



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

KURIAKOSE GREGORIOS COLLEGE, PAMPADY

KURIAKOSE GREGORIOS COLLEGE PAMPADY

686502

www.kgcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kuriakose Gregorios College, established in 1981 and named after Bishop Kuriakose Mar Gregorios, is a highly respected educational institution in Pampady, Kerala, India. The College started as a junior college and has since expanded to offer eight undergraduate programs, two postgraduate programs and a Ph.D program. The College is proud to have produced successful professionals in various fields.

The College recognizes the need to improve students' employability and has designed numerous add-on courses. The College is famous for its student-teacher relationship, made possible through a student-centric approach. The College is dedicated to providing top-quality education, utilizing modern learning management systems and other advanced technological facilities. The College has introduced OBE and is preparing to introduce 4-year UG programs in the next academic year to respond to the call for reforms in education. The presence of research scholars with prestigious fellowships, the quantity and quality of research papers published, and the number of Ph. Ds produced on campus are evidence of the College's robust research culture. The extension activities under NCC, NSS and Madathilashan Centre for Human Empowerment benefit the student community and local society. Innovation ecosystems are encouraged on campus, with successful entrepreneurs visiting the campus and entrepreneurship clubs, IEDCs, Innovation Councils, and IPR cells offering ample opportunities to students.

The institution is committed to creating awareness among students, the local community, and other stakeholders about the multi-dimensional aspects of nature through various initiatives. The College exhibits its commitment to nature through keeping the campus green, producing solar energy, practising scientific waste management, and other environment-friendly activities. The College also promotes Indian knowledge system, culture, and languages through various programs organized by different associations.

The Malankara Orthodox Church governs the institution and follows a fair and transparent management system. A democratic management style is observed, with wholehearted support from the staff. The College strictly adheres to the regulations of the UGC, rules framed by the state government, and directions of the affiliating University. The College is ranked 69th in NIRF (2018) by the Ministry of Education, Government of India, a testament to its quality and reputation.

Vision

To become a centre of academic excellence by imparting quality education.

Mission

To develop the physical, spiritual, intellectual, moral and aesthetic power of the students so that they may transform themselves into intellectually trained, morally upright, socially committed and spiritually inspired men and women.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well qualified, experienced and dedicated faculty
- Vibrant and disciplined student community
- Rural location, ecofriendly and pollution free campus
- Healthy teacher student relationship
- Calm and peaceful atmosphere in the campus
- Excellent campus to community programmes
- Strong and supportive PTA and Alumni association
- Well structured student supportive programs and add-on courses

Institutional Weakness

- Limited scope for campus placement due to rural and isolated background
- Lack of demand for conventional programs
- The absence of PG programs in the majority of departments hinders the research orientation
- Limited scope for paid consultancy services
- Restricted autonomy to update the curriculum in response to new developments
- Lack of on-campus residential facility for faculty and male students
- Alienation from industrial areas poses a hindrance to industry-institution interaction

Institutional Opportunity

- NEP opens the opportunity to introduce new skill-based programs
- By introducing OBE, conventional programs can be made practical
- Teaching learning methodology can be revamped by the introduction of OBE
- Utilizing the NEP, professional programs can be organized along with bachelor's programs
- Rural location provides the scope for more Campus to Community programs, which will enhance the social commitment of the students
- The introduction of Four-Year UG programs can be utilized to enhance the employability of students

Institutional Challenge

- The increasing rate of migration to Western countries
- Delay in curriculum revision and updating of the syllabus by the university
- Financial constraints for infrastructure and developmental requirements
- Difficulties in the establishment of new industrial linkages
- The input-output ratio is significantly impacted by the calibre of admitted students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Kuriakose Gregorios College is a premier institution that offers 8 Undergraduate, 2 Postgraduate and 1 Doctoral Research programmes. The college, to achieve its institutional vision and mission of 'striving for academic excellence' introduces innovations in the curriculum delivery and enrichment. The Choice-Based Credit System, adopted in 2017, provides flexibility by offering interdepartmental optional open courses. To overcome the handicap of affiliating system in the quality of curriculum and flexibility for students, the College has made a well thought out plan where the deficiencies in the curriculum in terms of its content and innovativeness, experts in different domains are invited to the campus for expert talks, workshops, and for motivating the students to chase the new developments in their domains of interest. Listening to the philosophy of the NEP of the Government of India, the College has initiated the introduction of Outcome-Based Education. POs, PSOs and Course Outcomes were designed in tune with the model suggested by the UGC. Faculty members of the College play a very active role in the curriculum design of FYUGP, facilitating 360-degree flexibility, which will be rolled out in the coming academic year.

The college has tried to diversify the courses with diversifying interests and career opportunities. The college has introduced market-demanding courses like Food Science & Quality Control, which are taught in only a few colleges in the state. The college has been equipped with state-of-the-art LMS, modern gadgets like interactive boards, and LCD projectors to make teaching and learning more innovative and interactive.

The curriculum integrates cross-cutting issues of gender, environment, human values and professional ethics by including 88 courses in curricula. One hundred per cent of the final year UG and PG students have under-taken research projects and field trips as part of their curriculum. Apart from this, most students undertook internships as part of their program. The College has offered 59 Add-on Courses for upskilling the students, benefitting 64 per cent of the students. Stakeholder Feedback is collected annually to improve curriculum design, delivery and enrichment.

Teaching-learning and Evaluation

Kuriakose Gregorios College adheres to the rules and regulations set by Mahatma Gandhi University and follows the education policy of the Government of Kerala. Student enrollment is through the University's Centralized Allotment Process (CAP). Reservations are extended to SC, ST, OBC, divyangjan and other minority groups following the government regulations. Students from a broad spectrum of socio-economic backgrounds enrol in college. The college has held on to a sound average enrollment ratio for years.

The college benefits from an exceptional student-teacher ratio, a hallmark of quality instruction. This ensures every student receives tailored attention, providing a more constructive learning environment that fosters beneficial interactions between students and teachers. To provide each student with a targeted focus to improve their learning efficacy, the entry-level 'Know your Student' examination is conducted, and the students are allocated into distinct cohorts. The institution has implemented a highly robust outcome-based teaching and learning system incorporating many learner-centric approaches such as experiential, problem-solving, participative, and ICT-enabled learning methods.

The teaching-learning process is effectively executed through the impactful efforts of supportive and committed teachers. Teachers are encouraged to participate in Faculty development programmes to stay updated with the

latest advancements in their respective fields. This, in turn, leads to improved instructional methods, creating a more engaging and practical learning experience for students.

The college has implemented an internal assessment mechanism characterized by transparency, ensuring that all stakeholders understand the evaluation process comprehensibly and easily. The Grievance Redressal System operates within a defined timeframe, promptly addressing issues.

Outcome-Based Education (OBE) strongly emphasises clearly defined learning outcomes, providing a clear roadmap for educators and students. POs and COs are designed and articulated to the students through the website, display boards, orientation programmes and classroom instructions. The attainment of course outcomes is evaluated, mapped, analysed, and subsequent measures are taken accordingly. The average pass percentage in the assessment period was 82%, and there were 16 ranks in the University exams, too. Student Satisfaction Survey is carried out annually to assess the teaching-learning process, and necessary refinements are implemented based on the feedback.

Research, Innovations and Extension

The institution has demonstrated a robust commitment to research, innovation, and extension. The institution's success in research is evidenced by the quantum of research funding mobilised, research projects undertaken, fellowships mobilised and ultimately, the publications made. The seminars and paper presentation competitions organized by the institution have been a prolific platform for researchers to showcase their talents. The production of 21 PhDs by the Department of Commerce during the assessment period is a milestone achievement. Faculty members have published 106 research papers in journals indexed by UGC CARE, Web of Science and Scopus. Collaborations with the Indian Accounting Association, KCSTE, MPEDA, CFSC, and the Department of Commerce, St. Berchmans College, are worth mentioning.

Furthermore, the institution has actively engaged in extension activities for the local community where the College is situated. The programs organised with the twin objectives of human empowerment of the local community and experiential learning for the participating students were highly successful. A notable fact in this regard is that the extension wing of the College has developed a training program for the community when the Government introduces a new policy. Madathilasan Centre for Human Empowerment, NSS, NCC and all academic departments have collaborated in designing and organising programs for the public, especially for the inhabitants of the adopted Village. Various awards received by the College in this regard act as a testimony to the relevance of the extension initiatives.

Quantitative metrics extend beyond academic achievements, with many Memorandums of Understanding (MOUs) and collaborations established. These collaborations exemplify the institution's strategic networking and partnership-building efforts, fostering a rich environment for the holistic development of students through serving society. The campus's innovative ecosystem, consisting of the Institution Innovation Council, YIP, ARIIA, NISP, IEDC, Entrepreneurship Development Club, and the IPR Cell, creates an environment conducive to creative thinking, group thinking and problem-solving, facilitating innovation. The college's initiative in popularising the Indian culture and knowledge system is worth mentioning. The initiatives for popularising Yoga, Indian arts, Indian languages, patriotic songs and Ramayana masacharanam were well received by the

students and the public.

Infrastructure and Learning Resources

The College is located on 13.8 acres of verdant, beautiful terrain, equipped with the following vibrant infrastructure for teaching learning activities: In all, there are thirty-one spacious classrooms, including eight smart classrooms, and another seventeen are ICT-enabled. There are also eleven faculty rooms, three seminar halls, four computer labs, nine science laboratories and a non-teaching staff room. There are separate rooms for the Controller of Examinations and Internal Examination Cell.

Separate rooms are provided for the smooth operation of IQAC, NSS, NCC, and Jeevani Counselling Centre. In addition, the men's sick room features an IEDC room, a media centre, a ladies' sick room, and a ladies' amenity area. Ramps, rails, and wheelchairs for the physically disabled are among the divyangjan amenities available at the College. The College provides a handball court, a ball badminton court, a volleyball court, a tennis court, a shuttle badminton court, a tug of war court, an indoor stadium, and a mini football field. There is a 200-meter running track with six lanes and a sports pavilion on the college grounds. The College has a well-equipped multi-gymnasium and a Yoga Centre. The College provides a hundred computers to facilitate the computing needs of students.

A learning management system has also been installed in the College. The library is fully automated using ILMS software KOHA. Our library provides access to e-resources through various means. The installation of UNIWARE software has automated all academic activities. The College's bandwidth was increased from 50 Mbps to 300 Mbps. The College is under constant CCTV monitoring. The College has a 25 kWh solar power system, a biogas plant, and a 3,00,000 litre rainwater harvesting system. It has a generator facility with a 15 kVA and 82.5 kVA capacity. It also has an aquaculture facility, a butterfly garden, a vermicomposting facility, and a lab for mushroom culture. The College has an environmentally friendly waste management system in place. The College also has a cafeteria, canteen, and drinking water facilities. The girl's hostel can accommodate 60 students.

Student Support and Progression

The college places great importance on the holistic development of its students and provides dedicated support in various aspects to help them progress. Every year, the college receives an average of 500 scholarships from government and non-government agencies. To prepare students for the challenges of the outside world, the college offers 65 programs focused on soft skills, language proficiency, communication skills, life skills, and ICT/computing. Tailor-made sessions are conducted to help students prepare for competitive exams and career counselling sessions are led by the Placement Cell, which benefited 73% of the students. On average, 46.2% of learners progress to higher education or jobs yearly.

The college also has a rich tradition of supporting students in co-curricular activities, with 30 National, and State awards garnered over the past five years in sports and cultural competitions. Students are actively encouraged to participate in about 200 sports and cultural programs within and outside the college to foster creativity, confidence, and sportsmanship. The college has an efficient mechanism to address any impediments to student development. This includes the Students' Grievance Redressal Cell, Internal Complaints Cell (SHW), Anti-ragging Cell, SC/ST Cell, Minority Monitoring Cell, OBC Monitoring Cell, and PD Cell, ensuring a just and healthy campus environment.

The KG College Alumni Association, a registered alumni association, provides unwavering support to current students in academics and other realms. An Annual Alumni Meet is held every third Sunday of January to celebrate this enduring connection.

Governance, Leadership and Management

The institution prioritizes empowering students from underserved areas and emphasizes holistic education. With a commitment to nurturing socially responsible individuals, we strive to instil values of honesty, integrity, and generosity. Our goals focus on increasing student enrollment, striving for autonomy, adopting innovative teaching methods, expanding course offerings, fostering research programs, and enhancing infrastructure. By implementing a dynamic strategic plan and collaborative implementation firmly based on our vision, mission, motto and core values, we have crafted a roadmap for success with both short-term and long-term objectives.

The College is affiliated with Mahatma Gandhi University and follows its curriculum and syllabus. Emphasizing collaboration, it has central and local governing bodies driving continuous improvement in education. The Staff Council, under the Governing Body, focuses on inclusive education to empower students to face societal challenges. Department Heads hold autonomy for daily operations and execute Staff Council decisions. The managerial team ensures goal-setting, employing methods like SWOC analysis for long and short-term plans with stakeholder input. The institution provides various welfare measures to the staff. A multi-tiered performance review system exists for both the teaching and non-teaching staff members. Professional development programs are organised separately for teaching and non-teaching staff regularly.

The College is cautious in the mobilization and utilisation of financial resources. The University Grants Commission, The Government of Kerala, and the College's management are significant financiers. In addition, the PTA and Alumni Association are supporting the College with some specific projects. Regular internal and external audits ensure transparency and efficiency in the utilisation of financial resources.

The College's IQAC is crucial in ensuring quality assurance initiatives on campus. It enforces policies and supports accreditation. IQAC maintains records, gathers feedback, and aids faculty development. It promotes continuous improvement, prepares for external reviews, and ensures a high standard of education in the institution. The institution conducts an annual academic audit, green audit and gender audit to fuel the functional momentum. The comprehensive feedback process involving all stakeholders contributes significantly to the teaching-learning environment's continual growth.

Institutional Values and Best Practices

The College prioritizes equal accessibility of best practices for all stakeholders. The College takes pride in its pivotal role in shaping future generations while upholding core values concerning the natural environment. Moreover, it deserves special recognition for its efforts towards energy conservation and efficient waste management.

- The College considers both genders as important stakeholders at all levels. The College has

implemented a well-defined gender policy. The campus has various facilities to promote gender parity, such as a Lady's Hostel, a Women's Cell with multiple facilities, CCTV cameras, ID cards, 24-hour security personnel, an Internal Complaints Committee (ICC), an Anti-ragging Committee, a counsellor, gymnasium, NCC, NSS, etc. Additionally, the College has organized special programs to address common topics related to gender issues.

- The College has a well-defined policy for energy conservation and uses solar power for most of its power generation. An MoU has been signed with the Kerala State Electricity Board Ltd. to connect the generated power to the grid. Using a biogas plant in the Lady's Hostel reduces the cost of cooking, and effective waste management is also possible. The College has an efficient waste management system for degradable and non-degradable waste. Water conservation and green campus initiatives were among the top concerns. The College has been maintaining a barrier-free environment to accommodate the divyangjan.
- The College has authorized recognized agencies to conduct green, environmental, and energy audits. The College is dedicated to serving society and offers various outreach programs to strengthen the environment.
- The College celebrates and observes various festivals to promote inclusivity and sensitization to constitutional obligations.
- The College has two best practices, "Poorna Vikas" and "Amruthamgamaya", for the holistic development of its inmates and to develop a value-based life by supporting the lives around them.
- The College's institutional distinctiveness lies in valuing the teacher-disciple relationship above all, in line with the Indian philosophy of education. The Madathilasaan Centre for Human Empowerment (MCHE) programs align with cherished Indian values, and the MCHE has made every effort to meet those values.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KURIAKOSE GREGORIOS COLLEGE, PAMPADY
Address	KURIAKOSE GREGORIOS COLLEGE PAMPADY
City	PAMPADY
State	Kerala
Pin	686502
Website	www.kgcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	RENNY P. VARGHESE	0481-2505212	9447455144	0481-250521 2	mail@kgcollege.ac. in
IQAC / CIQA coordinator	RENISH JOSEPH	0481-505212	9946110688	0481-505212	renish@kgcollege.a c.in

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes minoritydoc_1674553647 (1).pdf
If Yes, Specify minority status	
Religious	CHRISTIAN ORTHODOX
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Kerala	Mahatma Gandhi University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	04-02-2000	View Document		
12B of UGC	04-02-2000	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	KURIAKOSE GREGORIOS COLLEGE PAMPADY	Rural	13.8	10161.51

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	BCom,Commerce,Finance and Taxation	36	PLUS TWO	English	41	41
UG	BSc,Chemistry,	36	PLUS TWO	English	20	6
UG	BSc,Physics,	36	PLUS TWO	English	24	4
UG	BSc,Zoology ,	36	PLUS TWO	English	24	5
UG	BSc,Food Science,Food Science and Quality Control	36	PLUS TWO	English	24	22
UG	BA,Economics,	36	PLUS TWO	English	40	24
UG	BBA,Management Science,	36	PLUS TWO	English	60	25
UG	BA,English,	36	PLUS TWO	English	24	0
PG	MCom,Commerce,Taxation	24	UG	English	16	16
PG	MSc,Physics,	24	UG	English	20	0
PG	MSc,Zoology,Fisheries	24	UG	English	12	11
Doctoral (Ph.D)	PhD or DPhil ,Commerce,	36	PG	English	4	2

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	2				1				33			
Recruited	1	1	0	2	1	0	0	1	9	24	0	33
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				7			
Recruited	0	0	0	0	0	0	0	0	1	6	0	7
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						7
Recruited	5		1		0	6
Yet to Recruit						1
Sanctioned by the Management/Society or Other Authorized Bodies						3
Recruited	0		3		0	3
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	2	0	0	2
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	1	0	0	4	3	0	10
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	1	12	0	13
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	2	12	0	14
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	Others	Total
		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	1	0	79
	Female	48	0	0	0	48
	Others	0	0	0	0	0
PG	Male	7	0	0	0	7
	Female	20	0	0	0	20
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	9	12	13
	Female	10	16	15	13
	Others	0	0	0	0
ST	Male	0	1	0	1
	Female	1	3	2	3
	Others	0	0	0	0
OBC	Male	4	3	3	5
	Female	0	2	4	1
	Others	0	0	0	0
General	Male	43	47	47	38
	Female	59	73	71	80
	Others	0	0	0	0
Others	Male	29	36	41	37
	Female	15	17	36	42
	Others	0	0	0	0
Total		171	207	231	233

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The academic community of Kuriakose Gregorios College strongly believes in the importance of adopting a multidisciplinary and interdisciplinary education system, as envisioned in the NEP 2020. To promote this paradigm shift, which would define the essence of education provided by centers of excellence, the college has initiated a series of tangible initiatives authorized within the bounds of an affiliated college. All undergraduate programs at the college include necessary open courses in the fifth semester that are entirely multidisciplinary. Students are free to choose a course offered by another department as a subject of study. Additionally, the various add-on courses provided by the institution are</p>
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	<p>also multidisciplinary, as they are based solely on student interests. As more academic flexibility is gained through NEP adoption, the college is well-equipped to offer multidisciplinary programs. To achieve the comprehensive goal, the institution prioritizes multidisciplinary and interdisciplinary seminars and workshops. The Yoga Centre's Certificate course on Basic Yoga for all students is in line with the changing times in which the fundamental concept of education is being redefined. Both staff and students demonstrate a great interest in multidisciplinary study when conducting research projects. At the management level, decisive and proactive actions are taken to significantly expand the college's infrastructure, which is required to embrace the multidisciplinary or interdisciplinary spirit instilled in NEP.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>During the previous academic year, the institution conducted two seminars on the National Education Policy (NEP) to educate teachers and students about the revolutionary changes envisioned in this visionary education strategy. These seminars aimed to equip stakeholders with the knowledge and skills to embrace the possibilities and make the most of the changes planned for the pursuit of learning. Students were informed about the Academic Bank of Credit (ABC) and encouraged to register in the National Academic Depository through webinars. Most of the institution's students already use Digi Locker's services. However, the institution is currently ineligible for ABC registration as it is affiliated with Mahatma Gandhi University Kottayam. Nevertheless, the college is willing to comply with ABC and register students in the National Academic Depository as and when the University/Government decides to implement the NEP.</p>
<p>3. Skill development:</p>	<p>Kuriakose Gregorios College offers skill development workshops and courses as a capacity-building measure. Soft skills, life skills, ICT skills, language skills, competitive training, and entrepreneurship are examples of skill development training. These programmes have been mandated by management and are being carried out by all departments to benefit the entire student body. All teaching departments have carried out these programmes. The curriculum transaction is made effective through inculcating life skills like</p>

	<p>communication, cooperation, teamwork and resilience through the tailor-made programmes of the Career and Placement Cell of the college. Besides providing training in LED Bulb assembly, Mushroom culture and Cloth bag making, the college offers the idea of self-employment through the ED Club, Institution Innovation Council and IEDC. The NSS and NCC units of the college and departments conduct workshops on making nature-friendly products for daily use. The college plans to launch further skill development programmes in the future. The dramatic change towards skill-based education envisioned in the New Education Policy will provide momentum, offering new opportunities for vocational courses.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>A collection of exceptional efforts implemented in the college, as outlined by NEP 2020, demonstrates the institution's deep feeling of rootedness to the traditional Indian learning system. The college has instilled in its student body a strong belief that the country's ultimate soft power is its traditional culture, knowledge, and languages. The college's academic community is making a concerted effort to conserve and promote Yoga, which is a vital part of the traditional Indian system of knowledge. Demonstration classes and regular yoga practices are followed on campus. Yoga is available as a certificate subject for all UG students at the college. Integrating Indian knowledge systems, including Indian language and culture, is prioritized in curricular and extracurricular areas. The study of Hindi or Malayalam is offered as an optional Common Course in all UG programmes. Events promoting these languages are arranged annually. 'Hindi Divas', National Hindi Day, and Malayala Bhasha Dhinacharanam are observed in the college. Intercollegiate and interdepartmental competitions are held to promote Hindi among students. Kerala Piravi, which commemorates the formation of the state of Kerala, offers students an effective platform to perform and get familiarized with the traditional art forms of Kerala. Celebrating local festivals is an academic exploration of the local culture and beliefs. Study tours conducted by different departments are another avenue where students engage with historically significant places and monuments of the country. Additionally, under the IKS banner, the</p>

	<p>Madathilasaan Centre for Human Empowerment organized several programmes. Initiatives currently being implemented and practised bode well for the college's adoption of the traditional Indian knowledge system as outlined in NEP 2020.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>As a preparatory move for implementing NEP, the College has implemented OBE within its restricted academic flexibility. Training programs were conducted to familiarize the faculty with outcome-based education. Outcome-Based Education (OBE) is measured at two levels: course outcomes (CO) and program outcomes (PO). OBE stresses a student-centred teaching and learning process in which the course curriculum is designed to produce the most excellent demonstrable results. These outcomes are plotted to demonstrate whether all courses achieve the required goals, aims, and objectives. Each program's POs, PSOs, and COs are displayed in various locations in the College and published on the college website. A college-level OBE committee monitors the OBE activities of the College. This mapping was completed for all students in UG and PG programs (2020-2021 admission). This procedure will be followed for all future batches of all undergraduate and graduate degrees.</p>
<p>6. Distance education/online education:</p>	<p>Kuriakose Gregorios College has always been open and flexible in encouraging teachers to adopt ICT in classroom teaching and modern pedagogical techniques for enhancing the teaching-learning experience. During the pandemic, distance education and Internet education were common modalities of instruction. Digital platforms, including Google Classroom, Zoom, Google Meet, and Webex, handled all academic transactions, including class, test papers, assignments, and seminar submissions. In addition, various webinars, invited lectures, and competitions were organised throughout those days. Students use digital platforms to share notes, study materials, and PowerPoint presentations. These platforms also host Faculty Development Programmes, webinars, and invited lectures. MOODLE is the learning management system used to facilitate online teaching and learning. Many faculty members attended ARPIT courses as part of their professional development. The first-year undergraduate students are encouraged to take a MOOC course in organic farming and online</p>

certificate courses offered by SWAYAM-NPTEL. To promote online learning, our college has formed a local chapter of SWAYAM.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Kuriakose Gregorios College started the ELC in 2012.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>A faculty member was given the responsibility of leading the ELC (Electoral Literacy Club), and a student representative was also appointed. The club has been successful in achieving its goal of educating young voters about their rights and responsibilities. In 2022, one of our faculty members was appointed as the District ELC Coordinator by the District Collector of Kottayam. He was later awarded the title of Best District Coordinator of ELC for the year 2023 by the Chief Electoral Officer of Kottayam.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The club actively promotes and facilitates people's electoral rights. They have assisted the District Election Office with voter enrollment campaigns in 2023 and 2024, resulting in 45 new registrations. The campaigns specifically targeted transgender and ST groups, resulting in the enrollment of eight transgender individuals and 52 STs. The club's efforts have also led to a 7% increase in polling percentage for booth 102 of Puthuppally LAC, assigned to the college, during the 2021 election. Two transgender individuals also participated in the election, demonstrating the club's commitment to inclusivity. The club also assisted Mr. Rajeev Kumar Choudhary, IAS, Returning Officer Puthuppally LAC, in preparing presentations on booth management and arrangements for model and pink polling booths for the 2021 Legislative Assembly election. The club guarantees its continued volunteer service to various campaigns by the District Election Office. The volunteers helped SVEEP pack millet biscuit food boxes for children accompanying voters during the Puthuppally bye-election 2023 to promote the International Year of Millets. The volunteers also participated in enrollment campaigns on board the KSRTC double-decker bus and at two tourist destinations in Kottayam to raise awareness about the</p>

	<p>importance of voting rights. The club received the Best ELC award in the Kottayam district for enrolling more than 550 voters. In 2023, the club hosted the district-level National Voter's Day celebration, inaugurated by the District Collector, Dr. P K Jayasree IAS. The club also received appreciation for assisting the District Election Office in setting up the Election Identity Card-Aadhar Card linking help desk at the Saras Exhibition. Additionally, the club helped the District Election Office make tutorial videos for voter enrollment.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club (ELC) actively promotes electoral awareness among students and the public. The club celebrates National Voters Day every year with great enthusiasm. In 2021, the event was inaugurated by Sri. Roy P. Thomas IFS is the State Election Commissioner of Puducherry. A national-level electoral literacy e-quiz was conducted, with 6,400 participants from across the country participating. The club also undertakes innovative initiatives such as flash mobs, cycle rallies, a WhatsApp group for booths 91 and 102, a poster campaign, election poster making, webinars and a selfie contest. The election quiz conducted at the booths was inaugurated by Ms. R. Alice Vaz IAS, the Secretary of Labour, Government of Delhi..</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>The ELC conducts an annual enrollment drive for students who have turned 18. As of December 2023, over 80% of the institution's students are enrolled in the electoral roll.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
527	579	632	662	678

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: 84

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	47	46	49	48

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
125.82	93.52	101.66	96.82	114.00

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:

Kuriakose Gregorios College has a well-structured curriculum planning, delivery, and evaluation system emphasising student-centred learning, support, and continuous improvement.

CURRICULUM PLANNING

The institution is affiliated with Mahatma Gandhi University, Kottayam, Kerala, and adheres to the university's curriculum. The IQAC prepares an academic calendar at the beginning of every academic year based on the university calendar, department action plans, and internal examination calendar. The same is included in the student's handbook and published on the college's website. A master timetable and department timetable are prepared every academic year. Every teacher creates a teaching plan that aligns with the university's calendar and the college's schedule. Orientation programs are arranged at the beginning of the academic year for newly admitted UG and PG students to acquaint themselves with the system followed by the college.

CURRICULUM DELIVERY

Online instruction replaced the role of traditional classroom instruction due to the COVID-19 pandemic scenario, during which the institution switched to a hybrid mode of instruction by using a variety of online platforms. E-resources are used to support student-centred learning for a successful teaching-learning process. The institution offers remedial teaching, the Scholar Support Program for slow learners, and Walk with a Scholar for advanced learners. PROMPT, a peer learning system developed by IQAC, embodies a student-centric approach, fostering self-support through diverse group learning activities. The mentoring system divides students into mentee groups, guided by dedicated faculty mentors who serve as academic guides and pillars of support for the mentees.

Certificate programs and value-added courses impart new knowledge and abilities to students. Curriculum enrichment seminars and workshops offer students extended and updated insights into their respective fields of study. Our institution has invested strategically in an electronic learning platform, ensuring equitable access to educational resources. The institution has also implemented the outcome-based education system.

CONTINUOUS INTERNAL EVALUATION (CIE)

A centralized system runs the Continuous Internal Evaluation (CIE) procedure, which consists of two internal examinations per semester. The main parts of the internal evaluation process are internal

examinations, test papers, attendance, projects, assignments, and vivas.

The curriculum delivery process is reviewed and tracked at various levels, including the principal, IQAC, department heads, and staff meetings. The daily reports are documented by faculty in the teachers' diaries. IQAC also introduces the Class Dairy in every class to record the academic interaction and co-curricular activities. The COVID-19 documentation process was managed mainly using online monthly statements in a centralized manner.

PTA meetings provide a forum for discussing students' overall development, and necessary steps are taken to remove obstacles to learning. Tutorials, mentorship, and counselling give students the help they need. Annual academic audits conducted by an expert panel rigorously assess curriculum delivery quality. Implemented suggestions ensure continuous quality enhancement. Comprehensive feedback collection and assessment are done every year. Monthly evaluation reports serve as tools for enabling tracking and adjustments in academic and co-curricular activities. Teachers' involvement in curriculum workshops, restructuring the syllabus, and the board of studies all aid in the improvisation of the syllabus.

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: 57

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 63.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
425	391	336	437	372

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:

The affiliated university integrates dedicated courses on the environment, sustainability, human values, and professional ethics across all UG, PG, and PhD programs. Furthermore, several courses incorporate particular sections or modules that address cross-cutting issues, promoting a thorough comprehension of these critical subjects. The College includes the curriculum in two phases, closely adhering to the university's prescribed curriculum and enhancing it with a wide range of extracurricular offerings. This allows the College to address issues relevant to gender, sustainability and the environment, human values, and professional ethics. The College offers various programs to support students' holistic development. The IQAC, clubs, subject associations, NSS, and NCC are planning these events.

PROFESSIONAL ETHICS

Professional ethics constitutes the prescribed standards of conduct within any professional field. The institution has established a comprehensive code of conduct for students and staff, offering initial insights into the professional ethics they will uphold. Seminars, training, internships, and field trips further enhance students' understanding and application of professional ethics. The NCC and NSS provide several programs that assist students in cultivating professional ethics. The Departments, IPR Cell, IQAC, etc., organize seminars on intellectual property rights, research publications, research methodology, and research ethics.

GENDER

The College has established various clubs and committees like the Women's Forum, Men's Forum, Gender Champions Club, Internal Complaint Committee, etc. Multiple programs on sexual orientation, gender identity, women's rights and wellness, etc., and inclusive education are organized under the aegis of different clubs and subject associations. Students are empowered through motivation programs, health and hygiene awareness programs, skill development programs, etc. Women's Day is celebrated every year.

HUMAN VALUES

Human values are inculcated among students through NSS, NCC, and Subject Association activities. Webinars and invited lectures on the importance of blood donation, awareness of drug abuse, and legal awareness classes are organized regularly to instil human values among the students. Volunteering and responsible human development are fostered in students through social outreach programs, which include visits to shelter homes, orphanages, and asylums. During the COVID-19 pandemic and the 2018 Kerala floods, students participated in activities highlighting the importance of human values and community service.

ENVIRONMENT AND SUSTAINABILITY

Students can understand the value of ecological responsibility through various platforms provided by the NSS, NCC, Bhoomithrasena, Campus Beautification, etc. Observing World Environment Day, Ozone Day, Wetland Conservation Day, and World Nature Conservation Day advances this learning. The College also extends its green initiatives beyond the campus through cleaning drives, plogging, maintenance of gardens in public spaces, beach cleaning, etc. The sensitization method also includes the waste management system, green initiatives, and green audits to comprehend the campus ecosystem. These initiatives help prepare students to be responsible citizens committed to making a positive

difference in the world.

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: 45.54

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

Response: 240

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: 74.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
171	207	231	233	259

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
303	317	293	283	283

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 57.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	83	106	112	127

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

2022-23	2021-22	2020-21	2019-20	2018-19
177	184	172	161	161

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 11.46

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution has shifted the teaching approach to be more student-centric, as teacher-centred methods are no longer effective in today's educational landscape. This aligns with our overarching objective of fostering the holistic development of our students. We communicate the curriculum details to students and parents during the admission process and through dedicated induction and orientation programs conducted after the completion of admission procedures.

The educational processes emphasize innovative methods wherein students actively learn, cultivating transferable skills such as problem-solving, critical thinking, and reflective thinking. Each faculty member employs unique knowledge transfer approaches, incorporating experiential learning, participative learning, and problem-solving methodologies.

Participative Learning

Through hands-on activities, group problem-solving, and peer teaching, participatory learning approaches inspire and encourage students to comprehend their abilities and experiences. We use the following participatory learning strategies:

- KYS test and Peer tutoring strategies such as 'PROMPT'
- Science Familiarization Initiatives
- Project DALE
- Observance of important days and events
- Intercollegiate and Interdepartmental Fests and Competitions
- Socially significant programmes
- Alumni lectures
- VIBE- Vocabulary Induction and Building Exercise
- Short films by students
- Waste management on the campus

Experiential Learning Strategies:

Experiential learning elevates education by highlighting hands-on experiences, active participation, and reflection as integral components of the learning journey. It makes learning an experience that moves beyond the classroom and strives to bring a more involved way of learning.

- Internships in prominent enterprises
- Visits to research institutions
- Industrial Visits
- Workshop
- Mushroom cultivation
- Vermicomposting
- Ornamental Fish Culture
- Butterfly Garden and Medicinal Plants Garden
- Field visits and study tours
- Fruit Plants and Trees Garden

Problem Solving Methodologies:

These methodologies aim to cultivate critical thinking, analytical skills, and the ability to apply knowledge to real-world situations.

- Projects
- Surveys
- Bridge courses
- Student support programs
- Career orientation programmes
- Entrepreneurship awareness programmes
- Skill development initiatives
- Development of managerial and problem-solving skills by organizing fests and events

ICT applications in Teaching-Learning experience:

The following internet resources and ICT-enabled tools are used to facilitate effective teaching and learning:

- Learning Management System (Moodle)
- Google classrooms
- Massive Open Online Courses – MOOC
- Participating students in SWAYAM courses
- edunext.io/Open edX
- YouTube channel
- Use of software applications such as - 'Mendeley', 'Mindomo', etc.
- Projects using SPSS
- Projects Using SCAPS
- Projects Using GPVDM
- Quizizz
- Mind Master
- Kahoot
- Hosting webinars on different platforms
- ICT enabled Classrooms
- ICT-enabled library
- E-content creation by students
- VESTA- a 3D visualization program for structural models and 3D grid data such as electron/nuclear densities.
- SIMPHY - A Physics Simulation software to set up a virtual Physics Lab, which makes teaching highly interactive
- PhysioEx - Laboratory Simulations in Physiology

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: 95.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	49	47	51	51

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 65.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	29	31	33	29

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college meticulously follows the internal evaluation guidelines mandated by Mahatma Gandhi University. The University has implemented specific criteria for assessing undergraduate (UG) and postgraduate (PG) students through continuous internal evaluation (CIE) and assigning marks, ensuring a comprehensive and standardised evaluation process.

Mechanism of External Examination

- One senior faculty member is assigned to the charge of an additional superintendent of examinations who acts as the college Controller of Examinations, and he coordinates the University examinations.
- Practical examinations were conducted for the students of the faculty of science, which are scheduled by the University and operated by the Departments with one external and one internal examiner.
- The project is a compulsory component of all undergraduate and postgraduate programs and is evaluated by a panel of internal and external examiners.
- Marks for both practical and project have the CIE components.
- Viva voce is a mandatory part of both UG and PG programmes. A team of internal and external examiners does the evaluation.

Mechanism of Internal Examination

- Internal examination committee
- Internal marks coordinator
- Internal exams are conducted twice every semester.

- The timetable would be set and distributed to the students well in advance
- Students are deployed to different halls set for the exam.
- The invigilator duty list is prepared and distributed well in advance.
- Question papers are collected by the internal exam committee and distributed to the teachers, and the answer sheets are returned to the exam room.
- Time-bound distribution of valued answer scripts to students, followed by mark list preparation, is done.
- Conduct retests for students who could not attend the exam for valid reasons.
- Faculty members enter the marks in the progress reports and present them to parents during the PTA meeting.

Mechanism for transparent Evaluation of Attendance, Seminars, Assignments and Viva

- Department attendance registers
- Monthly publication of attendance. Shortages in attendance would be communicated to the students and parents.
- Students' participation in seminars, assignments, and viva. The best is considered for assessment.
- Time-bound evaluation of submitted assignments.
- Internal marks are tabulated in Form A and displayed for students.
- Consolidated internal forms, Form B, are prepared by class teachers and verified by the college's internal evaluation coordinator.

Mechanism for Result Analysis

- Result analysis is done at the Department level.
- Mentors would discuss their exam performance with students and suggest improvements whenever needed.
- Progress reports are presented to parents during Parent-Teacher Association (PTA) meetings.

Mechanism for Grievance redressal

- A robust three-level Grievance Redressal mechanism has been envisioned to address student grievances effectively.
- Department Level
- College level
- University Level

Thus, the institution has meticulously designed the mechanism for transparent assessment of CIE, aligning with the University's directives for promptly resolving grievances about internal evaluations.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution has implemented strategies to guarantee open and honest communication of learning outcomes to all stakeholders involved, including students and faculty. The institution makes sure that all Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are easily understood and accessible to both teachers and students. The IQAC has arranged training sessions and seminars to educate faculty members on the significance, creation, and curriculum alignment of POs, PSOs, and COs. These training sessions usually concentrate on upbrining better insights into outcome-based education, Bloom's taxonomy, etc. The institution encourages faculty members to attend workshops and training sessions to improve their understanding of learning outcomes.

The college's website, department notice boards, library, and labs prominently display the intended outcomes. At the onset of each semester, the department head and the appropriate instructional teacher explain the various programme outcomes to the student community during the departmental orientation programmes. The teachers in charge of each course analyse and correlate how the learning objectives match POs and PSOs. Additionally, they clarify the internal question paper patterns concerning the learning objectives. The POs, PSOs, and COs are integrated into the official university curricula across multiple postgraduate and graduate courses. In addition to the routine disclosures, the corresponding department notice boards feature POs, PSOs, and COs. Furthermore, instructors carefully incorporate COs into their study guides to show each course's assessment plan.

There will be guaranteed faculty involvement in the workshops held by the university to revise the syllabus. This makes it easier for the departments to stay updated on changes and alter their efforts accordingly, enabling students to get the best out of every programme and course. The faculty members on the Board of Studies for various programmes routinely update the POs, PSOs, and COs. Any modifications to the syllabus are promptly shared with the teachers and students. Any issues with the approved syllabus are reported to the Board of Studies, and recommendations are made for fixing them.

Bridge courses and remedial tutoring are rendered to the students to ensure the attainment of outcome-based education strategies. Consistently and systematically, the IQAC evaluates and assesses the attainment of the same. As a result, outcome-based education monitors the success of the academic interventions made during each semester. The achievement of programme outcomes is measured on completion of the programme.

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:

Outcome-based education at Kuriakose Gregorios College Pampady focuses on defining precise Learning outcomes for each course and aligning them with programme outcomes. By calculating Course Outcome (CO) attainment levels and mapping them to Program Outcomes (POs), students are assured of acquiring the targeted knowledge and skills relevant to their program. Regular evaluation of course attainment helps the college to improve its teaching-learning strategy.

Course Outcome attainment

Course outcome attainment evaluation comprises the Direct method and Indirect method. A benchmark for each CO and PO is fixed in a suitable scale with a college-level peak attribute identifier. However, the course team has the freedom to define their benchmark depending on the previous results of the course. CO attainment evaluation for each course is performed as follows:

Step 1: Collect the CO scores of all students

Step 2: Calculate the sum of all CO scores (COS)

Step 3: Calculate the average of the CO scores for a particular CO as $CO_{Avg} = COS / \text{Number of students}$

Step 4: Comparing with the threshold value, direct attainment is evaluated

Step 5: Conduct course exit-graded survey

Step 6: Calculate Cumulative Grade Points and find the cumulative grade point average

Step 7: Multiply this with the peak attribute identifier to evaluate the indirect attainment

The 80% score obtained for the direct method and the 20% score obtained for the indirect method are considered to find the final course outcome attainment. If the attainment is not reached, corrective measures must be initiated by incorporating appropriate teaching methodologies and assessment changes to improve student learning outcomes.

Every Course Outcome is aligned with the corresponding Programme Outcomes to guarantee the course's

contribution towards achieving stated program objectives. This alignment process ensures that each course's intended learning outcomes harmonise with the program's broader goals. Thus, students are directed towards acquiring the essential skills and knowledge envisaged by the Programme Outcomes.

Programme Outcome Attainment is done by taking 80% of the average attainment level of all courses mapped to a particular PO along with 20% of indirect programme exit surveys. The programme exit survey is designed as a five-parameter graded feedback. Courses mapped for a specific PO for all the semesters are consolidated, and an average has to be taken. Add up 80% of the average attainment value of the direct method for a particular PO mapped and 20% of the indirect method (Programme exit survey) to get the final attainment value. Compare this with the benchmark fixed for the PO. If the attainment is not reached, corrective measures are to be initiated. Consolidate the values of POs of all departments, and the average is the institutional outcome value.

If the course and program outcomes assessed require corrective actions, the course team will examine the situation and apply appropriate measures. The fixed benchmark can also be adjusted based on the student's performance and final results. Hence, at Kuriakose Gregorios College, Pampady, Outcome-Based Education represents an unwavering commitment to academic excellence.

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

2.6.3

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

Response: 82.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
146	150	209	212	209

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	213	247	231	237

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.74

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: 8.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	8.08	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college is dedicated to fostering an environment that encourages innovation and facilitates the transfer of knowledge among its students and the community within the neighbourhood. The ecosystem for innovations on the campus comprises clubs and organizations like the Institution Innovation Council, Entrepreneurship Development Club, Intellectual Property Cell, departments and the Madathilassan Centre for Human Empowerment. The college has implemented key initiatives through these agencies to promote scientific temper and knowledge dissemination. The Research Facilitation Committee is actively working to promote research interests on campus, with numerous faculty members having completed their PhDs and engaging in ongoing research activities. The Commerce Department's research centre focuses on value-oriented research, serving as a knowledge-sharing hub.

An important aspect of the college's ecosystem is the Entrepreneurship Club, IIC and IEDC, which offer students numerous opportunities to develop innovative ideas and explore self-employment. Real-world

exposure is facilitated through interactions with various entrepreneurs. The NCC and National NSS volunteers contribute to sustainable practices by creating bags from used cotton clothes.

Several departments within the college are actively contributing to sustainability and skill development. The Chemistry Department, for instance, has embraced microscale analysis in laboratories to minimize chemical usage. The Department of Zoology operates a vermicompost plant and a Mushroom Cultivation Center, promoting eco-friendly practices. Workshops, such as the three-day session on LED light technology, enhance students' skills and knowledge. The Chemistry Department further initiated a unique Library challenge, encouraging students to habitually refer to department library books. Students write abstracts of the guided books and publish them in the department's magazine. The Chemistry Laboratory has implemented a rainwater harvesting system to replace distilled water, contributing to resource conservation and reduced electricity usage. The Food Science and Quality Control Department conducts a Dairy Training Program, providing students with hands-on experience in the chemical analysis of milk and the preparation of dairy products. The Business Innovation and Incubation Centre of Mahatma Gandhi University selected a Research Department of Commerce project under a student start-up scheme, under which various financial capability-building programs were conducted.

Madathilassan Centre for Human Empowerment, devised to empower people on and off campus, has initiated several activities to popularise the Indian knowledge system. The initiatives include orientation in Vedic Mathematics, Yoga, Ramayana, Emotional well-being in Indian Traditions and performance of Kathak. The Centre has organized an awareness campaign titled 'Nurturing wellness in Karkidakam'. To promote patriotic poems, the Centre and the IQAC have organized a program where experts from different states of India introduce patriotic songs in other Indian languages. A workshop on coconut leaf craft and weaving organized for the schoolchildren in Pampady was an attempt to raise the traditional products of the state.

The College's Intellectual Property Rights (IPR) cell is crucial in managing and promoting intellectual property rights related to research and innovations. The cell guides and educates the academic community on relevant laws and facilitates technology transfer and licensing agreements.

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

3.2.2

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	2	0	1

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	16	23	24	14

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: 0.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	10	7	15

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

3.4 Extension Activities**3.4.1**

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

Response:

The institution instils in students a sense of social responsibility and a dedication to community service as integral components of their holistic development. The institution's extension programs play a pivotal role in fostering social values, promoting a realisation of responsibilities, and creating awareness of societal issues among students by actively involving them in community activities. The organisation and management of such programs fall under the purview of various clubs and subject associations within the institution.

The NSS, NCC, Antinarcotic Cell, Madathilassan Centre for Human Empowerment, and various department-level associations, among others, collaborate with government agencies, public

organisations, and NGOs to organise a diverse array of community-oriented initiatives. Aadhar-pan linkage program for the local people and the Zero Balance post office account opening campaign among campus students are socially relevant activities organised by the college. The program facilitated the opening of bank accounts for 100 students. Blood donation camps, environmental protection programs, health awareness campaigns, academic extension initiatives, and charity programs, such as providing mid-day meals to people in need in nearby villages and organizations, are among the activities organized by the college.

The college has adopted a ward in Pampady village and is involved in various development efforts such as setting up a library, healthcare activities, constructing toilets, and maintaining houses. This initiative benefits the adopted village and brings a positive attitude to the participating students. Moreover, with the help of all stakeholders, the NSS Unit of our college constructed two houses for financially weak families. The participation of students in these programs underscores their perspective on the importance of community service.

The institution actively contributes to the effective implementation of government policies by conducting surveys, collecting data, and participating in initiatives like Swachh Bharat Abhiyan and Puneet Sagar Abhiyan. Regular support is extended to nursing homes, palliative care centres, schools for the differently-abled, and orphanages. These visits and support initiatives have been instrumental in shaping students' outlook, providing them with a broader perspective on societal challenges.

Students are actively engaged in spreading messages related to anti-narcotics, World Cancer Day, AIDS Day, Hiroshima Day, and more. Rallies, street plays, awareness campaigns, and other events are organised to raise awareness about these crucial issues. The institution also conducts programs on road safety, nutrition promotion, franchise rights, and other relevant topics.

A noteworthy aspect of the institution's community outreach efforts is the organisation of science exhibitions and student teaching sessions at local schools. Students from various departments actively participate, contributing to the learning experiences of school children. This annual initiative has proven beneficial for college students and the younger audience, creating a symbiotic relationship between the educational institutions. By actively involving students in various initiatives, the institution contributes to the betterment of society and instils in its students a deep sense of empathy and responsibility.

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

3.4.2

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

Response:

Kuriakose Gregorios College Pampady has garnered numerous accolades and prestigious recognitions from government-recognized bodies for its outstanding extension activities. These commendations testify to the institution's unwavering commitment to community service and social responsibility by promoting student engagement, service orientation, and the institution-neighborhood network.

The activities of NSS, NCC and the Electoral Literacy Club of the college have secured various awards, which are listed below-

Sl. No.	Name of Award	Name of the Awarding government/government-recognized bodies	Year of award
1	Certificate of Appreciation for enrolling students in the voter's list	District Collector, Kottayam, Kerala	2023
2	Certificate of Appreciation for enrolling disabled students in the voter's list	District Collector, Kottayam	2023
3	Best Electoral Literacy Club in Kottayam District	District Collector, Kottayam	2023
4	Certificate of Appreciation for Electoral Literacy Club Activities (District level)	District Collector, Kottayam	2023
5	Certificate of appreciation for the service in promoting cleanliness and environmental upkeep at Sabarimala, the pilgrim centre in India.	Kerala Pollution Control Board	2022
6	Certificate of appreciation for awareness Campaign against Single-use plastic ban	Kerala Pollution Control Board	2022
7	Certificate of appreciation for Video competition on "No zone can survive	Kerala Pollution Control Board, Kottayam District	2022

	without Ozone."		
8	Certificate of appreciation for NCC cadets	NCC GP HQ KTM	2022
9	Certificate of Appreciation for enrolling students in the voter's list	Electoral Registration Officer & Tahsildar, Kottayam	2022
10	Guardian of Environment Award for Contributions to creating awareness in environmental conservation	Kerala Pollution Control Board, Kottayam District	2022
11	Certificate of Appreciation- Legislative Assembly Election 2021 – Special work related to the Office of Returning Officer, Puthuppally LAC	Returning Officer, Puthuppally LAC & Sub Collector, Kottayam	2021
12	Certificate of Appreciation -Legislative Assembly Election 2021	District Collector, Kottayam	2021
13	Certificate of Appreciation- Ente Jilla (My District) App of Government of Kerala - Kottayam Version – Data Verification	Nodal Officer – Ente Jilla App & Sub Collector, Kottayam	2021
14	Certificate of Appreciation- Short film competition conducted by Vimukthi Mission.	Govt. of Kerala, Excise Department	2021
15	Certificate of Appreciation- Best Director – Short film competition conducted by Vimukthi Mission.	Govt. of Kerala, Excise Department	2021
16	Certificate of Appreciation for the Best NSS Unit	M.G. University	2021- 2022
17	Certificate of Appreciation for the Best NSS Programme	M.G. University	2021- 2022

	Officer		
18	Certificate of Appreciation for the Best NSS Volunteer	M.G. University	2021- 2022
19	Certificate of Appreciation for Plant a Life initiative.	Expectation walkers	2021- 2022
20	Certificate of appreciation for the best NSS unit.	M.G. University	2020-21
21	Certificate of Appreciation for the Best NSS Program Officer.	M.G. University	2021- 2022
22	Certificate of Appreciation for Best NSS Volunteer	M.G. University	2020-21
23	Exercise NCC YOGDAN for providing anti COVID-19 responses to help civil administration	NCC directorate	2020
24	Certificate of appreciation for conducting Sasthrapadham, -A govt of Kerala project for enrichment of social science higher secondary students	Samagra Shiksha, Govt of Kerala	2020
25	Recognition for flood relief activities	Aymanam Gramapanchayath	2018

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

3.4.3

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

Response: 26

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry,

community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	5	2	5

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: 20

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Kuriakose Gregorios College is equipped with a physical infrastructure and learning resources that are up-to-date with the latest developments in the academic field. IQAC regularly monitors the college's physical facilities to ensure they are upgraded and used to their best potential. The campus is located on 14 acres of verdant, beautiful terrain. Outside the typical collegiate schedule, the current physical infrastructure is effectively used for conferences, co-curricular and extracurricular activities, etc. The campus comprises three blocks: (a). Mar Ivanios Administrative Block (b). Cherkottu Adv. C.M. Varghese Memorial Library Complex (c). P.C. Yohannan Ramban Block (Self-Finance).

The institution possesses the following infrastructures for teaching, learning, and co-curricular activities:

Teaching-learning and ICT-enabled facilities

- There are 31 spacious classrooms, ten faculty rooms, and a non-teaching room.
- A spacious, well-equipped room is designated for advanced research activities.
- Of the 31 classrooms, 17 are ICT-enabled.
- There are eight smart classrooms.
- The college has four computer labs and nine science laboratories.
- The college provides 100 computers to facilitate the computing needs of students.
- The college has both central and departmental libraries.
- The Central Library is automated using the Integrated Library Management System.
- All computer labs and classrooms are connected to the network by wired LAN or Wi-Fi.
- The college has three seminar halls with LAN, Wi-Fi, and ICT facilities.

- A learning management system (LMS) is also installed at the college.
- There are separate rooms for the Controller of Examination, university, and internal examination cells.

Facilities for Cultural and sports activities

- There is an indoor stadium, one auditorium, and an open auditorium on campus.
- The college provides a handball court, a ball badminton court, a volleyball court, a tennis court, a shuttle badminton court, a tug of war court, an indoor stadium, a handball court, and a mini football field.
- There is a 200-meter running track with six lanes for competitors and a sports pavilion on the college grounds.
- The college has a well-equipped multi-gymnasium.
- There is a yoga centre that is well-equipped and can accommodate around 200 students.

Other facilities

- The college is under constant CCTV monitoring.
- In addition to the men's sick room, there is an IEDC room, a media centre, a sick room, and a ladies' amenity area.
- The college has a 25-kWh solar power system, a biogas plant, and a 3,000,000-liter rainwater harvesting system.
- It has a generator facility with a 15 kVA and 82.5 kVA capacity.
- Ramps, rails, and wheelchairs for the physically disabled are among the divyangjan amenities available at the college.
- It also has an aquaculture facility, a butterfly garden, a vermicompost facility, and a mushroom culture lab.
- The college has an environmentally friendly waste management system in place.
- The college also has a cafeteria, canteen, and drinking water facilities.
- Public speaking facilities are available.

- Separate rooms are provided for the smooth operation of IQAC, NSS, NCC, and Jeevani Counseling Center.
- A well-equipped office is available to ensure that administrative tasks are completed efficiently.
- For spiritual empowerment, there is a college prayer hall.

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: 38.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
31.58482	40.27699	68.55850	14.51240	51.18094

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library at Kuriakose Gregorios College stands as a modern hub of knowledge, embracing technological advancements to enhance access to information and support the academic pursuits of its faculty and students. Through integrating a Library Management System KOHA and a robust collection of e-resources and journals, the library ensures optimal and effective utilization by the college community.

The library has transitioned to an automated system powered by Koha, an open-source ILMS renowned for its versatility and efficiency. Koha streamlines library operations, including cataloguing, circulation, inventory management, and patron services, allowing librarians to focus on providing enhanced support and resources to users. The user-friendly interface of Koha facilitates easy navigation and access to the library's vast collection, enhancing the overall user experience.

In addition to its traditional print collection, our library boasts a comprehensive array of e-resources and journals, providing users with access to a wealth of academic materials at their fingertips. Through subscriptions to various digital databases, e-journals, and multimedia resources, the library ensures faculty and students access to the latest research, scholarly articles, and educational content across diverse disciplines. This extensive digital collection enriches the learning and research experience, supporting academic excellence and fostering intellectual growth.

The library ensures optimal utilization by faculty and students, supporting their academic endeavours and fostering a culture of research and intellectual inquiry. Through subscriptions to various digital databases, e-journals, and multimedia resources, the library ensures faculty and students access to the latest research, scholarly articles, and educational content across diverse disciplines. This extensive digital collection enriches the learning and research experience, supporting academic excellence and fostering intellectual growth. Beyond its technological prowess, the library remains committed to fostering a conducive learning environment that nurtures intellectual curiosity and promotes lifelong learning.

As a cornerstone of academic excellence, the KG College Library continues to evolve to meet the changing needs of the college community, empowering users with access to quality resources and enriching their educational experience. By leveraging the capabilities of Koha's open-source library management software and curating a vast collection of e-resources, the library has redefined the boundaries of traditional library services. These facilities enhance library operations' efficiency and enrich faculty and students' learning and research experience. By providing access to diverse and current information, promoting digital literacy, and supporting collaborative research efforts, it remains a dynamic hub of intellectual inquiry, innovation, and collaboration, shaping the academic landscape and inspiring generations of scholars to reach new heights of excellence.

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:

Academic, administrative, and admission procedures in the college are IT-enabled. The college augments its IT infrastructure regularly in order to make it available to staff and students. The college has 100 computers in various departments for academic purposes.

One of the cornerstones of the college's "student-centric methods" approach is ICT-enabled instruction coupled with cutting-edge IT infrastructure for the next generation. To address the unique needs and obstacles of the post-pandemic higher education sector, the college has integrated information and communication technologies into its academic and administrative spaces. Out of 31 classrooms, 17 are ICT-enabled, and 8 are smart classrooms. The smart boards are linked to the internet through wifi and LAN connections to enable faculty members to access the internet for broader and more profound knowledge while teaching. Several portable projectors are also available at the institution.

The college's primary internet connection's bandwidth was gradually increased from 50 Mbps to 300 Mbps, and there are also 50 Mbps net connections available on campus from DEN and Rail Wire Net. In addition, there are three more Net connections—one each for the principal's office, the women's hostel, and IQAC.

Four well-equipped computer labs are available at the college. All the computer labs have access to the internet and are connected to the network by wired LAN or Wi-Fi. The departments evaluate their ICT infrastructure needs at the start of the academic year, and based on that assessment, replacement, enhancement, and addition of the current ICT infrastructure are completed. Every department has computers, printers, scanners, LANs, and Wi-Fi access points. The installation of the UNIWARE software has automated student management-related tasks, including admissions, registration, and related functions. A G-Suite account is given to each faculty member and student at admission. All the information required is available on the college's up-to-date website. Regular system upgrades and checks are performed. For the same, the college has an AMC.

There is also round-the-clock CCTV monitoring at the college. In July 2023, a comprehensive learner management system built on MOODLE was also operationalised. Reprographic equipment, such as printers, photocopiers, scanners, and the central public address system, are routinely maintained and

updated. Advanced software like TALLY ERP 9.0, SPSS, etc., are also installed in various computer labs.

The library is fully automated with the use of ILMS software KOHA. KOHA is used for data entry of purchased items (Accession Register), book circulation, serials maintenance, stock verification, online public access, a catalogue (OPAC) accessible around the clock, user accounts for all faculty and students, message alerting services, remote access to student and faculty library databases. The library facilitates Web OPAC, which provides remote access to users. It offers an easy-to-use interface for looking up documents in the library and their current status. Our library provides access to e-resources via

- NLIST of INFLIBNET
- DSpace Institutional Repository
- Restricted access to JSTORE via NLIST
- Shodhganga

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: 5.27

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

Response: 100

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 10.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
25.35	8.07	1.45	12.47	10.73

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 82.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
521	507	490	493	539

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: B. 3 of the above

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

5.1.3

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

Response: 73.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
401	410	542	407	490

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: 46.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	94	118	122	113

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	213	247	231	237

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: 6.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	10	12	12	5

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: 28

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	0	4	13

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: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5

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:

Kuriakose Gregorios College Alumni Association constitutes the torch-bearing body of the mission, vision and values upheld by the College. The Alumni Association aims to reconnect former students with their alma mater and foster a sense of community. The association strives to maintain loyalty to the college and contribute to its progress through various initiatives. It boasts of an illustrious array of members, including veterans and young talent alike, encompassing people from different backdrops, practising other vocations like IAS officers, Clergymen, Industrialists, Entrepreneurs, Singers, Academicians, Writers, etc.

Registration

The association has been registered under the **Travancore-Cochin Literary, Scientific and Charitable Societies Registration Act, 1955**, since 14TH September 2022 with Registration Number **KTM/TC/268/2022**

Organization

A three-tiered structure

Department alumni associations and batch councils form the foundation, while the eight chapters across the globe, namely UAE, Oman, Saudi Arabia, Bahrain, Qatar, Kuwait, United Kingdom and USA, make up the middle tier. The executive committee comprising the Principal as Patron, President, Vice-President, Secretary, Joint Secretary, Treasurer, Faculty alumni coordinator, IQAC Coordinator and 17 members, including alumni and faculty members, constitute the top tier of the association. The auxiliary concerns are the retired faculty organization KG ART and the retired administrative staff members' body KG ARMS.

Every year, the third Sunday of January is set aside to host the annual alumni meet. The Department Alumni associations also hold yearly and batch-wise meets and reunions.

Financial Support

In five years, the college has received a total of **Rs. 7,62,000** in the name of alumni contributions, which have been utilized for the holistic development of the college.

Student Support

A total of **9 endowments** have been instituted by the Alumni of the college from various departments bestowed upon meritorious students. The Commerce Alumni Association alone implements two schemes: Student Adoption, where a student is supported throughout their period of study, and Student Assistance, through which freeships worth Rs. 3,00,000 have been distributed. In 2022-2023 exclusively, 20 students have benefitted from the above schemes.

Infrastructure Development

The first Batch of BBA donated the **Stage curtain** in Titus Varkey Hall at the college. One of the **smart classrooms** of the Department of Commerce was sponsored by Commerce Alumni. During the pandemic, several students were provided with mobile phones as study aids.

Non- Financial Support*Active Involvement in Academic and Administrative processes*

Alumni members are inadmissible constituents of important decision-making organs of the college like the **Internal Quality Assurance Cell, Research Assessment Committee** and **Institution Innovation Council**. The alumni members also contribute to students' comprehensive development by organising events like the Adv. Biju Paul Memorial Elocution Competition.

Resource persons

Various departments have arranged numerous sessions where Alumni members have played roles as resource persons.

Social Responsibility and Support to Extension

During the Kerala Floods 2018 and the COVID-19 pandemic, the college alumni supported the college wholeheartedly in building up disaster-stricken places through deeds small and big.

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: "To become a centre of academic excellence by imparting quality education".

Mission: "To develop the physical, spiritual, intellectual, moral and aesthetic power of the students so that they may transform themselves into intellectually trained, morally upright, socially committed and spiritually inspired men and women".

Located in Pampady, a rural village, the college aims to optimize the potential of students from backward areas and provide holistic education. The institution has diligently nurtured socially responsible adults who can serve society with honesty, integrity, and generosity. The college functions with an inclusive tradition of student support services adhering to the institutional vision and mission. The institution has been taking special care to impart environmental education, human values, professional ethics, promotion of physical fitness, community engagement and creating a safe and healthy academic environment for all genders.

GOVERNANCE MECHANISM

The Central Governing Body is the highest authority for decisions about academics, administration, and finances. The Decentralisation and Participative Management of the institution comprises several official and informal entities that facilitate the decentralization of activity planning and execution. Various stakeholders, including representatives from the management, government, university, staff, retired staff, students, employers, alums, parents, etc, are included in the composition of these bodies to ensure decentralization and participative management.

The Principal acts as the executive head. The Governing Body takes decisions regarding academic, administrative and financial matters in consultation with the Principal. The educational reforms are submitted before the college council and IQAC for deliberation. Then, the reforms are communicated to the staff members for implementation. The IQAC is responsible for ensuring that the institutional quality standards are upheld. The student council is constituted through a yearly general election to plan and execute extracurricular activities. Students are included in clubs and committees to provide diverse perspectives, fostering a more inclusive environment.

NEP IMPLEMENTATION

Changes to the current educational system that the university follows as an associated institution, such as curriculum modification or credit transfer, are restricted in the context of NEP implementation unless the

university modifies the current system. However, specific essential components of NEP, like skill development and promotion of the Indian knowledge system, have already been implemented to create a suitable environment for embracing the changes in the educational system.

SUSTAINED INSTITUTIONAL GROWTH

The College is committed to achieving continuous and systematically planned escalation. The sustained development trajectory is ensured by consistently diversifying infrastructural facilities, expanding social commitment initiatives and prioritizing student and teacher achievements. Through strategic development plans, the college fosters an environment conducive to innovation. Short-term and long-term goals are determined following consultations with all stakeholders, and their effective execution is realized through collaborative efforts. The continuous expansion of the college's overarching goals, driven by its commitment to imparting quality education, validates the effectiveness of its sustained planning and execution processes.

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:

Kuriakose Gregorios College thrives on a foundation of clear vision, meticulously crafted policies, and a collaborative administrative setup that empowers its staff and students. The institution has **central** and **local governing bodies**, which strongly emphasize the importance of joint efforts from all stakeholders to provide quality education and drive continuous improvement. The Principal, as the executive head of the institution, is entrusted with the responsibility of managing the day-to-day affairs of the college. A diverse ecosystem of committees and councils – from the College Council and Internal Quality Assurance Cell (IQAC) to student government bodies play a crucial role in decision-making. Open communication channels and regular meetings ensure that every voice is heard and considered, leading to collaborative development and implementation of initiatives. Students play an active role in various college activities, raise their voices through the **Student Council**, and hold positions to offer feedback and opinions to the college's governance.

A comprehensive institutional strategic development plan is the key to KG College's success. The college's goals for overall growth, community involvement, and academic excellence are outlined in this plan for the future. The plan is a regularly reviewed and updated living document to reflect insightful

input from all parties involved, guaranteeing its applicability and efficacy. It strives to harmonize with the institution's vision, mission, motto and core values. Regular feedback mechanisms ensure the development plan remains relevant and responsive to emerging needs and opportunities.

Transparent admission and recruitment processes, well-defined service rules for staff, and robust academic regulations promote fairness and transparency. This structured approach minimizes ambiguity and fosters a culture of accountability, where every member understands their role in contributing to the college's success. The appointment and service rules operate by the **Kerala Service Rules and UGC**, maintaining transparency and being in line with the institution's founding goals, ultimately aiming to make the institution as accessible as possible while considering the individual's various needs. Teachers are promoted based on evaluating their API scores as specified by the UGC's **Career Advancement Scheme (CAS)**. The administrative staff adheres to the Government of Kerala's **Manual of Office Procedures for file management and office operations**. According to the **Kerala Finance Code**, all financial accounts are kept current. The **Kerala Treasury Code** is adhered to when preparing Treasury Challans and Bills.

The procedures and policies of the UGC and the University are followed in establishing the grievance redressal systems for employees and students. By the legislative standards and guidelines for the prompt resolution of grievances, the institution has selected an anti-ragging cell, a discipline committee, a grievance redressal cell, and an internal complaints committee to prevent sexual harassment of women at work. The college has well-formulated policies in every administration aspect, and they are strictly followed to the letter. The college handbook also outlines the rules and regulations governing the College community.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The success of an institution is based on the unity, honesty, and cooperation of its staff. The college has implemented financial and material staff welfare initiatives in this regard.

PERFORMANCE APPRAISAL SYSTEM

The work performance of the teaching and non-teaching staff is assessed annually at various levels. A Teacher's Handbook is issued to the teachers to record the details of classes taken, tests, assignments, mentoring and tutorial classes. All teaching and non-teaching staff must fill out their annual appraisal forms. Parents also assess teachers' performance, which is then analyzed by the Principal, the IQAC coordinator and the respective HODs. The Principal also prepares a report of each teacher's performance, which is forwarded to the management. The management utilizes all this output to enhance the teaching-learning process. The management conducts a yearly academic audit.

WELFARE MEASURES AND AVENUES FOR CAREER DEVELOPMENT

- The institution has an active Teaching Staff Club for staff welfare. Festivals are celebrated, and tour programmes are conducted for the faculty members.
- The college provides group insurance, health insurance, ESI and accidental insurance for the staff.
- In an emergency, all staff members are eligible to receive salary advances.
- A Festival allowance is provided annually.
- The college ensures prompt action about provident funds and PF loans.
- Faculties are encouraged to attend Refresher/Orientation and various professional development

programmes. Duty leaves and financial assistance are provided for this purpose.

- Teachers are provided with accommodation facilities in the college hostel.
- The institution has an active Non-Teaching Staff Association. They organize periodic get-togethers, family tours, etc.
- The college organizes training programmes for teaching and non-teaching staff.
- *Kaattaadi Thanal* is an area near the cafeteria where the staff can relax and enjoy their free time.
- Maternity and paternity leave, 15 days casual leave to the teaching and 20 days to non-teaching staff, 20 half-pay or ten days, and medical leaves can be taken annually.
- Intelligent classrooms help the teachers use innovative Teaching Learning Materials and provide the best learning experience for the students.
- E-library facilities, Wi-Fi, Computers and E-mail addresses are provided to staff.
- Management staff receives regular increments and periodic pay revisions.
- After retirement, eminent faculties are re-appointed with attractive service conditions in the self-financing wing.
- High flyers are duly recognized, and mementoes are awarded to the staff for their achievements.
- Teachers with no PhD are encouraged to pursue their research by registering for a PhD and publishing research papers.
- All departments are equipped with a sufficient number of computers and laptops.
- Two-wheeler and car parking areas with charging ports for electric cars are also provided for the staff.
- Transportation facilities are available for all staff members.
- Counselling services are available for teaching and non-teaching staff.
- Recreational facilities such as play court and gymnasium allow the staff to cope with the stress and work productively.
- Teachers are energized with coffee during university examination duties.
- The cafeteria, canteen, DTP centre, and store are functioning on the campus.
- The institution has an active association of retired teachers and retired ministerial staff.

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

6.3.2

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

Response: 5.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	0	02	03	06

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: 79.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	52	11	61	56

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	12	14	14

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Strategies for Mobilization and Optimal Utilization of Funds

The Institution has a well-planned mechanism and policy for administering funds and efficient utilization. All financial decisions are discussed and decided by the appropriate committees like the College Council, PTA Management, etc. The institution has established comprehensive strategies to mobilize funds from various sources. Primary sources of funds include:

- The College receives grant-in-aid from the Government as the aided stream's salary and financial assistance through PD accounts.
- Rigorous grant application processes and grant management ensure the successful acquisition of financial resources from funding agencies like UGC and RUSA.
- College management provides significant financial aid.
- The contributions from the PTA are a vital resource.
- The Institution receives substantial contributions through targeted alum engagement programmes and fundraising initiatives.
- The institution mobilizes governmental aid for student support activities like NSS, Walk With the Scholar, and Scholar Support Programme.
- The institution has secured funding from Unnat Bharat Abhiyan to conduct the village survey.
- The institution receives funds through endowments and scholarships received from well-wishers and philanthropists.
- The additional revenue for the college is derived from sources such as student tuition fees, fees from computer courses offered by the BBA Department, and agricultural income.

Efficient Utilization of Funds

The college has implemented a highly efficient mechanism for allocating and utilising financial resources reasonably. This process involves rigorous budget planning, meticulous assessment of expenditures, and a strong focus on minimizing overhead costs. The management has a local governing body to oversee the institution's finances. The Head Accountant is in charge of maintaining financial records. Each department maintains its finances independently, which the department head manages.

Significant purchases and expenditures are made after soliciting quotations from reliable suppliers to ensure complete transparency in utilising financial resources. The Purchase Committee is responsible for overseeing the procurement process. The utilization of funds from the Government and agencies like UGC and RUSA are by the schemes for which sanction is obtained. These efforts ensure substantial funding for the essential areas that enhance the educational experience.

Internal and External Financial Audits

The Institution has established a highly efficient mechanism for internal and external audits, reflecting our unwavering commitment to transparency, compliance, and fiscal responsibility. The principal appoints an internal audit team annually to verify all departments' records and assets properly. The team comprises staff members from other departments and is coordinated by the Head of the department. A separate team is entrusted with the library audit. The external audit is carried out by a renowned practising Chartered Accountant appointed by the management. These audits delve into financial statements, compliance with statutory regulations, and utilizing funds. The Directorate of Collegiate Education conducts periodic audits, during which all receipts and documents relevant to the grant-in-aid received from the Government of Kerala are thoroughly reviewed.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The role of the Internal Quality Assurance Cell (IQAC) is crucial in institutionalizing quality assurance

techniques and processes in the college. IQAC guarantees that quality goals are developed and met across many academic and administrative dimensions, fostering a culture of continuous development.

Quality Assurance Strategies

The various quality initiatives of IQAC include

- The college website was revamped.
- Ensured the implementation of OBE.
- Initiated best practices
- Planned and directed internal financial, administrative, and academic audits.
- Green Initiatives, including Green Audit in association with TIES
- Conducted Gender audit.
- Yoga centre and yoga training for Students.
- Developed and Implemented 64 Add-on/value-added/certificate Courses and many other enrichment programs.
- Constituted Gregorian Student Beacons.
- Constituted Gender Champions.
- Monitored the WWS and Student Support Programmes.
- Implemented a diary for Mentoring.
- Developed plans to make funds available under RUSA, KSCSTE, etc.
- Designed Code of Conduct and Policy documents and communicated through the website.
- Inked more than 30 MoUs/collaborations/linkages.
- Initiated NIRF participation and ranked under 200.
- Professional Development Programs on Mentoring, Moodle, OBE, etc were organized.
- Administrative Training Programmes were organized.
- Establishing an innovation ecosystem through registration with YIP, IIC, IEDC, and UBA.
- Started the SWAYAM local chapter in the college.
- Constituted Madathilasaan Centre for Human Empowerment.
- Conducted orientation/induction programmes for first-year students.
- Conducted graduation ceremony for the passed-out batch of the completed academic year.
- Conducted various programmes under the banner of IKS (Indian Knowledge System)

Review mechanisms

- Preparation of academic calendar and teaching plans at the start of the academic year.
- Monitors implementation of action plans and teaching plans.
- Monitors functioning of WWS, SSP, Students Counselling Centre, Mentoring, and Remedial coaching.
- Conducted department- and institutional-level university result analysis.
- Conduct periodic institutional and departmental level PTA meetings.
- Prepares Annual Newsletter and Report.
- Assesses compliance of departments with the parameters of OBE. IQAC designed a tool for attainment measurement.
- Monitoring of the implementation of teachers' diary and class diary.
- Collection of feedback from all stakeholders.
- Collection of monthly performance reports and performance appraisal forms.

The Internal Quality Assurance Cell (IQAC) has demonstrated a pivotal role in solidifying the institution's commitment to quality education. Through its comprehensive review processes, the IQAC meticulously examines teaching methodologies, operational structures, and learning outcomes, paving the way for continuous improvement in diverse academic and non-academic spheres. This systematic approach has yielded tangible results, as evidenced by the recorded incremental advancements across various activities, which include

- 106 papers and 59 books were published by the faculty.
- 38 MoUs / collaborations for various academic activities
- Ph.D. guideship to one faculty
- Award of Ph.D. to four faculties.
- 113 Workshops, seminars and conferences
- Learning Management System (LMS) installation
- Establishment of IIC and IEDC
- Participation in NIRF and the college was awarded the rank of 69 in 2018-19
- Upgradation of classrooms into ICT-enabled
- New Seminar hall
- Library renovation and automation
- Waste management system for collection of solid and e-waste
- Wi-Fi Campus
- Library automation and renovation
- Yoga center

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:

Kuriakose Gregorios College in Pampady has implemented a comprehensive approach to gender sensitization. This initiative promotes awareness and understanding of gender-related issues from all angles. One of the essential objectives of the College is to provide education to students considering the requirements of various sections of society with a particular focus on gender sensitivity and gender equality. Students from all genders have an equal chance to reach their full potential. The following highlights a few of the institution's initiatives to support women's empowerment and gender equity:

- The institute hosts specialized events, notably during International Women's Day, drawing substantial participation from female students and staff.
- It has instituted dedicated bodies like the Women Cell and Gender Champions' Club, shedding light on pertinent issues they face. The primary objectives of these entities encompass providing comprehensive training to students and fostering their skill development alongside addressing crucial concerns specific to women.
- Various groups such as NSS, NCC, Subject Associations, the Parent-Teacher Association (PTA) and Madathilasaan Centre for Human Empowerment actively organize initiatives to foster gender awareness and inclusivity.
- Women participate significantly in NCC, NSS, and college arts and sports competitions.
- The college offers diverse vocational training programs aimed at fostering gender equality. Initiatives include tailoring, stitching, baking and embroidery classes for female students. Vocational courses like Beauty Therapy provide practical training to work in the beauty industry specifically designed for girls. Additionally, the college organizes self-defence classes, driving classes, and residential camps, providing comprehensive skill-building opportunities for female students.
- The college has incorporated subjects related to gender equity and women empowerment into its curriculum. The Core, Complementary and Open courses offered by different Departments highlight various environmental movements led by women across different societal segments, Gender discrimination and Gender equality and the functions and roles of the legal bodies in ensuring women's security and legal assistance, respectively.

- The College has designated an experienced lady counsellor to facilitate accessible student support to assist students, ensuring convenient access to counselling services.
- The institute has established an Internal Complaints Committee (ICC) to address and resolve issues about sexual harassment. It plays a pivotal role in upholding and enforcing policies and procedures aimed at preventing and addressing sexual harassment and fostering a secure and respectful atmosphere within the institute.
- The institution provides a dedicated ladies' common room with cots, beds, washrooms, napkin vending machines, incinerators, tables, and chairs. These amenities offer a comfortable space tailored explicitly for female students within the institution.
- The college prioritizes safety measures and implements strict protocols mentioned in the college handbook. Closed-circuit television cameras have been installed extensively across the campus to maintain continuous 24x7 surveillance. Both students and staff are issued identification (ID) cards as a preventive measure, ensuring restricted access and preventing outsiders from entering the college premises. The college also makes use of the service of security personnel.
- The college offers hostel accommodation specifically designed for female students attending the college.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Kuriakose Gregorios College consistently prioritises creating an inclusive atmosphere within its institutional culture by fostering mutual respect and understanding cultural, regional, linguistic, social, and economic differences. By encouraging secularism and instilling a spirit of openness towards a range of moral values and religious ideas, it seeks to be a diverse community.

Inclusion of Socially and Economically Backward Students

- Special reservation for SC/ST/OBC/EWS and other backward communities at the time of admissions.
- Providing help desks for Endowments and scholarships for socially and economically backward students.
- Functioning of College's statutory bodies - SC/ST Monitoring Cell, Anti- Ragging Cell, OBC Cell, PD Cell, and Minority Cell
- "Fast a Day, Feast a Friend" is a special project run by the College's Mar Gregorios Orthodox Christian Students Movement (MGOCSM) unit.

Inclusion of Divyangjan

As per the university regulations, the college has provided facilities for Divyanjan students like

- Ramps and wheelchair
- Divyangjan-friendly washrooms
- Parking slot
- Assistive technology and facilities for Divyangjan (DAISY) in the college library
- 45 Divyangjans were enrolled in the electoral roll by the college Electoral Literacy Club
- Help desk for Divyangjan
- Enhancement of confidence and leadership quality by involving in mainstream activities

Cultural and Regional inclusiveness

- A diverse curriculum reflects the cultural diversity of India.

- Cultural events and celebrations - Kerala Piravi, Raksha Bandhan, Onam, etc.
- Observance of Yoga Day and Yoga Training Programme
- Observance of Ethnic Day
- Language support services
- Kathak performance
- Nokkuvidhya pavakali
- Talks on Ramayana
- Experiencing the traditional food habits in Karkidakam (Malayalam month)

Linguistic inclusiveness

- Promotion of language learning
- Multilingual resources to access educational materials
- Day celebrations - Reading Day, World Music Day, Hindi Divas and Hindivaragoshav, Postal Day, World Library Day etc.
- Patriotic poem presentations in 10 constitutional languages
- Provided class for migrant labourers on hygiene and food safety

Communal inclusiveness

- Christmas
- Religious art forms like Oppana, Margam Kali, Duff Mutt and Thiruvathira during the Arts Festival
- Megathiruvathira
- Holi
- Thrikarthika and Diwali
- Religious and cultural holidays

Activities were carried out to raise awareness among students and staff of citizens' principles, rights, duties, and responsibilities under the constitution.

- Day observance like Independence Day, Constitution Day, Kargil Vijay Diwas, Gandhi Jayanthi, Republic Day, Quit India Movement Remembrance Day, International Human Rights Day, etc., to raise awareness of the principles, rights, duties, and responsibilities of citizens under the constitution.

- Awareness of voting rights and Registration drive in the college for new voters by Electoral Literacy Club
- Provides awareness of the Preamble of the Indian constitution, fundamental rights and duties
- Environment and Human rights is a mandatory paper for all undergraduate students.
- International webinar on Salt Satyagraha
- Martyrs Day remembrance
- Sessions on President election
- Interaction with freedom fighters
- Respect to the National Anthem and National Flag

Other Days observed

- World Blood Donor’s Day
- World AIDS Day
- World Environment Day
- National Science Day
- International Plastic Free Day
- International Day of Action for Rivers
- International Day against drug abuse and illicit trafficking
- World Population Day
- Youth Skill Day
- Teachers Day
- International Women's Day
- Right to Information Day

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE I

Poorna Vikas: Ensuring Holistic Development of Students

Objectives

- Support the students' physical well-being to enhance their quality of life.
- Encourage the intellectual well-being of the students to keep them inspired to accomplish their goals.
- Facilitate the emotional well-being for a feeling of personal fulfilment among students.
- Enhance the students' social well-being and leadership qualities to communicate effectively within the community.
- Promote professional and employability skills to ensure a fulfilling future.

Context

Serene location and legacy of the College attract students to the campus. Despite that, there are instances of irregularity and poor performance due to ill health, lack of self-motivation, peer influence, increased screen time, etc. After collective thinking, the College implemented the project for the holistic development of the students.

The practice

Physical well-being

- Presence of Yoga centre and certificate course in Yoga.
- Well- equipped Gymnasium
- Zumba and Aerobics
- Self-defence classes
- Music and dance club

Intellectual well-being

- KYS – Know Your Student is a preliminary examination for first-year students on general, core and complementary subjects to assess their knowledge.
- Well equipped Library Facility
- PROMPT- (P- Proctor Model, R- Reciprocal, P- Peer support and assessment Group, T- Teaching Through Jigsaw Method)
- VIBE- Vocabulary Induction and Building Exercise
- SSP- Scholar Support Programme/ Remedial
- Tutorial classes
- Scholarships and Endowments
- Competitions like quizzes, poster making and literary activities
- Prathibha Sangamam - Merit Day and Graduation ceremony
- Certificate and Value- added courses
- Bridge course
- Gregorian Student Beacons

- National seminar/webinar, presentations, competition
- LURE - Library Usage and Readership Enhancement programme

Spiritual and Emotional Well-being

- Counselling
- Mentoring, active PTA with regular interaction.
- Problems identified – absentee, late arrival, poor performance in the examinations, introverted behaviour, learning disabilities – are communicated with parents for further action.
- Service of the Clinical Psychologist and Student Counsellor.
- Common Prayer Hall
- Theertham magazine by MGOCSM
- Fast a Day Feast a Friend
- Secular prayer in the morning and the National Anthem in the evening
- Observance of various festivals to nurture harmony

Social and Cultural Well-being

- NCC, NSS, Bhoomithrasena Club and Nature Club activities
- Classes hosted by the Women's forum, Gender Champions' Club, Electoral Literacy Club, Anti-narcotic Cell
- SENA – Skills for Empowerment and National Advancement
- Ek Bharath Sresht Bharath Club
- Human Rights and Legal Literacy Club
- Film and Drama Club

Career and Employability Skill Development

- ACCA- Additional Care for Career Advancement.
- Career guidance classes and training programmes
- ASAP – Additional Skill Acquisition Programme
- WWS- Walk With Scholar
- Value-added course by the Department of English for career development
- SAP-FICO

Personality development

- College Union activities
- Madathilasaan Centre for Human Empowerment
- Readers' Forum
- Swachatha committee
- Gregorian student beacons
- Gender champions

Evidence of Success

A positive response from stakeholders was visibly observed through

- Physical fitness improved
- Academic & Career Performance Index enhanced.
- No cases of anti-social activities were reported.
- Values such as inclusiveness, magnanimity and integrity enriched
- Instilled a sense of belongingness to the campus.

Problems Encountered and Resources Required

- No credits for participation in extracurricular activities.
- The paucity of resources and time constraints

BEST PRACTICE II

Amrutham Gamaya - Selfless Service to Eternity

Context

Amrutham Gamaya, the eponymous title of the best practice II, is from the Brihadaranyaka Upanishad and aims to enhance interpersonal skills and foster emotional intelligence. Its focus is to develop students' empathy, kindness, and understanding of divinity in fellow beings, enabling them to become agents of positive social change. Values such as integrity, teamwork, commitment, self-discipline and diligence via academic and extracurricular activities inspire them to collaborate, aim for greatness, and recognise the accomplishments of their peers. This strategy also promotes respecting social work and adding to the significance of society.

Objectives

- Giving back to the community
- Empathising with the world around them
- Making a difference in the lives of others
- Enhancing one's skill through community involvement

The following are the programmes conducted under each title

1. Giving back to the community

- Programmes under the Electoral Literacy Club
- Natuchantha (Village Market)
- Activities at Pampady Police Station
- Food Safety Class to North Indian Migrant Workers in their vernacular.

- Financial Literacy Class for Kudumbasree Members
- Facelifting of Adopted Village Anganwadi.
- Donation of the television set to Pampady Treasury Office.
- Setting up of O.P. Counter at Pampady Government Taluk Hospital
- Project Vazhiyorakattu for the promotion of Village Tourism
- Maintaining Fruit & Medicinal Plants' Garden at Kottayam Collectorate
- Distribution of vegetable saplings and organic farming manual at the Adopted Village
- Extension activities of the College NSS & NCC

2. Empathising with the world around

- Regular visits to the rehabilitation centres.
- Santhwanam (Music programme) at Pampady Government Taluk Hospital for the hospice patients.
- Flood rehabilitation works
- Distribution of foot sanitiser & face masks during COVID days
- Donation of walking aids
- Hair donation to Cancer Foundation
- Distributed food packets to destitutes at Kottayam.

3. Making a difference in the lives of others

The College annually allocates funds for charity, with details kept confidential and audited statements are available for verification upon request.

4. Enhancing skills through community involvement

- Conducting a survey for generating E-shram cards
- Making and distribution of Eco-friendly cloth bags.
- Hands-on training in Traffic Control.

- Service at Sabarimala Pilgrim Centre.
- Issue Health cards to members of the adopted village.

Evidence of Success

- By the end of their respective courses, students demonstrate increased commitment to community service through extension activities.
- Students developed pro-philanthropist character.
- Students interact with diverse strata without prejudice, developing egalitarianism.
- Opportunities for State and Community service during Kerala Flood, Covid-19, Elections, and Sabarimala Pilgrimage.
- Students acquire skills through following rules, environmental consciousness, self-reliance, health parameters, and blood donation.

Problems encountered and Resources required

- Some students are unable to participate in extensional activities due to the constraints of the semester system.
- Limited resources due to remote location and questionable transportation facilities are hindering participation.
- Financial limitations can act as an obstacle to participation.
- The involvement of the college in extracurricular activities with less than 25 permanent teachers has intensified their workload and negatively affected their productivity.
- It can be challenging to find time for extra-curricular activities due to involvement in NCC, NSS and club activities.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Kuriakose Gregorios College, Pampady, is a unique temple of learning that had its beginnings way back in 1981. The College was named after 'Pampady Thirumeni' (*Saint Kuriakose Mar Gregorios - late lamented Metropolitan, Indian Orthodox Church*). He holds an inspiring memory in this land. His intercessory prayers have bestowed blessings upon people, not alone in Pampady but also on those in distant places of Kerala. We firmly believe that our College's ascent to the current heights of glory is due to the intercessory prayers and spiritual direction of our Patron Saint.

Pampady Thirumeni's devotion towards Madathil Sri C.G. Raman Pillai (Madathilasaan) is a much-celebrated land remembrance. Madathilasaan was Pampady Thirumeni's teacher in his 'Ezhuthu Pallikoodam' (Elementary School). Despite their different religious backgrounds, Thirumeni always looked up to his Guru as his teacher and spiritual mentor. It is said that out of respect for one another, neither ever sat before the other when they met. Madathilasaan was always fond of his beloved disciple. He once gifted Thirumeni 12 acres of land on the Pothenpuram hills when he desired an idyllic place to pray and meditate. Thirumeni set up his abode there and devoted his life to prayers and charity. The *religious harmony* of the land is exemplified by this, which is still going strong. Madathilasaan was also a social reformer who was instrumental in founding Government Taluk Hospital and Government Higher Secondary School in Pampady. In addition, he is cherished for having donated the land where Pampady Dayara is now located. This selfless act led to the establishment of eleven institutions that fostered progressive social transformation in the rural Pampady region.

The 'Guru-Shishya' bond of Madathilasaan and Thirumeni models the traditional Indian 'Gurukula' system's 'Guru-Shishya' concept. The critical policy of positive teacher-student interaction and the messages of religious harmony, societal commitment, and charity have been incorporated into the College's fundamental values from the beginning, and they have always been watchful to uphold this principle in their daily operations.

MADATHILASAAN CENTRE FOR HUMAN EMPOWERMENT (MCHE)

Recognising the importance of the lifetime "Guru-Shishya" link and the legacy of their founding fathers, particularly in the lives of Madathilasaan and Thirumeni, the College feels compelled to impart this valuable doctrine to its stakeholders. The inception of the Madathilasaan Centre for Human Empowerment on 17th July 2019 resulted from this thought to honouring their venerated memory in the

College.

Aims & Objectives of the Centre

- Social, economic, and educational upliftment of the people of Pampady.
- A platform that enhances students' overall personality development by enabling them to engage with distinguished persons from diverse disciplines.
- Undertakes programmes to endorse social welfare.

Main Focus Areas

1. Nationalism
2. Indian Knowledge System
3. Student Empowerment
4. Community Empowerment

Centre Initiatives

1. GREAT Lecture Series

The MCHE's **GREAT** (**G**regorian-**R**endezvous-**E**rudite-**A**ncestral-**T**utelage) initiative is a unique lecture series designed to enhance students' overall personality development by enabling them to engage with distinguished persons from diverse disciplines. By now, 70 programs have been conducted under this initiative. Among these, the Ancestral series is unique, inviting students' close relatives to talk on pertinent subjects.

2. Bharatheeyam Programmes

In 2021, the Government of India announced the celebration of the 75th anniversary of Independence as "Azadi Ka Amrit Mahotsav." In keeping with this, MCHE came forward with a program titled Bharatheeyam, under which more than 65 programs were organised

3. Extension Activities: for community empowerment

Focus Areas in Detail

1. Nationalism

Under this topic, activities are designed through the following heads.

1. Bharatheeyam Programmes on Indian States, Bards of Bharath, National Security, Interactions with freedom fighters, Olympians, Renowned artists, and National Leaders
2. Observance of Days of National Importance: Independence Day, Republic Day, Martyrs' Day, Constitution Day, Gandhi Jayanthi, National Science Day, National Youth Day, Kargil Vijay Diwas, National Sports Day, National Unity Day, Voter's Day.
3. Remembering Historical Events: Salt Satyagraha, Quit India Movement, World War II and India's Freedom, Indo-Pak War of 1965 & 1971.
4. Indian Democratic System – Presidential Election, Legislative Bodies in Kerala.

2. Indian Knowledge System

The programs under IKS obtained a significantly higher realm following the implementation of NEP. Here, programs were organized on the following topics.

1. Yoga
2. Local History
3. Traditional Farming
4. Indian Epics
5. Memorial lectures of National Leaders by eminent personalities: Gandhiji, Pandit Madan Mohan Malaviya, K.R.Narayanan, K.R.Gauramma, Dr. P.C. Alexander
6. Memorial Lectures of Prominent Indians in various fields by students :
 1. Freedom Fighters: Subhash Chandra Bose, Bina Das, K. Kelappan, Accamma Cherian, A.V. Kuttimalu Amma, Gopal Krishna Gokhale, Abul Kalam Azad, Begum Hazrat Mahal, Sardar Vallabhbhai Patel, K P Kesava Menon, A K Gopalan, Lala Lajpat Rai, Bipin Chandra Pal, Bal Gangadhar Tilak, Vaikom Muhammad Basheer, Mannathu Padmanabhan, Ayyankali, and Vakkom Abdul Khader Moulavi
 2. Scientists: C.V. Raman, Srinivasa Ramanujan
 3. Economists: P. C. Mahalanobis, Manmohan Singh, Amartya Sen
7. Traditional Craft
8. Millets
9. Conventional Artforms: *Nokuvidya Pavakali* & Kathak
10. Indian Medicinal System

3. STUDENT EMPOWERMENT

Through GREAT lecture series on the following topics

1. Recent developments in various subjects: Gene-editing, Nanotechnology, Digital Marketing, Regional Trade Blocs, Auction Theory, Goods & Service Tax(GST), Intellectual Property Rights (IPR), Knowledge-Economy
2. Socially relevant subjects: Nature, Right to Information (RTI), Road Safety, Drug Abuse, Health Education, Disaster Management
3. Personality Development
4. Women & Gender Studies
5. Career Guidance (Central Universities, Prime Minister's Research Fellowship (PMRF), Common Admission Test (CAT), Combined Graduate Level Examination (CGL), Journalism, Indian Institute of Technology (IIT), Civil Service, Entrepreneurship, Research)
6. Universal Human Values: United Nations Organisation (UNO), World Food Programme (WFP)
7. Competitions: Quiz, Photography, Reels, Preamble-Recital, Film Review, Patriotic Song

4. COMMUNITY EMPOWERMENT –EXTENSION ACTIVITIES

1. *Natuchantha*: Facilitating the marketing of local products without an intermediary.
2. *Santhwanam* Musical Evening for Hospice Patients of Pampady Government Taluk Hospital
3. COVID awareness class for parents of infants & toddlers
4. Cleaning Programme – Pampady Town & Police Station
5. Watercolour Painting & Fancy Dress Competitions for School Students

6. Making & distributing of National Flag by students to Autorikshaw Drivers
 7. Students provided hygiene and food safety classes for migrant workers working in various hotels in Kottayam, in their vernacular.

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

5. CONCLUSION

Additional Information :

Post Assessment Achievements and Initiatives

Academic Achievements

University Positions

- MSc Zoology 4th Position
- MSc Physics 8th Position
- M Com 9th Position

JRF/NET

- JRF 115th Rank in Life Sciences - MSc Zoology

Seminars/Workshops/Conferences

- Role of Judiciary & Media in Revitalizing Indian Democracy – Dept of Economics in association with Institute of Parliamentary Affairs
- Two-day State-level workshop on Climate Change: Mitigation, Impact and adaptation- Department of Chemistry in association with KSCSTE
- Work Readiness Programme by Career Guidance Cell in association with ASAP and KKEM
- Bhoomitrasena Sena organized a Wetlands and Human well-being workshop with financial assistance from the Directorate of Environment and Climate Change, Government of Kerala.

Awards

- Film Critics Award
- Electoral Literacy District Coordinator award

Infrastructure additions

- Commissioned Solar Panels on grid
- Laboratory for Food Science and Quality Control
- IEDC room
- Yoga Centre
- Gymnasium upgradation
- Addition of Smart classrooms

Other Initiatives

- Establishment of IEDC
- Yoga Certificate Course
- Establishment of SWAYAM Local chapter

- Instituted alumni scholarship by the Chemistry department
- Chief Minister's Scholarship of 1 Lakh for three students
- Department of Economics signed an MoU with GTech
- Hosted M. G. University Taekwondo Championship
- Students won 3 bronze medals in the Taekwondo Championship
- Constructing a house as part of extension and outreach programmes
- Established a Fruit plants garden on the College Campus

Concluding Remarks :

In conclusion, the College has made significant progress in all spheres since the last accreditation. The suggestions from the peer team are taken with due importance and bring about positive changes in its general demeanour. The peer team advised the college to improve students' skills for employment. In response, the IQAC urged departments to provide relevant add-on courses, and the Career and Placement Cell integrated life skills through tailor-made programmes. The campus received a professional touch with the Food Science & Quality Control Programme launch in 2021.

The college has undergone several physical developments recently, including constructing a new academic wing, a seminar hall, and lab facilities. The library complex has been renovated, and the General Library has been automated with KOHA software. The campus now features energy-efficient buildings powered by 25 kWh solar systems. Moreover, Kuriakose Gregorios College prioritizes faculty development, ensuring educators have the latest pedagogical tools and techniques to deliver quality education. The faculty members are experts in their respective fields and mentors who guide and inspire students to realize their full potential.

Kuriakose Gregorios College prioritizes community engagement through outreach programs and partnerships with local organizations. The college instils social responsibility and empathy in its students and fosters academic excellence, leadership skills, and community service. It provides quality education, innovative teaching methods, and modern facilities. The college encourages intellectual curiosity, cultural appreciation, and ethical values, preparing students for success in a global society.

The institution is open and ready to accept all innovations and is fine-tuning its calibre to face the challenges in the changing higher education scenario. The institution emphasizes skill development, holistic education, and interdisciplinary learning, ensuring students are equipped to excel in a dynamic and evolving educational landscape under the National Education Policy (NEP).

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :57</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>34</td> <td>36</td> <td>36</td> <td>36</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>67</td> <td>83</td> <td>106</td> <td>112</td> <td>127</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>56</td> <td>56</td> <td>51</td> <td>51</td> <td>51</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>177</td> <td>184</td> <td>172</td> <td>161</td> <td>161</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been upgraded as we considered the count of others category too</p>	2022-23	2021-22	2020-21	2019-20	2018-19	25	34	36	36	36	2022-23	2021-22	2020-21	2019-20	2018-19	67	83	106	112	127	2022-23	2021-22	2020-21	2019-20	2018-19	56	56	51	51	51	2022-23	2021-22	2020-21	2019-20	2018-19	177	184	172	161	161
2022-23	2021-22	2020-21	2019-20	2018-19																																					
25	34	36	36	36																																					
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2022-23	2021-22	2020-21	2019-20	2018-19																																					
177	184	172	161	161																																					
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research</p>																																								

projects / endowments in the institution during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.39194	15.96628	11.1212	23.022	43.81958

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	8.08	0	0	0

Remark : DVV has made changes as per supporting's shared by HEI and has considered research project grants.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	35	16	13	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	2	0	1

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as those programs was not related to Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years
3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	23	25	20

Answer After DVV Verification :

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

4	16	23	24	14
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Remark : DVV has made changes as per report by HEI and values have been modified based on UGC Publication

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	9	8	9	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	10	7	15

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded based on publication (JAN-DEC).

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	26	23	23	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	5	2	5

Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have excluded days celebration and national festivals

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

Answer before DVV Verification :
 Answer After DVV Verification :20
 Remark : DVV has made necessary chnages.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
75.49736	32.73839	24.78033	51.99853	50.38491

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25.35	8.07	1.45	12.47	10.73

Remark : DVV has made necessary changes.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made necessary changes.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	19	3	23	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	0	4	13

Remark : DVV has made changes as per supporting's shared by HEI and values have been downgraded as we have excluded participation during the year.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
47	55	39	51	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5

Remark : DVV has made necessary changes.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
56	15	12	25	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	0	02	03	06

Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have excluded financial support is less than 2000.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61	52	11	61	56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
61	52	11	61	56

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	12	12	14	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	12	14	14

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

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made changes as per supporting's shared by HEI and 2 of above option has been selected as we have received geo tagged photographs of Clean and green campus initiatives and Beyond the campus environmental promotion activities

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19							

163.75373	125.75089	137.50260	155.22602	177.04714
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Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
125.82	93.52	101.66	96.82	114.00