhanced educational programs, and provided valuable mentorship and support to current students. The MAAS's commitment to Government College Mokeri is evident in its ongoing efforts to strengthen the institution's reputation and foster a strong alumni community.

By fostering a sense of belonging and providing opportunities for engagement, MAAS has played a vital role in preserving the college's legacy and ensuring its continued success. The association's dedication to Government College Mokeri serves as an inspiration to current students and faculty, encouraging them to give back to the institution that has shaped their lives.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision and Mission

Government College Mokeri aspires to be a beacon of wisdom, transforming generations through quality education that empowers all. We are committed to providing inclusive learning experiences that nurture intellectual curiosity, social responsibility, and holistic development. Our governance framework ensures transparency, accountability, and alignment with this vision and mission.

Vision: "Educating the Mind for the Pursuit of Truth"

Mission:

- ? Improve the status of the rural and socially marginalized through education
- ? Mould the youth into responsible citizens of tomorrow
- ? Help students gain unswerving confidence in them and faith in virtuous thought
- ? Help develop a humane outlook and a strong civic sense
- ? Help think clearly and critically and communicate effectively
- ? Help develop an understanding of the unity of all knowledge including the religious.
- ? Help develop a global vision.
- ? Help promote a liberal social outlook, and ethical view of progress and an enriched inner life.

Administration and Governance

Government College Mokeri fosters a safe and vibrant campus environment through dedicated committees and cells. The College Council, led by the Principal, Vice-Principal, IQAC Coordinator, department heads, elected faculty members, Librarian, and Senior Superintendent, spearheads strategic planning and execution. Various committees like the IQAC, College Development Council (CDC), and statutory bodies support the Council's initiatives. These include grievance redressal cells, anti-ragging and anti-discrimination committees, student welfare committees, and cells promoting social responsibility and environmental awareness. Additionally, clubs like NSS, NCC, and student interest groups enrich campus life.

Implementing the National Education Policy (NEP)

While curriculum and program approvals lie with the affiliating university, Government College Mokeri

is strategically evolving into a center for holistic and interdisciplinary education. We aim to cultivate all aspects of human development - intellectual, aesthetic, social, physical, emotional, and moral - in line with the NEP's principles. A dedicated faculty member oversees the admission process for the proposed four-year undergraduate program (FYUGP). Faculty actively participate in curriculum development and syllabus creation for the FYUGP. We promote interdisciplinary learning through certificate courses, open courses, extension activities, seminars, conferences, and student and faculty exchange programs.

Decentralization and Participatory Management

The College Council, with department heads and elected faculty members, plays a central role in coordinating all college activities. Chaired by the Principal, the Council ensures seamless collaboration across various departments. The Principal leads academic and administrative operations, overseeing all college activities. The College Development Council (CDC) collaborates with the district administration to guide campus development initiatives. The Parent-Teacher Association (PTA) actively monitors college functions and provides support. The Internal Quality Assurance Cell (IQAC) defines and implements quality benchmarks, while the Staff Council ensures their uniform implementation across departments. Regular feedback mechanisms facilitate transparent assessment of activities throughout the academic year. The College Council, PTA, Alumni Association, and Students' Union convene regularly to foster stakeholder interaction. Faculty actively participate in decision-making processes through the College Council and IQAC. Regular staff and council meetings, convened by the Principal, streamline their involvement.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Government College Mokeri prioritizes quality education and adheres to well-defined policies readily available on the website (<https://govtcollegemokeri.ac.in/>). These policies cover areas like:

- **Quality initiatives**
- **Functioning of governing bodies**
- **Research promotion**

- **Student and staff welfare**
- **Environmental responsibility**
- **Code of conduct**

Governance and Management

Govt College Mokeri fosters a collaborative environment with a clear administrative structure:

- **Leadership:** The Principal, along with the staff and student leaders, work together.
- **Decision-making:** The College Staff Council, including key members like the Office Superintendent and faculty representatives, oversees administrative, academic, and quality enhancement programs.
- **Statutory bodies:** Dedicated committees managed by faculty members handle various aspects of college life.
- **Inclusive Participation:** Staff associations, PTAs, alumni associations, and student council representatives ensure everyone has a voice in college activities.

Transparency and Regulations

Govt College Mokeri upholds transparency in all aspects, particularly staff appointments:

- **Service Rules:** Both teaching and non-teaching staff are governed by the Kerala Service Rules (<https://finance.kerala.gov.in/pblication.jsp>).
- **Strict Adherence:** Appointments strictly adhere to rules and regulations set by the Kerala Public Service Commission (KPSC) and the University Grants Commission (UGC) (<https://printing.kerala.gov.in/en/e-gazette/>).

Strategic Achievements (2018-2023)

Govt College Mokeri has witnessed significant progress under its strategic plan:

- **Research Focus:** The Research Center in English registered optimum number of PhD scholars (2 JRFs included). As of 2024, one research scholar has submitted his thesis.
- **Academic Expansion:** Launched B.A Econometrics, M.Com, and B.Sc Chemistry programs (2018-22)
- **Infrastructural Development:** Completed the new Computer lab and staff quarters (2020-23)
- **Social Responsibility:** Adopted a Dalit colony, built houses for underprivileged persons (2019-21 onwards)
- **Sustainability Initiatives:** Installed on-grid solar panels (2019-20)

Beyond Academics

Govt College Mokeri fosters a vibrant community environment:

- **Awards:** Received Unibersity recognition for its NSS program (2019-20)
- **Collaborations:** Established partnerships with 2 government colleges.
- **Outreach Programs:** Conducted exhibitions (2018-19) and seminar series (2019-23)
- **Research Culture:** Encourages research by faculty, scholars, and students through publications

and presentations.

- **Environmental Awareness:** Conducted green, environment, and energy audits.
- **Social Service:** The College actively supports disaster relief (2018-present)

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System

Government College Mokeri employs a Performance Based Appraisal System (PBAS) aligned with Kerala government rules and UGC guidelines. This system serves as a feedback mechanism for faculty, promoting excellence in teaching and learning.

- **Self-Assessment:** All teaching staff complete a prescribed PBAS format for self-evaluation.
- **Annual Assessment:** Teaching staff are assessed annually based on academic performance, research, and extracurricular activities.
- **Placement and Promotion:** The IQAC facilitates placement and promotion processes, ensuring adherence to UGC regulations and government directives.
- **Self-Evaluation:** The system encourages self-evaluation, enabling teachers to benchmark their academic and research output.
- **Non-Teaching Staff:** Non-teaching staff are also appraised and promoted based on Kerala Service Rules (KSR), with confidential reports prepared by the controlling officer.

Welfare Measures

Govt College Mokeri prioritizes staff welfare to create a conducive work environment:

- **Statutory Welfare Schemes:**
 - General Provident Fund (GPF)
 - Group Insurance Scheme (GIS) and State Life Insurance Scheme (SLI)
 - Group Personal Accident Insurance Scheme (GPAIS)
 - National Pension Scheme (NPS)
 - Medical Insurance (Medisep)
 - Maternity Leave (180 days)
 - Paternity Leave (10 days)
 - Special Casual Leave for medical emergencies
 - Intramural facilities (drinking water, first aid, canteen, workspaces)
 - Health check-ups
- **Non-Statutory Schemes:**
 - Casual Leave, Medical Leave, On Duty Leave, Earned Leave Surrender
 - Canteen, co-operative store, rest rooms
- **Other Welfare Initiatives:**
 - Gymnasium, health club
 - Parking facility
 - Surveillance system
 - Gratuity, pension, and other benefits
 - Festival allowances and advances
 - Multicultural celebrations
 - Annual staff tours
 - Development and progression programs
 - Welfare associations (Staff Club, Staff Association)
 - Internal Complaints Committee

Career Development

Govt College Mokeri's Career Advancement Scheme (CAS) aligns with UGC regulations and government directives. Faculty members are eligible for advancement based on service, qualifications, and contributions. The API system, calculated through PBAS, is a key factor in the evaluation process. The IQAC plays a vital role in ensuring accuracy and assisting faculty members throughout the application process.

Government College Mokeri is committed to providing a supportive and nurturing environment for its staff, offering comprehensive welfare measures and opportunities for professional growth and development.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.3.2

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

Response: 29.41

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 15 | 23 | 11 | 2 | 4 |

| File Description | Document |
|---|-------------------------------|
| Policy document on providing financial support to teachers | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | View Document |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3.3

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

Response: 31.56

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 7 | 10 | 21 | 39 | 12 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 19 | 19 | 19 | 19 | 19 |

File Description**Document**

Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Copy of the certificates of the program attended by teachers.

[View Document](#)

Annual reports highlighting the programmes undertaken by the teachers

[View Document](#)

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:**Funding and Resource Allocation**

Government College Mokeri (GCM) receives financial support through various channels:

1. **UGC Recognition:** As a recognized institution under sections 2(f) and 12(B) of the UGC Act 1956, GCM receives annual plan funds allocated by the Kerala government for collegiate education.
2. **Fund Utilization:** These funds are used strategically for:
 - Infrastructure development
 - Acquisition of books, lab equipment, furniture, and ICT resources
 - Maintenance work
 - Special assistance for constructing new buildings and modernizing existing facilities
 - Institutional development through national agencies like RUSA.
3. **Internal and External Revenue:** GCM generates revenue from internal sources like student fees and external sources like the PTA, Alumni Association, and College Development Council (CDC). This contributes to student support and amenities.
 - Additional income is generated by renting out the auditorium and classrooms to the external academic community.

4. Financial Management and Oversight

- a) **Fund Proposals and Implementation:** The IQAC drafts proposals based on overall college and individual department needs. The college planning board and college council oversee implementation once funds are sanctioned.
- b) **Annual Audits:**

- **Internal and External Audits:** Both internal audits by the college accounts section and external audits by the Department of Collegiate Education ensure financial transparency.
- **Focus Areas:** These audits cover fund utilization, fee collection, expenses, and purchase processes, ensuring compliance with all regulations.
- **Additional Audits:** Regular audits are also conducted by:
 - The Accountant General's Office (Kerala)
 - Approved chartered accountants for the PTA and UGC
 - The Government of Kerala's Stores and Purchase Department (every five years)

5. **Addressing Audit Findings:** Any issues raised by audit teams are addressed promptly. Refunds to the government treasury are made if necessary.

6. Stock Verification and Asset Management

To ensure transparency in asset management: a) **Annual Stock Verification:** Each department conducts a meticulous verification of their assets, including furniture, instruments, computers, books, and lab items. Discrepancies are reported and addressed. b) **Write-Off Process:** Items beyond repair or no longer in use are identified for write-off, reviewed by the principal for further action.

7. Beyond Financial Management

GCM recognizes the importance of a holistic approach. The Internal Quality Assurance Cell (IQAC) conducts annual internal and external audits, extending beyond finances to include green, environmental, and energy audits.

Government College Mokeri is committed to responsible financial management, transparency, and proper asset management. Regular audits ensure accountability and continuous improvement in all financial aspects of the college.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of Government College Mokeri is committed to institutionalise Quality Assurance Strategies. It plays a vital role in driving quality stabilizing at the institutional level:

Enhancing Learning:

- Establishes clear benchmarks for academics and administration.
- Promotes technology-driven teaching (ICT) for a learner-centric experience.
- Organizes workshops and seminars on quality improvement.
- Enriches curriculum with additional courses and certifications.
- Tracks student progress towards higher education or placement.

Promoting Innovation & Collaboration:

- Encourages innovative teaching methods and assessment techniques.
- Facilitates research through annual publications and a strong research culture.
- Fosters collaboration by connecting faculty and students with IQAC activities of other colleges (Example: the 02.9.23 collaborative colloquium with JAC autonomous college, Theni, Tamilnadu, MoUs with GBC Thalassery, and CKGM Govt college Perambra).
- Provides guidance and resources for infrastructure development.

Ensuring Continuous Improvement:

- Gathers and analyzes feedback from all stakeholders (students, faculty, employers, alumni).
- Implements corrective actions based on feedback and submits progress reports.
- Conducts audits of academic operations and green initiatives.
- Monitors and improves student placement and promotion rates.

Accreditation & Recognition:

- Prepares annual reports for national accreditation (AQAR) and self-study reports.
- Participates in national ranking initiatives like AISHE

Achievements (2018-2023):

- Upgraded the research department of English. Inspection and Assessment from the University was done.
- Introduced 3 new course across PG and UG.
- Expanded library facilities and academic block.
- Implemented on-grid solar power and building renovations.
- Increased faculty publications and workshops.
- Established collaborations with other institutions.
- Enhanced technology infrastructure and student amenities.

The IQAC is committed to maintaining its momentum, continuously improving academic quality, and fostering a vibrant learning environment for all

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Government College Mokeri: Fostering Gender Equality

Government College Mokeri has a safe, inclusive, and equitable environment for its female students and staff. Through a comprehensive range of initiatives, the college promotes gender sensitivity and equality, ensuring the well-being of its community. The women on campus are part of the administrative and decision-making bodies. The campus's student demography is heavily tilted towards female inclusivity - in fact, at least 80% of yearly intake of graduates, and 90% of yearly intake of Post-graduates are women. The student unions on the campus represents the girl students - the Vice-Chairman is always mandatorily a female student. And it is not rare that Chairman post, editor post and University Union Councillor post are taken up the girls of the campus. The teaching departments, administrative office and the college council hold a fair percentage of women work force in their demography. In the latest academic year, the office superintendent, the Head Accountant, and the College Council Secretary - all key administrative positions are held by women.

Curricular & Co-curricular Initiatives

To cultivate a culture of gender equality among the academic community inside and outside the campus, the college offers a variety of educational programs. These include seminars, workshops, street plays, and awareness campaigns that highlight the importance of gender sensitivity and equality. Additionally, gender-related modules have been incorporated into various academic programs, including English, Malayalam, Hindi, and certificate courses.

The college's Women's Cell and the two NSS units actively engage in gender-related activities, fostering a supportive environment for female students. With an enrollment rate of over 75% for female students, the college demonstrates its commitment to providing equal educational opportunities. Furthermore, the institution actively promotes research on women's development, gender equality, and related topics.

Infrastructure, Facilities, and Services

The college has invested in infrastructure to support the needs of its female students and staff. This includes adequate toilet facilities, a dedicated ladies' rest room, sick rooms, and complaint boxes for reporting concerns anonymously. The campus is also surrounded by a compound wall, ensuring a safe and secure environment.

To enhance safety, the college has installed cctv systems. All students and staff are required to wear ID cards on campus.

The college offers comprehensive support services to address the needs of its students and staff. The Student Grievance Cell handles student concerns, while the Internal Complaints Committee (ICC) addresses issues of sexual harassment. Three sanitary napkin vending machines and five napkin incinerators are available on campus. As for handling the confusions of growing up into adult hood and handling the stress of balancing academic schedules, the student counseling cell, 'Jeevani,' provides ample support.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric | View Document |

7.1.3

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

- 1. Green audit / Environment audit**

2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Certificates of the awards received from recognized agency (if any). | View Document |

7.1.4

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

Response:

Government College Mokeri has consistently demonstrated a strong commitment to fostering an inclusive environment that embraces diversity and promotes tolerance, harmony, and sensitivity towards various cultural, regional, linguistic, communal, and socioeconomic backgrounds.

1. Promoting Cultural and Regional Diversity

- Kerala Piravi Day which marks the birth of Kerala state is celebrated with various activities
- Fine Arts Day is celebrated every year
- Ethnical Food Festivals are arranged to promote local cuisine.
- Cultural festivals like Holi, Rakshabandhan, Onam are observed

2. Linguistic Inclusivity

- Literary Club promotes the usage of the mother tongue

- Vaayana Vaaram is observed to promote reading habits among the students.

3. Communal Harmony

- Festivals like Onam, Christmas, and Eid are celebrated.

4. Socioeconomic Sensitization

- The "Hunger Free Campus" programme aims to address food insecurity among students
- EARN WHILE YOU LEARN scheme endorses the concept of working and saving along with learning
- The Scholarship Committee ensures and assists socially and economically backward students secure government scholarships and other aid.
- Young Innovators Programme (YIP) provides opportunities for young innovators to collaborate, learn, and develop their ideas into practical solutions

4. Sensitization to Constitutional Obligations

This is achieved through various programmes such as lectures by legal experts, debates on constitutional values, and observance of important national days like Republic Day and Constitution Day.

- Electoral Literacy Day is celebrated with an oath-taking ceremony to instigate the need for free and fair elections
- New Voters- Enrolment Programme and Voter Awareness Campaign were organised as part of the State Election Commission's Drive for the same.
- Our college provides its infrastructure, manpower and other available resources for the conduct of General Elections and Panchayat elections..
- College Union Elections are conducted (as per the intimation and directions of the affiliating university) in a fair and just manner, with transparency and competitive spirit.
- Elections to PTA, College Council and Staff Co-operative Society are held through democratic means.
- The teaching and non-teaching staff members play a key role in the smooth conduct of elections to Panchayat, State and Central legislatures as Presiding and Polling officers. Students also partake as volunteers in these elections.

5. Inclusive Policies and Support Systems

- The college provides the service of a full-time Jeevani Psychology Counsellor to ensure the students' mental well-being.
- The Women Empowerment Cell, Internal Complaint Committee, Anti-Sexual Harassment Committee, and Grievances Redressal Committee of the college function as the support systems, to ensure inclusivity inside the college
- Ramps are provided in all possible buildings of the college for the service of differently-abled persons.
- Under the 'ABHAYAM HOME FOR THE HOMELESS' programme, two houses were constructed by the NSS Units, for two of our college students who were from the socially and economically backward community
- The CoK (Campuses of Kozhikode) college initiative arranged a Sign Language workshop to sensitise the students.
- Scribes for examinations are arranged for needy students

6. Encouraging Civic Engagement

- Flood relief activities were undertaken by the NSS and CoK
- Donated Rs:10000/- to CMDRF (Chief Minister's Distress Relief Fund)

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7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Eco-Friendly Campus

Our institution is committed to fostering an eco-friendly campus culture and promoting environmental stewardship. To achieve this, we have implemented various initiatives aligned with our goal of sustainability.

Key Initiatives:

- **Green Spaces:** The campus features meticulously maintained herbal and fruit gardens, along with a diverse array of trees, creating a serene and verdant environment.
- **Organic Cultivation:** We prioritize organic farming practices within the campus, promoting sustainable agriculture and minimizing the use of harmful chemicals.
- **Waste Management:** A comprehensive waste management plan has been implemented, emphasizing prevention, reuse, classification, and proper disposal. This has led to significant reductions in waste generation and encouraged environmentally conscious behavior among students, faculty, and staff.
- **Rainwater Harvesting:** The college has invested in rooftop and surface runoff rainwater harvesting systems, promoting water conservation and reducing reliance on municipal supplies.
- **Community Engagement:** We actively involve students, faculty, and the local community in environmental initiatives, fostering a sense of ownership and responsibility.

Objectives:

- To cultivate a deep appreciation for nature and the environment among all stakeholders.
- To promote education and awareness about the interconnectedness of flora and fauna.
- To encourage responsible behavior and reduce human activities that harm the environment.

Context:

The increasing frequency and severity of natural disasters highlight the urgent need for environmental action. Our institution's commitment to sustainability is rooted in a desire to contribute to a healthier planet and mitigate the impacts of climate change.

Impact:

Our efforts have resulted in a significant positive impact on the campus and surrounding community. The lush green spaces, well-maintained gardens, and reduced waste generation are tangible examples of our success. Additionally, the attitudinal shift towards environmental responsibility among students, faculty, and the local community is a testament to the effectiveness of our initiatives.

Challenges and Future Directions:

While we have made significant progress, challenges remain. Ongoing efforts are required to address issues such as plastic waste reduction and the need for additional resources to support our initiatives. Future plans include expanding our outreach programs, exploring renewable energy options, and further integrating sustainability into the curriculum.

By continuing to prioritize environmental sustainability, our institution is striving to create a model campus that inspires others to adopt similar practices and contribute to a more sustainable future.

Best Practice 2

Title: Synergistic Linkage with the Embedded Community**1. Objective**

The "Synergistic Linkage with the Embedded Community" initiative aims to foster a strong sense of social responsibility among students and position the institution as a catalyst for positive change in the socially and economically disadvantaged hillock of Mokeri. By promoting community engagement and addressing local needs, the college seeks to empower students to become active participants in their communities and contribute to their overall development.

Key Objectives:

- Strengthen the institution's commitment to social welfare.
- Promote inclusivity and support marginalized populations, including individuals with disabilities.
- Create a platform for dialogue and support among parents of children with disabilities.
- Enhance the public's understanding of the college's research, achievements, facilities, and future plans.
- Facilitate connections between the college and local scientific, educational, cultural, medical, and health institutions.
- Foster "public-public participation" by linking the wider community with the college.

3. Context

Aligned with its mission of academic excellence, creativity, and social responsibility, the college has developed initiatives to address the specific needs of the Mokeri community. This underdeveloped area faces significant challenges related to urbanization and social disadvantage. The college recognizes its role in leveraging its student body's potential to contribute to the community's betterment and promote social engagement.

4. The Practice

Students, under the guidance of faculty members, actively participate in various social service activities. The NSS and COK have conducted awareness and support programs for nearby communities, and the NSS has adopted the Vadayamkandy Colony for ongoing support. During the COVID-19 pandemic, students and faculty volunteered for relief efforts. The college has also opened its facilities for relief camps, medical camps, quarantine centers, and community use.

Significant contributions include:

- Volunteer service at relief camps during the Kerala floods of 2018 and 2019.
- Participation in the Thanmudra and Sahamitra data entry campaigns for UDID for disability persons.
- Community outreach initiatives through the NSS camp.
- Economic empowerment of women through Kudumbasree canteen management and training programs.

5. Evidence of Success

The college and its staff members have received recognition from local bodies, district administration, and government agencies for their community service contributions. Over 1000 students have actively participated in various initiatives.

6. Challenges and Resources Required

Challenges include restrictions due to the COVID-19 pandemic, limited time for community service activities within the academic schedule, and financial constraints faced by students and the college. To address these challenges, monetary support from voluntary organizations and local authorities would be beneficial.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness:

Government College Mokeri's Commitment to Regional Culture and Heritage Preservation

Government College Mokeri, nestled in Northern Kerala's rural heart, stands out as an institution deeply committed to preserving, promoting, and studying regional culture and heritage. This dedication is evident in its academic offerings and its unwavering commitment to creating a platform for historical research, cultural studies, and community engagement.

A Living Archive: The History Museum

One of the college's most prominent features is its History Museum, a meticulously curated collection that serves as a living archive of Kerala's past. The museum showcases a diverse range of artifacts, from Harappan seals and stone tools to traditional household items and indigenous cultural practices. This comprehensive representation offers students and visitors a tangible connection to the various historical epochs that have shaped Kerala and India.

Beyond the Artifacts: Educational Significance

The History Museum goes beyond mere display. It serves as an educational platform, encouraging students to engage with history in a direct and interactive manner. By studying primary artifacts, students gain a deeper understanding of the region's cultural memory and how it informs present-day identities and practices.

Preserving Marginalized Voices: Research on Tribal and Vernacular Literature

The college's Research Centre has made significant contributions to the study of tribal and vernacular literature, focusing on the preservation of marginalized voices within Kerala's diverse linguistic landscape. Through interdisciplinary research and ethnographic methods, the center explores the socio-historical contexts of indigenous narratives and highlights the resilience of tribal communities in maintaining their cultural heritage.

Fostering Interdisciplinary and Community-Oriented Research

Government College Mokeri encourages collaboration among various departments to foster a holistic understanding of Kerala's cultural and historical landscape. This interdisciplinary approach allows for innovative research, such as the study of Malayali popular culture, which explores how modern media reflects and reconfigures the region's identity.

Moreover, the college's commitment to community engagement ensures that its research remains grounded in the lived experiences of the local people. Through outreach programs and collaborations, the institution promotes cultural awareness and pride within the community.

Embracing Technological Change: Digital Pedagogy and Heritage Preservation

While preserving the past is a cornerstone of the college's mission, it also embraces technological advancements. The integration of digital pedagogy, such as the use of smart boards, enhances student learning and provides new avenues for preserving and disseminating regional cultural knowledge.

The college has also digitized portions of its History Museum collection, expanding its accessibility to a wider audience. This initiative ensures that the institution's cultural contributions remain relevant and accessible for future generations.

Conclusion

Government College Mokeri's unwavering commitment to preserving and promoting regional culture and heritage is a testament to its institutional distinctiveness. Through its History Museum, research on tribal and vernacular literature, interdisciplinary academic programs, and community engagement initiatives, the college plays a vital role in safeguarding Kerala's rich cultural heritage and fostering a deeper understanding of the region's past and present.

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

5. CONCLUSION

Additional Information :

The institution has two functional MoUs, which make possible resource sharing between neighbouring colleges. The Entrepreneurship Development Club of the college functions as a forum for fostering ability in self-employment. The Young Innovators Programme (YIP) serves to foster a mindset of innovation and entrepreneurship. Edusat/ORICE facility is also available in the campus. Government initiatives like SSP, ASAP, EWYL, Hunger Free Campus have been implemented in the institution. RUSA, KIFBI funds have enhanced the infrastructure via construction of Staff quarters and a Library and Digital Resource Centre. The construction of a Ladies hostel and a boys hostel is in its initial phase. State government funds contribute towards the maintenance and development of infrastructure. Faculty are members of various academic bodies and constantly engage in updating their knowledge via seminars, lectures and FDPs. The college also implements a rigorous performance evaluation system in which faculty members file yearly Performance Based Appraisal Reports. Annual audits by the Directorate of Collegiate Education and audits under the control of the Accountant General's audit division help to maintain financial transparency.

The college's academic community utilises the electronic resources offered by INFLIBNET, which grants access to a vast array of electronic periodicals and electronic books. The library (uses KOHA software) accommodates an extensive catalogue of books and offers internet connectivity to both students and staff members. N-List enables integrated search, facilitating cross-referencing of many datasets from a single interface on the INFLIBNET website. Given the significance of ICT and blended learning, the classrooms are equipped with LCD projectors, audio-visual equipment, and a range of ICT tools to establish an e-learning environment. Subsidized food rates at the canteen, photocopier facility for students, governmental scholarships to financially support student academic pursuits, capacity-building and skill development programs which specifically focus on enhancing student soft skills, life skills, communication skills, and ICT literacy are all part of the institution.

Infrastructure support is provided in the form of sufficient bathrooms equipped with necessary amenities, Ladies Room and napkin vending machines. The institution encourages national cohesion and cultural appreciation by commemorating national holidays, and cultural events to cultivate a sense of camaraderie among students from diverse origins. The IQAC fosters a culture of continual improvement and implementation of optimal methods in all college activities by incorporating input from stakeholders and effectively adjusting to state government initiatives.

Concluding Remarks :

The institution strives to create an educational environment where every student has the opportunity to achieve clearly defined, meaningful outcomes that prepare them for success in their personal, professional, and civic lives. The principle of inclusiveness is upheld here, starting from admission and extending to daily activities, fostering a sense of belonging and equality among both the staff and students. The college engages in a diverse range of initiatives, including both academic and extracurricular activities, as well as initiatives to enhance infrastructure and develop policies that advance an inclusive and equitable ambiance. A comprehensive range of student support facilities is available both within and outside the classroom, specifically designed to facilitate the holistic development of the students. The institution, through these several programmed initiatives, specifically addresses pressing global challenges and overarching subjects such as gender,

environment and sustainability, inclusivity, values and ethics. There is a consistent commitment to continuous improvement, adapting to technological advancements and evolving learner needs.

The Institution has implemented several advancements in infrastructure, pedagogy, administration, student assistance, and academic advancement. It has introduced several initiatives aimed at furthering gender equity, social and ecological awareness. These initiatives empower students to become active contributors to national development, blending academic learning with practical civic engagement.