



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**MAHATMA GANDHI CHITRAKOOT GRAMODAYA
VISHWAVIDYALAYA, CHITRAKOOT, SATNA, MADHYA
PRADESH**

**PO GRAMODAYA UNIVERSITY, SPHATIC SHILA, CHITRAKOOT
485334**

www.gramodayachitrakoot.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot has distinctive features in its education, research and extension system. This distinct approach of the university makes it unique compared to the traditional universities of the country. Multi-disciplinary and multi-faculty concept of the university gives inordinate success to stride fast on the path of through three modes—regular, distance and community education.

University has given utmost importance to Village Centered Development that is possible by keeping villages at the centre of any development plan. Gramodaya itself means rise and upliftment of villages and this is also the motto of the University which says “?????? ?????? ??????????????” (Vishwam Grame Pratishtitam) that literally means the whole world is honoured in villages.

It was a long cherished dream of the people of Chitrakoot area to have a University in their locality. The dream turned into reality in 1991 when Bharat Ratna Late Nanaji Deshmukh, with the support of the Government of Madhya Pradesh, established the first rural university of the country on the bank of holy River Mandakini near Sphatik Shila Chitrakoot. Since then, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya started its journey and seamlessly caters to the need of educational thrust of the stakeholders. University comprises five faculties viz. Agriculture, Engineering and Technology, Arts, Science and Environment, Rural Development and Business Management and 16 Departments. The university is graded A by NAAC in the first cycle. The university complied with the recommendations made by the peer team of the first cycle. Due consideration has been given to the post-accreditation activities and its continuous plan for academic excellence has proved to be a motivating force for self-discovery aimed to touch greater heights of higher education and achieve the mission and vision of the University. The Self Study Report has been prepared covering the various aspects of the report which has been given in the manual. The university is submitting the Self Study Report to NAAC and invites esteemed members of the peer team to visit Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya Chitrakoot, Satna(M.P.).

Vision

The vision of the university is embedded in the emblem of the University. The motto of the University implies that the village is the universe in miniature. It also focuses on problem solving, action research and transferring the viable technologies to answer problems confronted by the rural community.

The broad vision of the University is to develop trained human resources for promoting activities related to socio-economic development of rural communities and to improve quality of life of deprived masses through purposeful education in multidimensional fields.

1. Graduates from Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya have the potential to get acquainted to new knowledge paradigm in the functional context of transformative economic, social and cultural objective as also for adapting to changing trends and demand of professional dimension by inculcating a healthy attitude to become a lifelong learner.

- 2. Proactive Faculty involvement for generating potential among the learners to self-reliance for procuring demarcated knowledge quantum with functional coupling of IT Foundation Skills to get equipped to be adapted to the capacity to proceed with practical, professional and procedural knowledge either upwards or to a substantial occupational opportunity.**
- 3. Encouraging learners to participate in community engagement and service for their required exposure to the socio-economic issues delineating the operational support of community life so that theoretical learning can be supplemented by actual life experiences to generate solutions to Real-life problems.**
- 4. Equipping students with knowledge and practice to get apprised of the factors behind environmental degradation along with applied aptitude for mitigating the effects of environmental degradation with particular emphasis on pollution and climate change.**
- 5. Commitment to community by hosting Study Centre for Distance Learning for providing outreach learning facility to the potential learners for those deprived from regular education.**
- 6. The University is committed to follow Nanaji's vision of rural reconstruction, development and upliftment of the nation (Rashtrodaya) through Teaching, Training, Research, Extension and Outreach activities.**

Mission

The mission of the University is to develop human resources for promoting activities related to socio-economic development of rural communities and to improve quality of life of deprived masses through purposeful education in multidimensional field practices as well as to provide quality education, promote cutting-edge research, and contribute to societal development through sustainable practices and collaborative efforts. To achieve the above vision, the university has outlined the following:

- 1. The University has a mandate to evolve, promote and impart knowledge and skill to overcome the emerging challenges, create confidence among the rural community and make use of recent advances in the field of higher education for spiritual and social transformation of the rural community.**
- 2. The message of selfless service and sacrifice are embedded in the emblem of the University in the form of 'Padukas'. The mandatory course on Values and Social Responsibilities is derived from the teachings of founder Nanaji Deshmukh. It inculcates values among students for sacrifices, devotion and willingness to serve deprived rural communities and country.**
- 3. Ensuring holistic and multidisciplinary Learning Management System to cultivate and integrate key capacities of students to solve complex problems and develop critical & creative thinking.**
- 4. The university has a systematic plan to shift from teacher-centric to learner-centric cognitive management system driven by proactive and participatory pedagogy ensuring each curricular component.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The university possesses several strengths that contribute to its educational impact. The university has following strength:

- 1. The university has strong ties with the local community, fostering a supportive and collaborative environment. This close relationship enables community-based learning and research projects that address local needs and contribute to regional development.**
- 2. The natural environment of rural areas is another significant strength. This university has access to vast natural resources and unique landscapes, which provide exceptional opportunities for programs in environmental science, agriculture, education and other disciplines. These settings offer practical, hands-on learning experiences that are invaluable for students pursuing studies in these fields.**
- 3. The university prepares professionals in cutting-edge areas by rigorous persuasion of UGC approved Vocational/Skill focused programmes under the supervision of experts with collaboration of reputed training organizations and certification by SSC in compliance with NSQF.**
- 4. Exposure of the students to socio-economic life experience by community outreach programmes supplementing theoretical learning into experiments at field level. The university serves in all 313 blocks including 89 tribal blocks of Madhya Pradesh through Chief Minister's Community Leadership Development Programme.**
- 5. Open and Distance Learning (ODL) programmes approved by UGC -Distance Education Bureau helps in inclusive education and increase in GER.**
- 6. Affordability is another important strength of this university. Generally, this university offers lower tuition fees and a more affordable cost of living compared to other institutions. This affordability makes higher education more accessible to a broader range of students, including those from lower-income backgrounds.**
- 7. The tight-knit campus-community relationship of this university is also a major strength. The smaller, more intimate campus environment helps create a strong sense of belonging and community among students and faculty being mentor and mentee. This relationship further improves scientific temperament among students as they use the field as a laboratory.**
- 8. This university emphasizes community-focused education. By aligning its programs with local needs and regional development goals, the university provides relevant and impactful education that directly benefits students and the community.**

Leveraging these strengths, the university creates enriching educational experiences, foster community development, and maintain a competitive edge in the higher education landscape.

Institutional Weakness

Though, the university performing well in every direction of education research and extension, due to paucity of resources some quality parameters yet to achieve which are mentioned below:

- 1. Financial and space crunch stands in the way of future expansion of the University.**
- 2. Lack of Human resources and Inadequate faculty strengths to meet the student-teacher ratio.**
- 3. Inadequate administrative and skilled support staff for implementation of e-governance.**
- 4. Limited financial support from the State Government for expansion programmes and maintenance of existing infrastructure.**
- 5. Dependency on State Government for approval of several policy decisions.**
- 6. Lack of complete autonomy.**
- 7. Inadequate infrastructural facilities for achieving academic excellence.**
- 8. Insufficient research avenues in Arts, Humanities, and Social Sciences.**
- 9. The university faces several inherent weaknesses that can hinder their growth and effectiveness. One major issue is resource limitation. The university often has fewer financial resources compared to other universities, leading to constrained budget. This limitation affects its ability to invest in advanced facilities, research infrastructure, and cutting-edge technology, which are crucial for providing a high-quality education and conducting significant research.**
- 10. Faculty recruitment and retention is another significant weakness. Attracting highly qualified faculty to this area can be challenging due to perceived isolation, fewer professional development opportunities, and limited amenities. Additionally, retaining faculty can be difficult, as they may leave for better opportunities in more urbanized or resource-rich institutions.**
- 11. Limited course offerings are also a notable weakness. The university often offers fewer academic programs and extracurricular activities, limiting students' options and experiences. This can deter prospective students who seek diverse and comprehensive educational opportunities, leading to lower enrollment numbers.**
- 12. Student recruitment poses another challenge. The university struggles to attract a diverse community of students, particularly from outside its geographical area. This issue is compounded by declining populations in many rural areas, resulting in a smaller local student base.**
- 13. Economic pressures can be significant. The university often depends heavily on state funding, which can be unstable and subject to cuts. Economic downturns can lead to budget constraints, affecting the quality and availability of academic programs and student services.**

Addressing these weaknesses requires strategic planning, targeted investments, and innovative

approaches to attract and retain faculty and students, ensuring the sustainability and success of the university in a competitive educational landscape.

Institutional Opportunity

The university possesses unique opportunities that, when effectively harnessed, can significantly enhance its role in higher education and rural development. One of the most promising opportunities lies in the development of niche academic programs. By tailoring courses to local industries and environmental conditions, such as agriculture, environmental science, and rural health, this university offers specialized education that leverages its geographical strengths. This focus can attract students interested in these fields and prepare them for careers in relevant areas.

Community and economic development is another critical opportunity. The university can serve as anchor institutions, fostering economic growth and community engagement. By partnering with local businesses and organizations, it can drive innovation, support entrepreneurship, and contribute to workforce development. These partnerships can also lead to increased funding and resources, enhancing the university's capacity to serve its students and community.

Grant and funding opportunities are particularly significant for this university. Various governmental and non-governmental organizations offer grants aimed at rural development, education enhancement, and community projects. These funds can be used to improve infrastructure, develop new programs, and support research initiatives. Additionally, collaborations with local industries can result in financial support and practical opportunities for students, such as internships and job placements.

Remote learning expansion is an evolving opportunity that this rural university is well-positioned to capitalize on. The rise of online education enables it to extend their reach beyond their immediate geographic area, attracting non-traditional students, working professionals, and those who prefer the flexibility of online learning. By offering robust online and hybrid programs, the university can increase its enrollment and diversify the student body.

The university has the chance to foster a close-knit, personalized learning environment for smaller class sizes and a strong sense of community can lead to more personalized attention for students, better student-faculty relationships, and higher levels of student engagement and satisfaction. This supportive atmosphere can be a significant draw for students seeking a more intimate and engaged educational experience.

By leveraging these opportunities, the university can enhance its educational offerings, support local and attract students from diverse communities.

Institutional Challenge

The university is facing following challenges:

1. Increase in enrolment of students in each year is a challenge due to state boundaries.

2. **Connectivity issues with major cities affecting the placement of the students.**
3. **Paucity of funds to establish quality laboratories in institutions to make it Centre of Excellence.**
4. **The university faces a distinct set of challenges that impact its ability to provide quality education and maintain operational sustainability. One significant challenge is technological infrastructure. Many rural areas suffer from inadequate broadband access, which hinders the implementation of modern educational technologies and remote learning opportunities.**
5. **Another pressing issue is economic pressures. The university often relies heavily on state funding, which can be unpredictable and subject to economic downturns. This financial instability lead to budget cuts, reduced services, and the inability to invest in necessary infrastructure improvements. Moreover, the university typically has smaller endowments and fewer revenue-generating opportunities compared to other universities, making it more vulnerable to financial challenges.**
6. **Faculty recruitment and retention of experienced and trained faculty members is also a significant challenge. Attracting highly qualified faculty to remote areas like Chitrakoot is difficult due to perceived isolation, limited professional development opportunities, and fewer amenities compared to urban settings.**
7. **Student recruitment is another major hurdle. The university often struggles to attract a diverse student body, particularly from outside their immediate geographic area.**
8. **Population decline in rural areas poses a long-term challenge. As younger people move to urban centers for better opportunities, this university faces a shrinking pool of potential students.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, focuses on providing quality education that aligns with local, regional, national and global developmental needs. Chitrakoot and surrounding areas as well as Bundelkhand and Baghelkhand regions are in focus particularly in assigning project and dissertation topics. Efforts of the University may be summarized as under:

1. Curriculum Design and Development

Relevance: The University ensures its curriculum addresses contemporary societal, industrial, and global demands. Courses are regularly updated to reflect advancements in various fields, focusing on Rural Development, Value Education, Ethics, Culture, Entrepreneurship Development and Self-Reliance, echoing the university's mission.

Stakeholder Involvement: The university engages a diverse group of stakeholders, including academic experts, industry professionals, alumni and students in the curriculum development process.

Innovation: The university integrates innovative practices by introducing interdisciplinary courses and leveraging technology-enhanced learning methods. This approach fosters creativity and critical thinking among students.

2. Academic Flexibility

Choice Based Credit System (CBCS): The university adopted the CBCS much before the NEP 2020, allowing students to choose from a wide range of elective courses as per their interests and career aspirations.

Interdisciplinary Programs: The university offers interdisciplinary programs that promote a holistic educational experience, encouraging students to explore and integrate knowledge from different fields.

Mobility and Flexibility: The university provides flexible time frames for course completion, lateral entry, multi entry & exit, horizontal and vertical mobility to accommodate the diverse needs of students.

3. Curriculum Enrichment

Add-on Courses: The University enhances its curriculum with value-added courses, skill development programs, and certificate courses.

Co-curricular and Extracurricular Activities: The university emphasizes the importance of holistic development through active participation in co-curricular and extracurricular activities.

Field Projects and Internships: The curriculum includes mandatory field projects, internships, and community service programmes.

4. Feedback System:

Continuous Feedback: The University has established a robust feedback mechanism involving regular input from students, alumni, and faculty ensuring continuous curriculum improvement.

Analysis and Implementation: Feedback is systematically analyzed, and necessary changes are implemented to enhance the curriculum relevance and effectiveness.

Transparency: The curriculum development process at the University is discussed in the classes and published on the website making it transparent.

Teaching-learning and Evaluation

The University has recognised its own system of assessing students enrolled in various programmes having varying learning skills; as slow, medium, and advanced learners. Another parameter to identify learning level is the percentage of marks obtained in qualifying examination; up to 50-55% of marks are identified as slow learners, and above 75% are advanced learners.

In regard to enrolment of students the rate of enrolment of students is 80-90 percent, which is encouraging in the last Five years for the university.

The University assures that underprivileged students receive equal and every benefit. The University's SC/ST Cell, Women's Cell, and grievance redressal cell adopt various steps for their promotion. The University offers free remedial classes to slow learners in various courses of each program.

In addition to the traditional teaching-learning methods, the institute is providing innovative student-centric methods such as Workshops, Seminars, Virtual Lab, Activity-based learning, Guest lecture, Public Speaking to encourage Participative, Problem-solving and Experiential learning.

Faculties of the University have attained stipulated academic criteria as being enshrined by UGC and constantly cultivating their academic profile for consistent amelioration.

The evaluation process and its reforms such as CBCS have been adopted by the university for both curriculum and examination system. Continuous evaluation systems of both formative and summative in nature have been adopted in a regular manner to assess the academic progress of students.

In relation to students' performance and learning outcome each department of the University organizes introductory interface sessions with students in regard to programme outcomes and course outcomes. Accordingly, it maintains its website to display POs, COs in each course curriculum and activities.

In connection with the student satisfaction survey the University organizes special session to obtain response from the students on curriculum deliverance management as also institutional infrastructural facilities in concurrence with NAAC guideline.

Regarding students' teacher ratio the University is having a necessary ratio 1:28 which is sufficient to accomplish the teaching learning activities properly. A set of 30 students is assigned to a faculty member who acts as mentor and is responsible for their personal and academic welfare.

Research, Innovations and Extension

Research, innovation and extension are recognised as backbone of academic activities and all policies of university veer round it. To promote research activities, teachers are motivated to take up minor projects and generous seed money is provided to inculcate a habit of research and innovation.

As an endeavor to make university research driven, various projects are solicited from funding agencies and more than Rs 2000 lacs was garnered from government and nongovernment sources. The researches help not only expanding the domain of knowledge but also in generating patents. It is worthwhile to mention that more than 900 papers, 450 books and 10 patents form our intellectual property in the last 5 years. The university takes utmost care of its research activities and ensures the ethical codes, plagiarism issues are taken care of.

The above endeavor is taken with active support of like minded organizations and various MOUs have been entered into. Joint research and extension activities are taken up. The practice of extension is embedded in philosophy of university. All the students and teachers work in conjunction with nearby villages so that students can appreciate rural life and work for quality enhancement. Some noteworthy areas of extension are organizing health camps in remote areas, demonstration of better technologies of agriculture aimed at doubling income, screening of Sickle cell anemia, collaborations with schools to help in delivering quality education through all encompassing academic ventures.

Due emphasis is accorded to adopting the latest educational technologies. Online learning is a new paradigm and the university has adopted it in its operation. The students are motivated to resort to SWAYAM and other MOOCs platforms. We have our own institutional LMS where academic resources are made available.

These efforts bring in rich dividends by way of improved academic infrastructure ready to shoulder all educational responsibilities as the nation may desire.

Infrastructure and Learning Resources

The University has adequate infrastructure and physical facilities for teaching and learning. The academic departments are spread over the five huge buildings. The main block, Annex building, and Central library building. The University has eighty eight classrooms, one virtual classroom, eight smart classrooms, fifty laboratories, one computer center, GIS lab, two auditoriums, four departmental workstations, ICT-enabled facilities and sufficient chambers for teachers.

The institution organizes sports and cultural activities for the students regularly. The university prompts students to participate in inter university and state sponsored sports and cultural competitions,

The university has 2 auditoriums with the capacity of 200 & 2000. Another auditorium with the seating capacity of 1200 is under construction. The institution has a common room for both male and female students to organize and practice indoor games. The institution has also a well-equipped gymnasium with modern equipment.

The Central library has a total collection of sixty five thousand books. Departmental teachers update their reference list as per the UGC syllabus regularly & purchase of new books is a very regular academic system. Library system is upgraded with library-supported software SOUL3.0. Apart from this university is upgrading library automated services using e Granthalaya Software. Besides this library provides e-Resources, Sodh Sindhu, Shodhganga, Shodhgangotri, Sodh Sudhi portal through INFLIBNET Center Ahmedabad.

The IT infrastructure of the University is also adequate. The University has 556 computers, 7 Globus smart boards, Laptops, Printers, Scanners, and Projectors. Smart & virtual classrooms are enabled with smart boards and the internet facility with Wi-Fi campus. The Student - Computer ratio is as per the norms.

The university has a policy for procurement, maintenance, upgradation and proper utilization of physical, academic and support facilities.

Student Support and Progression

University provides necessary assistance to students to acquire meaningful experiences for learning thus leading to holistic development and progression. Student mentoring and support has been our primary focus and the residential nature of the University has made it a reality. Every class has a teacher assigned to counsel and mentor the students. Hostellers have access to their hostel officials round the clock. Students can avail a number of support systems and services for information, academic and career

guidance, financial, co-curricular and extracurricular activities.

Information Desk provides information for students on all aspects of campus life. The academic calendar and Student Diary provide information on the academic schedule and curriculum. Students can make use of both the Central and faculty level libraries for reference, computer and internet services.

For distance learners, study material is available on the university website and some other material dispatched. Learners' queries in DDE approaches through Online Help Desk/ teleconferencing, Social media, and Email. University has a transparent mechanism for timely redressal of learner grievances.

The Students' welfare committee provides information on various financial support schemes. Nearly 50% of students take advantage of Central and State Government Scholarships. The Equal Opportunities Cell caters to the welfare of SC/ST students, including dissemination of information about financial support, and conducting special classes for preparing students for NET, SLET and civil services examinations. Student Council actively involved in organising and executing the co-curricular activities of the university. University conducts an on-campus drive where a number of students have progressed to higher education and gainful employment. Placement cell arranges for campus recruitment.

Other support services include redressal of Students Grievances through online and offline mode, Anti-Ragging Cell, Placement Cell, Alumni Associations and Canteen. Girl students can address their grievances to the Women Grievance Cell.

Students have access to professional counselors as per their need. The Physical Education department with the gymnasium, impressive courts and tracks provides avenues for sports and games. Students trained by the Faculty regularly participate in Youth Parliament. Students actively participate in extension activities through NSS. Alumni contribute and engage significantly to the development of the University.

Governance, Leadership and Management

The vision of the university is to bring out the great potential hidden within the students by imparting quality education to all students irrespective of caste, creed, economic situation, and to help students become self-reliant in their future life and enable them to face the multifaceted challenges of life.

The university focuses on imparting quality education by taking the well-considered views of all the stakeholders associated with the university with regard to its mission while keeping in view its vision and making efforts to implement them.

The university adopts resolutions regarding different policies and plans, keeping connection with other stakeholders. The Vice-Chancellor being the Chairman of the board of management takes initiative for proper implementation of the plan. The university implemented e - governance in the area of administration finance and account, student admission and support and examination to ensure transparency and functioning. The University provides financial support to teachers to attend the seminars/conferences/workshops etc. University maintains a detailed self-appraisal system for teachers and non-teaching staff.

The University follows a well-organized and integrated approach to resource mobilization. Financial

assistance is sought from UGC, MHRD, RUSA, Government of MP. Accounts, Students Admission and Supports and Examination are subject to regular audit to ensure transparency and smooth functioning.

University organizes workshops and seminars periodically on quality assurances viz; project formulation, thesis and research paper writing and on ethics and plagiarism. It shows the IQAC potential of the university. Face to face faculty development programme for enrichment to teachers organized by the university frequently. The IQAC initiated a number of quality initiatives to make this university a premium institution of the country and to create conducive conditions for quality education in the University.

Institutional Values and Best Practices

University has been committed to the promotion of Institutional values and best practices since its inception. Various practices have been initiated for establishing quality culture.

University follows zero tolerance policy in Sexual Harassment cases. Internal Complaints Committee ensures fair and timely redressal of complaints. Academic efforts are supplemented through co-curricular activities by the Women Development Cell and Gender Equity Cell Various support services e.g Girls Hostel, Mahila Suvidha Kendra, Bus facility, Bank,ATM, sport facilities, Health Centre etc are available for women .

University has a policy regarding energy conservation and alternate sources of energy. Use of LED bulbs, power efficient equipment have helped in reducing energy consumption. Alternate energy sources like solar energy biogas etc. are also being tapped.

Solid waste generated from households, mess is collected in two colour coded bins and is managed through NADEP Gray water is treated and used in gardening. Other wastes are disposed of as per norms.

To cope with the water crisis ; water conservation techniques have been adopted e.g. conserving water bodies , rain water harvesting, Bore well recharge methods and making bunds .

University has restricted vehicle entry in the academic zone. Students /employees are encouraged for use of bicycles and battery operated vehicles for an environment friendly campus.Use of plastic/tobacco products have been banned in campus.

University campus is full of a variety of plants and has lush green lawns. Students and staff practice SHRAMDAN every Friday to maintain the cleanliness on campus.

The University provides a barrier-free environment for persons with disabilities where they can move safely and use the facilities within the built environment.

University provides an inclusive environment for the students to encourage their leadership

skills,tolerance and harmony towards cultural,regional, and other diversities through participation in various activities

Ethics Development among the students is done through academic activities as well as social participation. e.g. Orientation programmes,Seminars, Blood donation camps, Prarthna Sabha etc.

University best practices are Personality Development in Indian Context and University Attire tradition upholding tradition and inclusivity. University has its distinctiveness in Gramodaya se Rashtrodaya

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	MAHATMA GANDHI CHITRAKOOT GRAMODAYA VISHWAVIDYALAYA, CHITRAKOOT, SATNA, MADHYA PRADESH
Address	PO Gramodaya University, Sphatic Shila, Chitrakoot
City	Satna
State	Madhya Pradesh
Pin	485334
Website	www.gramodayachitrakoot.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Bharat Mishra	07670-265413	6394479449	07670-26534 0	iqacmgcgvchitrako ot@gmail.com
IQAC / CIQA coordinator	D. P. Rai	07670-265413	9685999315	07670-26534 0	iqac.mgcgv@gmail .com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	12-02-1991
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	12-04-1994	View Document
12B of UGC	04-11-1996	View Document

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	PO Gramodaya University, Sphatic Shila, Chitrakoot	Rural	229	47000	Teaching, Research and Extension		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	114437_11744_1_1705756771.pdf	
ICAR	114437_11744_3_1681125617.pdf	
NCTE	114437_11744_4_1705748518.pdf	
DEB-UGC	114437_11744_21_1710740639.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	5				12				110			
Recruited	2	0	0	2	1	0	0	1	51	7	0	58
Yet to Recruit	3				11				52			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				210
Recruited	159	16	0	175
Yet to Recruit				35
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				105
Recruited	75	5	0	80
Yet to Recruit				25
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	15	0	0	23	7	0	12	0	0	57
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	3	0	0	1	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Humanities and Social Sciences	Gandhi Chair	Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalay

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	435	0	0	0	435
	Female	278	0	0	0	278
	Others	0	0	0	0	0
PG	Male	145	0	0	0	145
	Female	96	0	0	0	96
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	22	0	0	0	22
	Female	15	0	0	0	15
	Others	0	0	0	0	0
Diploma	Male	10	0	0	0	10
	Female	6	0	0	0	6
	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

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	A	3.04	

Provide the Following Students Details

Total Number of Students in Distance Learning	32293
Total Number of General Students in Institution	2230

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya has adopted National Education Policy 2020 from session 2021-22. As per the NEP guidelines, curriculum structure has been designed, incorporating multidisciplinary education, optimal learning environment and learner centric approach which was led by eminent academicians and educationists. The University formulated and developed its own perspective and strategies to adopt an interdisciplinary/multidisciplinary approach. It is mandatory for every UG student to study at least one Interdisciplinary / Multidisciplinary course every year to complete their degree. The university promotes interdisciplinary skills among its students through various departments. For instance, Sanskrit literature students are encouraged to pursue a course on MS Office and Computer Science students are encouraged to opt a course on Principles of Management. As a practice, the university has been offering a number of certificates/addon/value-based courses of interdisciplinary nature. A detailed strategic plan for NEP implementation has been chalked out and phase wise implementation has resulted in a multidisciplinary ecosystem. All UG and PG programmes have been restructured for multidisciplinary options and the curricula has been revised to incorporate outcome-based Program Objectives (POs), Program Specific Objectives (PSOs) and Curriculum Objectives (COs). All Undergraduate programs are restructured and</p>
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modified. Open electives are offered in all UG Programs Departments for the students of other departments with a view to impart quality skills to the students. Extra-curricular activities including VSR, NSS, NCC, Yoga, Sports, Cultural activities, Music and Performing arts are included in the curriculum. The University is committed to fostering multidisciplinary and interdisciplinary approaches in both its academic programs and research initiatives, recognizing that complex global challenges require integrated solutions across various fields of study.

Academic Programs The University offers a range of multidisciplinary and interdisciplinary degree programs that bridge traditional academic boundaries. For instance, the Environmental Studies program integrates knowledge from biology, chemistry, economics, and political science to address ecological and sustainability issues.

Research Initiatives Interdisciplinary research is strongly encouraged and supported through university initiatives. The university has established a research directorate that brings together experts from diverse fields to collaborate on pressing societal issues.

Collaborative Projects and Workshops The University regularly organizes collaborative projects and workshops that involve students and faculty from different disciplines. These events provide platforms for sharing knowledge, fostering innovation, and developing comprehensive solutions to complex problems.

Curriculum Design The curriculum is designed to include interdisciplinary courses and modules that encourage students to think beyond their major. Courses such as “Ethics in Technology” require students to integrate knowledge from various disciplines to understand and solve real-world problems.

Faculty Collaboration Faculty members are encouraged to engage in joint research projects and co-teach interdisciplinary courses. This collaborative environment not only enhances the learning experience for students but also leads to ground breaking research outcomes that contribute to academic and societal advancements. By promoting multidisciplinary and interdisciplinary approaches, the University prepares students to tackle complex challenges with holistic, innovative solutions, ensuring they are well-equipped for the demands of the modern world.

2. Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) initiative at the University is designed to enhance academic flexibility and facilitate lifelong learning for students. This innovative system aligns with the National Education Policy (NEP) 2020 and aims to create a more adaptable and student-centric higher education environment. NEP 2020 aims to bring comprehensive reforms, emphasizing multidisciplinary learning, skill development and flexibility in curricula. ABC is a credit storing and transferring system that allows students to accumulate and transfer credits earned from different institutions/platforms, enabling interdisciplinary learning and multiple entry-exit points. NEP 2020 and ABC offer a promising approach to modernizing higher education, empowering students and fostering a dynamic learning environment. It is a student-centric platform that facilitates seamless curriculum framework flexibility and encourages interdisciplinary or multidisciplinary academic mobility among Higher Education Institutions (HEIs). With an efficient credit transfer mechanism, it empowers students to design their learning path, achieve degrees, diplomas, or postgraduate qualifications through multiple entry exit points, and embrace anytime, anywhere, and any level learning. The University committed to fostering academic flexibility and student-centric learning opportunities is evident through its adoption of the Academic Bank of Credits (ABC) concept. Since the Academic Year 2021-22, University has effectively implemented ABC, making ABC registration mandatory for getting enrolled in the University. UGC regulation for ABC and multiple entry/exit systems are adopted and necessary restructuring of relevant ordinances has been done for credit transfer under ABC, Course registration, etc. The University has proactively encouraged registration for ABC through various means, including notifications, emails, and ABC posters, resulting in 100% student registration on the portal. Multiple Entry-Exit Options are provided with credit transfer from MOOC and ABC Several Value Added Courses (VAC) have been started to supplement students' interest beyond curriculum. Students can accumulate credits from various recognized institutions and store them in their academic bank. ABC facilitates inter-institutional mobility, allowing students to take courses from different institutions. This flexibility

supports diverse learning experiences and broadens academic exposure. By maintaining a repository of earned credits, ABC encourages lifelong learning. Students can take breaks in their education and return to accumulate more credits, ultimately leading to the completion of degrees or certifications at their own pace. The University has integrated the ABC system into its academic framework, ensuring that all programs and courses are credit-based. Students are guided on how to register their credits in the ABC platform and use them effectively in Deeksharambh programme. The University collaborates with other institutions to recognize and accept credits, facilitating a smooth credit transfer process. There is provision for Choice Based Credit System (CBCS) in the university. The implementation of the Academic Bank of Credits at the University represents a significant step towards modernizing higher education, promoting flexibility, and supporting lifelong learning, thereby aligning with global educational standards and National Educational Policy 2020.

3. Skill development:

The University emphasizes skill development as a cornerstone of its educational philosophy, ensuring that students are well-prepared for the demands of the modern workforce. This commitment is reflected in a comprehensive approach that integrates practical skill-building into the curriculum and offers a variety of specialized programs. Curriculum Integration Skill development is embedded in the University's curriculum across all disciplines. Courses are designed to include practical applications and project-based learning. For instance, engineering programs incorporate hands-on labs and design projects, while humanities and social sciences emphasize critical thinking and communication skills through presentations and group discussions. Specialized Training Programs Beyond the standard curriculum, the University offers specialized training programs focused on key industry-relevant skills. These programs cover areas such as digital marketing, and financial literacy. Workshops are frequently organized to provide intensive, short-term training on specific skills. Industry Collaboration and Internships The University maintains strong partnerships with various industries to offer students practical experience through internships. These opportunities

allow students to apply their academic knowledge in real-world settings, gain valuable work experience, and develop professional networks. Entrepreneurship and Innovation To foster entrepreneurial skills, the University has established innovation labs and business incubators. These initiatives are supported by mentorship from experienced entrepreneurs and access to resources for developing and launching new ventures. University offers various vocational and skill development courses for students. Deendayal Upadhyay Kausha Kendra (DDUKK) is an Incubation Centre for Entrepreneurship and Skill development, which offers skill development programmes. Lifelong Learning Recognizing the importance of continuous skill development, the University provides opportunities for ongoing education through certificate programs, online courses, and professional development workshops. These programs are designed to help students and alumni stay current with evolving industry trends and technologies. The University's robust skill development programs ensure that students graduate with both academic knowledge and the practical skills needed to succeed in their careers. This holistic approach prepares students to meet the challenges of the modern job market and to contribute effectively to their chosen fields.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Recognizing the linguistic diversity of India, the University offers courses in Indian languages. This approach not only makes education more accessible to students from different linguistic backgrounds but also fosters a deeper connection to their cultural roots. Courses in subjects such as history, literature, and philosophy are taught in regional languages. This multilingual approach helps in preserving and promoting linguistic diversity while enhancing students' understanding of their own cultures. Moreover, the University encourages the use of Indian languages in research and academic publications. By supporting the creation of scholarly work in regional languages, the University contributes to the enrichment of academic resources and facilitates a broader dissemination of knowledge. Appropriate Integration of Indian Knowledge System at the University The University is committed to the appropriate integration of the Indian Knowledge System (IKS) within its academic framework. This

initiative aims to preserve and promote India's rich cultural heritage, languages, and traditional knowledge, ensuring they remain relevant and accessible to contemporary learners. University is located in a multilingual region connecting Uttar Pradesh, the institution promotes the exchange of linguistic and cultural traits of heterogeneous groups. Students get an opportunity to develop their multilingual capacity in Sanskrit, Hindi and English alike. All faculty members have been trained to inculcate these elements through practice before teaching them to the learners. The University's commitment to integrating ancient Indian knowledge, promoting holistic personality development and fostering self-reliance aligns with the spirit of the National Education Policy (NEP) 2020. These endeavors aim to produce well-rounded individuals who are proud of their cultural heritage, equipped with relevant skills, and poised to contribute to the nation's growth and development.

Cultural Integration The curriculum at the University integrates various aspects of Indian culture, including traditional arts, crafts, music, dance, and literature. Specialized courses and workshops are conducted to teach students about classical and folk dance forms and musical traditions. Additionally, the University celebrates cultural festivals and organizes events that showcase India's diverse cultural heritage. These events provide students with opportunities to engage with different cultural practices, fostering a sense of pride and appreciation for India's rich traditions.

Incorporating technology into the dissemination of the Indian Knowledge System, the University offers a variety of courses that cover topics related to Indian culture, history, and languages. These online courses are designed to reach a wider audience, including those who may not have access to traditional classroom settings. Platforms like SWAYAM and the University's own online portals host courses on Vedic literature, Indian philosophy, traditional medicine systems like Ayurveda, and indigenous knowledge of environmental sustainability.

Research and Collaboration The University promotes interdisciplinary research that explores the intersections of traditional Indian knowledge and modern science. Research centers dedicated to Ayurveda, Yoga, and traditional agricultural practices collaborate with modern scientific research to

	<p>validate and innovate upon ancient wisdom. This interdisciplinary approach not only preserves traditional knowledge but also adapts it to contemporary needs and contexts. The University's integration of the Indian Knowledge System through teaching in Indian languages, cultural programs, and online courses demonstrates a holistic approach to education.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The University emphasizes outcomes-based education (OBE) to ensure that students acquire the knowledge, skills, and competencies necessary for success in their chosen fields. OBE focuses on defining clear learning outcomes and aligning teaching, assessment, and curriculum design to achieve these outcomes. By emphasizing what students should be able to demonstrate at the end of their educational journey, the University ensures that graduates are equipped with the practical skills and competencies required by employers and society. Through ongoing assessment and feedback mechanisms, the University continuously evaluates the effectiveness of its educational programs and makes necessary adjustments to enhance student learning outcomes and overall program quality. The National Education Policy is a transformative reform in India's education system, centered around outcome-based education (OBE). OBE shifts the focus from root level learning to a student centric approach, emphasizing clear and measurable learning outcomes at all educational levels. This learner-driven approach promotes continuous evaluation and fosters skills like critical thinking and problem-solving. The University has Outcome-Based Education (OBE) as a fundamental approach to curriculum design, teaching methodologies and innovative assessment. To implement OBE successfully, the university has undertaken a comprehensive redesign of the curriculum. Graduate attributes have been defined and accordingly learning outcomes have been framed. Accordingly, the program outcomes and course outcomes are designed. By defining clear learning outcomes, the curriculum becomes more focused and aligned with the desired educational objectives. Program outcomes and course outcomes are mapped accordingly; the courses are unitized and the question papers are designed to evaluate the attainment of various outcomes and attributes.</p>

Extensive and comprehensive training programs have been meticulously designed to equip teachers with the necessary knowledge and skills to effectively align their courses with the identified learning outcomes. Faculty members are encouraged to incorporate real-world applications, case studies and problem-solving exercises into their teaching, providing students with opportunities to apply their knowledge in authentic contexts. Moreover, the training equips educators with tools to promote active learning and collaboration among students. They learn how to facilitate group discussions, debates, and project-based activities that encourage students to take ownership of their learning journey. Faculty members are encouraged to design assessments that directly measure students' achievement of the desired competencies. The link between assessments and learning outcomes also enables educators to provide timely and constructive feedback to students. This feedback serves as a valuable tool for both students and teachers, facilitating a deeper understanding of strengths and areas for improvement. Consequently, students are better equipped to monitor their own progress and make informed decisions about their learning strategies. Through the successful implementation of Outcome Based Education, the University not only enhances the overall quality of education but also ensures that its graduates are well-prepared to excel in their chosen careers and contribute meaningfully to society. This learner-centered approach reflects the University commitment to providing a transformative educational experience that prepares students for the complexities of the modern world and fosters lifelong learning and personal growth.

6. Distance education/online education:

Distance education plays a vital role in the University's commitment to providing accessible and flexible learning opportunities to students worldwide. Through innovative online platforms and digital resources, the University delivers high-quality education to learners who are unable to attend traditional on-campus classes due to geographical constraints, work commitments, or personal circumstances. The University's distance education programs offer a wide range of undergraduate and postgraduate programmes across various disciplines. These programs are designed to meet the diverse

needs of students, allowing them to pursue their educational goals while balancing other responsibilities. The university is recognised as an Institution of DEB. The University has wholeheartedly embraced Open and Distance Learning (ODL) as a transformative tool to enhance learning experiences for its students. University is imparting education in the entire state through hybrid mode of education. Like Google Classroom, the institution has seamlessly transitioned to a digital environment, creating a dynamic and interactive virtual classroom. To enrich the online learning process high-quality video contents are being developed. These instructional videos cater to various subjects and topics, making complex concepts more accessible to students. The integration of multimedia elements further enhances the effectiveness of virtual learning. In recognition of the crucial role of technology in online education, the University has made substantial improvements to its support infrastructure. Robust Wi-Fi connectivity ensures uninterrupted access to online resources, enabling students to participate in virtual classes and engage in independent research without connectivity hurdles. University promotes teaching-learning through virtual platforms. Faculty members have sufficient experience in e-content development and the use of technological tools for the teaching-learning process. University has a learning management system (LMS) for academic practice and follows innovative teaching methods. The University's distance education programs also prioritize student support and engagement. Dedicated academic advisors and support staff provide guidance and assistance to students throughout their academic journey. Additionally, online discussion forums and virtual office hours facilitate interaction and collaboration among students and faculty, fostering a sense of community and camaraderie among distance learners. Furthermore, the University leverages technology to enhance the ODL experience. State-of-the-art learning management systems (LMS) provide a user-friendly interface for accessing course materials, submitting assignments, and communicating with instructors. Interactive multimedia elements, such as videos, simulations, and virtual labs, bring course content to life and engage students in active learning experiences. In addition to asynchronous learning, the

University also offers synchronous learning opportunities, such as live webinars, virtual classrooms, and real-time discussions, allowing students to engage in interactive sessions with instructors and peers. Overall, distance education at the University provides students with the flexibility, support, and resources they need to succeed in their academic and professional pursuits, regardless of their geographical location or personal circumstances. By embracing online education, the University continues to expand access to high-quality learning experiences and promote lifelong learning opportunities for all.

Institutional Initiatives for Electoral Literacy

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

Yes, the University has established an Electoral Literacy Club (ELC) to enhance students' understanding of democratic processes and encourage active participation in elections. This initiative aligns with the broader objective of fostering informed and responsible citizenship among the youth. Objectives and Goals The primary objective of the ELC is to educate students about the electoral process, including voter registration, the importance of voting, and the functioning of the Election Commission of India. ELC aims to ensure that students are well-informed about their rights and responsibilities as voters. It also seeks to instill a sense of civic duty and encourage active involvement in the democratic process. Activities and Programs The ELC conducts a variety of activities and programs designed to engage students and enhance their electoral knowledge. Workshops and Seminars Regular workshops and seminars are organized to educate students on topics such as the importance of voting, the electoral process, and the significance of free and fair elections. Voter Registration Drives The club actively conducts voter registration drives on campus to ensure that all eligible students are registered to vote. Debates Debates are held to stimulate the electoral process, providing students with hands-on experience and fostering a deeper understanding of the democratic system. Awareness Campaigns The ELC runs awareness campaigns using rallies, posters,

social media and other platforms to disseminate information about elections and the importance of voting. Collaboration and Support The ELC works in collaboration with the District Election Officer and as per guidance of the Department of Higher Education of Madhya Pradesh. Impact and Benefits The establishment of the ELC has had a significant impact on the student community. By increasing electoral literacy, the club has empowered students to become informed voters and active participants in the democratic process. These initiatives not only benefit the students but also contribute to the strengthening of democracy by promoting active and informed participation in elections. The establishment of the Electoral Literacy Club at the University represents a crucial step towards fostering a more informed and engaged student body, ultimately contributing to the vitality of India's democratic process.

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?

The university has appointed a coordinator for ELC. Therefore ELC is a functional unit of this university. Students are encouraged to elect the right person as per compatibility of the area under the supervision of DSW. Appointment of Student Coordinators and Faculty Members, and Functionality of Electoral Literacy Clubs: Appointment of Coordinators The University has taken proactive steps to ensure the smooth functioning of the Electoral Literacy Clubs (ELCs) by appointing dedicated student coordinators and coordinating faculty members. Student Coordinators Each ELC has student coordinators appointed from various departments to ensure a broad representation of the student body. These coordinators are typically selected based on their interest in civic engagement, leadership qualities, and commitment to the objectives of the ELC. Faculty Coordinators: In addition to student coordinators, faculty members are appointed to oversee and guide the activities of the ELCs. Functionality of ELCs The Electoral Literacy Clubs at the University are fully functional and active. They regularly conduct a range of activities aimed at promoting electoral literacy and civic engagement among students. Regular Meetings: The ELCs hold regular meetings to plan and review activities, ensuring continuous engagement and progress towards their goals. Events and Activities: These include workshops, voter registration drives, mock elections, and awareness campaigns, which are

held throughout the academic year to maintain momentum and interest. Collaboration: The clubs collaborate with external organizations and the Election Commission of India to bring in expert speakers and ensure the latest information is disseminated. Representative Character The ELCs are designed to be representative in character to ensure inclusivity and broad participation across the university community. Diverse Membership Membership in the ELCs is open to all students, irrespective of their department or year of study. This inclusivity ensures a diverse representation of perspectives and experiences. Inclusivity in Activities: The activities organized by the ELCs are designed to cater to a wide range of interests and backgrounds, encouraging maximum participation and engagement from the student body. Feedback Mechanisms: The ELCs have established feedback mechanisms to incorporate suggestions and concerns from the broader student community, ensuring that the clubs remain relevant and responsive to the needs of all students. The University has effectively appointed student coordinators and faculty members to oversee the ELCs, ensuring they are functional and active. The ELCs operate with a representative character, promoting inclusivity and broad participation, thus enhancing the electoral literacy and civic engagement of the student community.

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.

Assisting District election administration in the conduct of poll, voter awareness campaigning, promotion of ethical voting, enhancing participation of the under privileged selection of society. Innovative Programs and Initiatives by the Electoral Literacy Clubs (ELCs) The Electoral Literacy Clubs (ELCs) at the University have undertaken several innovative programs and initiatives aimed at enhancing electoral literacy, promoting ethical voting, and increasing participation in the electoral process. These initiatives involve voluntary contributions by students and are designed to benefit both the university community and the wider society. 1. Voter Registration Drives On-Campus Drives: ELCs organize regular voter registration drives on campus to ensure that all eligible students are registered to vote. These drives include setting up booths in high-traffic areas, providing registration forms, and assisting with the online registration

process. Community Outreach: Students extend these efforts to their home communities, particularly targeting underprivileged areas to help residents complete voter registration forms and understand the process. 2. Assisting District Election Administration Poll Conduct Assistance: During election periods, ELC volunteers assist local election officials in various capacities, such as managing polling stations, verifying voter identities, and ensuring a smooth voting process. Training and Workshops: ELCs host training sessions for student volunteers to prepare them for roles as poll workers and election monitors, emphasizing the importance of impartiality and adherence to election laws. 3. Voter Awareness Campaigns Multimedia Campaigns: The clubs run comprehensive voter awareness campaigns using social media, videos, posters, and infographics to educate students and the community about the importance of voting, how to vote, and key election dates. Information Sessions: ELCs organize informational sessions and panel discussions with election officials, political scientists, and activists to discuss the electoral process and the significance of each vote. 4. Promotion of Ethical Voting Ethical Voting Pledge: Students are encouraged to take an ethical voting pledge, committing to vote based on informed choices rather than coercion, bribes, or other unethical influences. Debates and Dialogues: ELCs facilitate debates and discussions on ethical voting practices, encouraging students to think critically about their voting choices and the broader impact of their votes. 5. Enhancing Participation of Marginalized Groups Inclusive Campaigns: Targeted voter awareness campaigns are designed to reach marginalized groups, such as transgender individuals, commercial sex workers, persons with disabilities, and senior citizens. These campaigns often involve collaboration with local NGOs and community leaders. Special Voter Registration Camps: Organize voter registration camps specifically for underrepresented groups to ensure they are included in the electoral roll and understand their voting rights. 6. Collaboration with Electoral Bodies Collaboration: ELCs collaborate with the Election Commission of India and other electoral bodies to gain resources, training, and support for their initiatives. Educational Resources: Utilize materials provided by the Election Commission to educate students about the electoral

	<p>process, voter rights, and responsibilities. 7. Technology Integration Online Platforms: Develop online platforms and mobile apps to facilitate voter registration, provide information on polling stations, and offer real-time updates on election-related events. Digital Literacy Workshops: Conduct workshops to help students and community members navigate online voter registration and access electoral resources digitally.</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>University has taken initiatives regarding electoral literature as an awareness drive, and organized students march for the awareness of the people surrounding the villages. Co-coordinator of electoral literature honoured by the District Magistrate Satna (MP) for various awareness programs related from election university make a huge role to increasing voting percentage in the assembly election. University Initiatives in Electoral-Related Issues: Advancing Democratic Values and Participation The University has undertaken several socially relevant projects and initiatives focused on electoral issues, emphasizing research, surveys, awareness drives, and creating content. These efforts aim to advance democratic values and enhance participation in the electoral processes, reflecting the University's commitment to civic engagement and social responsibility. Research studies One of the cornerstone initiatives is the development of comprehensive research studies on electoral behavior and democratic participation. Electoral Studies: Detailed analyses of past election data to identify trends and patterns in voter turnout, preferences, and behavior across different demographics. Impact Assessments: Evaluating the effectiveness of different electoral reforms and policies implemented by the government to enhance voter participation and election transparency. Behavioral Research: Investigating the psychological and sociological factors influencing voter decisions, such as media influence, political campaigns, and social networks. The findings from these research studies are published in academic journals and presented at conferences, contributing valuable insights to the broader field of electoral studies. Surveys and Data Collection The University conducts extensive surveys to gather data on public opinion regarding electoral issues. These surveys are designed to capture a wide</p>

	<p>range of perspectives, providing a comprehensive understanding of the electorate's views. Key focus areas include: Voter Awareness: Assessing the level of awareness among citizens about their voting rights, the electoral process, and the importance of participating in elections. Barriers to Voting: Identifying obstacles that prevent people from voting, such as lack of information, accessibility issues, or socio-economic barriers. Electoral Trust: Measuring public trust in the electoral system and institutions, and identifying factors that contribute to or detract from this trust. The data collected from these surveys helps inform policy recommendations and advocacy efforts aimed at improving electoral participation and transparency. Awareness Drives Awareness drives are a crucial component of the University's initiatives to promote electoral participation. Voter Education Campaigns: Using multimedia platforms to disseminate information about voter registration, election dates, and voting procedures. These campaigns often include videos, social media posts, brochures, and posters. Workshops and Seminars: Community Outreach: Engaging with local communities, especially marginalized groups, to ensure they are informed about their voting rights and the electoral process. Creating Content and Publications The University takes an active role in creating and disseminating educational content on electoral issues. This includes: Educational Materials: Developing guides, handbooks, and online resources that explain the electoral process in simple, accessible language. These materials are used in educational campaigns and distributed widely to the public. Academic Publications:</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>Students are monitored regularly by the departments whether they have Voter ID or not. They are encouraged to vote and those who are not having the voter ID, they are motivated for enrollment and getting voter ID as soon as possible. At the time students' orientation program at the department level students are monitored by ELC and Deans of the faculty to know the enrollment status of the students. Extent of Students Above 18 Years Yet to Be Enrolled as Voters and University Efforts for Voter Registration Current Status of Voter Enrollment Among Students The university organizes camps with the cooperation of district administration to</p>

register students above the age of 18 years to use their electoral rights. Efforts by Electoral Literacy Clubs (ELCs) The ELCs have undertaken several initiatives to address this issue and encourage voter registration among students:

1. Awareness Campaigns: The ELCs conduct continuous awareness campaigns to inform students about the importance of voter registration. These campaigns use posters, social media, emails, and informational sessions to reach a broad audience.
2. Voter Registration Drives: Regular voter registration drives are held on campus. ELCs set up booths at strategic locations such as the student union, library, and main campus entrances to facilitate easy access for students to register. Volunteers assist students with filling out forms and submitting them online or in person.
3. Workshops and Training: Workshops are organized to educate students about the registration process, including the necessary documentation and steps to complete their voter registration. These sessions are often led by representatives from the Election Commission of India and other electoral bodies.
4. Collaboration with Election Officials: The ELCs work closely with local election officials to streamline the registration process. This includes organizing special registration camps on campus where election officials can verify documents and register students on the spot.
5. Peer-to-Peer Initiatives: ELCs leverage peer networks to encourage voter registration. Student ambassadors are appointed in each department to promote the initiative and assist their peers with the registration process.

Efforts by the University to Institutionalize Voter Registration The University has implemented several mechanisms to institutionalize voter registration and ensure that all eligible students are enrolled:

1. Integration with Admission Process: The University has integrated voter registration into the student admission process. New students receive information about voter registration as part of their orientation package. They are also provided with forms and guidance on how to register.
2. Mandatory Voter Registration Sessions: The University mandates voter registration sessions as part of the freshman orientation program. These sessions include informational briefings and on-site registration opportunities. The University and its ELCs are committed to ensuring that every eligible student is registered to vote. Through a combination of

awareness campaigns, voter registration drives, institutional mechanisms, and continuous support, they strive to create a fully engaged and informed student electorate. These efforts not only empower students but also strengthen the democratic fabric of the nation by promoting active and informed participation in the electoral process.

Extended Profile

1 Students

1.1

Number of students on rolls year-wise during the last five years (all students in campus needs to be considered here)

2022-23	2021-22	2020-21	2019-20	2018-19
2230	2447	2750	3046	3158
File Description		Document		
Provide the relevant information in institutional		View Document		
Institutional data in the prescribed format		View Document		
Provide Links for any other relevant document to		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
862	910	1078	1096	981
File Description		Document		
Provide the relevant information in institutional		View Document		
Institutional data in the prescribed format		View Document		
Provide Links for any other relevant document		View Document		

2 Teachers

2.1

Number of Full-time teachers in the institution year-wise during last five year

2022-23	2021-22	2020-21	2019-20	2018-19
80	79	79	77	76
File Description		Document		
Institutional data in the prescribed format		View Document		

2.2

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

Response: 85

File Description	Document
Institutional data in the prescribed format (data)	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
420.00	1071.05	496.60	756.44	551.41
File Description		Document		
The institutions are encouraged to provide the r		View Document		
Provide Links for any other relevant document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot has a well-established policy and a symbiotic approach towards the curricula development/implementation. The University has had the privilege of the dynamic leadership of the great visionary Bharat Ratna Late Nanaji Deshmukh, founder Chancellor, under whose guidance and supervision. Action plan of the University was prepared, imbibing various aspects of rural development in its curricula and grooming its students as change agents for the overall development of the society. Programme Outcomes(POs) and Course Outcomes (COs) are reflected in each course offered by the departments and are accomplished through the course objectives and outcomes provided in each paper.

POs and COs are geared towards imparting; Subject/paper specific knowledge and Developing confidence and abilities among students to engage in peer-reviewing, critical thinking and decision-making activities.

• POS and COs are finalised in line with the vision and mission of the University taking care of the local, regional, national and international issues. The University has dedicated some departments and centres for providing skill based and technology enabled education viz. Deendayal Upadhyay Kaushal Kendra, Science and Environment, Civil and Rural Engineering, Natural Resource Management and established a skill development cell catering to the latest technological and skill developments in national and global scenarios, in general and local as well as regional needs, in particular. Model Syllabi/Curricula have been consulted for finalising syllabi of different programmes. They have been referred to and adopted with certain inclusion/modification as per the local/regional/national/global developmental needs.

The third dimension of the designed curriculum structure has been the inclusion of Sustainable Development Goals (SDGs), as envisaged in NEP-2020. Accordingly a number of courses have been designed and experiential learning have been included that exposes learners towards the SDG's sensitivity. This includes celebration of Earth Day and different other important days, United Nations Programmes, local festivals and traditions, Development Indices, Indigenous and Traditional Knowledge (ITK), Government policies and regional development scenarios etc are visible in course curricula.

Several new Programmes of study and courses were also introduced during last five years, The thrust areas in Dissertation and Ph.D. programs embody immensely relevant intersections such as

Artificial Intelligence, Value addition and Processing of locally available foods, fruits and Non-Timber Forest Produce (NTFP) viz. Bael, Apple, Aonla, Carrot, Millets etc.

Thus the curriculum structure designed has vital focus on outcome based education, alignment with the objectives of NEP-2020, providing quality education to the learners with emphasis on experiential learning and sustainable development goals.

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

1.1.2

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

Response:

MGCGV has given utmost importance to skill education right from its inception in 1991. Skill education is an integral part of all the academic programmes in line with the National Education Policy 2020. In fact, the University was practicing this much before NEP came into existence as per the Vision and Action Plan put forward by the great social and educational reformer Bharat Ratna late Shree Nanaji Deshmukh, the founder chancellor of the University.

The University has programmes like B.Voc., M.Voc., M.Sc. Industrial Chemistry, M.Sc. in Remote Sensing & GIS, BFA, MFA etc., specifically focused on skill development of the students imbining them with entrepreneurial virtues. The University has designed several courses like Entrepreneurship Development, Work Integrated Learning, Watershed Management, Internship, Project Work embedded in its various programmes that have thrust on employability. Choice based credit system has integrated courses to develop skills amongst the students and making the programmes employability. Courses like Disaster Management, Environmental Engineering, Post Harvest Technology, Environmental Economics etc. are designed to cultivate specific skills amongst the students so as to make them employable in the job market. MGCGV has an Inter Faculty center named Deendayal Upadhyay Kaushal Kendra (DDUKK) that takes care of Vocational Education and Skill Training in various disciplines at various skill levels. The University has an Incubation Center grooming business ideas of the students, Technology Resource Centre, and Campus Placement Cell to assist the students in developing entrepreneurial skills and placements. Earning while Learning is promoted through training cum production units viz. garments unit, Gramodaya *Rasshala*, Food processing units- Pickle, Squash and Juice, Fruit Pulp processing, Bakery etc. Electrical and Electronics Gadgets assembly and repairing, Computer training including programming, Sculpture, Painting, Photography, Vocal and Instrumental Music, Yoga, Mushroom cultivation and Commercial Vegetable Production like many more. Practical training is an essential part of the course content. The University has constituted more than 50 MoUs with many industrial units for knowledge sharing and students go to the units for industrial training during their internship. Special Lectures are organized from time to time in various departments where

personnel from Banks, Industries, NSDC, KVIC, DIC, Incubation Centers deliver their lectures creating awareness and making the students more employable in line with the ever-changing requirements of the industries. MGCGV has mechanism of certifying students from Sector Skill Councils like Agriculture Skill Council of India(ASCI), Retail Association Sector Skill Council of India(RASCI), Green Job Skill Council(GJSC),Food Industry Capacity and Skill Initiative (FICSI). Thus, the students of B.Voc. and M.Voc. have the privilege of dual certification by the university and the SSCs both. Students of other programmes can also avail this opportunity through Add-on-courses.

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

1.1.3

Electronic media and other digital components in the curriculum - Percentage of the Courses on offer by DDE that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years.

Response: 73.11

1.1.3.1 Number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years.

Response: 193

1.1.3.2 Total Number of Courses on offer across all programs by DDE over the last five years.

Response: 239

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program suture clearly mentioning lesson plan and mode of instruction duly certified by BOS	View Document
Program structure mentioning the courses and mode of academic content delivery hosted in institutional website (courses relevant to the metric intent need to highlighted clearly)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 32.33

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

Response: 524

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

Response: 1621

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot consistently maintains a holistic approach towards all round personality development of the students by infusing personal, professional and ethical values through conditioning vide syllabi components, participation in outreach programs, cultural grounding and co-curricular activities. As its core ideology, the University upholds gender sensitivity at the highest level, humaneness, conducive environment and sustainability, as is evident from the curricula of different departments, academic and outreach activities organized by different departments and faculties of the University that also ensure an inter-woven social architecture of the

Campus. Programme Outcomes (POs) and Course Outcomes (COs) are also designed to cover these issues.

Students graduating from various academic programs of the University go through courses on environmental sensitivity and sustainability almost at every level. Value education and Environmental Studies are mandatory courses at UG level in all the programmes. While imparting the excellent knowledge, the University also sensitizes the students about the real-life issues through the courses like Energy, Environment and Ecology (EEES), Renewable Energy and Green Technology, Sustainable Development, Energy Audit, Bio Mass Energy Conversion System, Energy Sources and Energy Scenario, Solar Energy, Environmental Studies and Disaster Management, Environmental Impact Assessment, Entrepreneurship Development etc.

Students are engaged in learning of human values and professional ethics through the courses like Values and Social Responsibility, Universal Human Values etc. Excellent insight is provided by the courses taught in these areas, such as Corporate Social Responsibility, Human Right & Social Movements in India, Modern Indian Social & Political Thoughts, Indian Social Thought, Social Welfare and Social Services, Social Structure & Social Change, Social Justice, Human Right and Social Welfare in India. In addition to the above, students are sensitized in the above issues through a series of extra-curricular activities and outreach activities at the adopted villages such as organization of health camps, rural camps, rural games and sports, Gramodaya Mela, Cleaning the campus, cleaning water bodies, awareness generation about various Government welfare schemes, Government programmes viz. Beti Bachao, Beti Padhao, Environmental awareness campaign, Swachha Bharat Abhiyan, Ujjawala Gas Yojna, Prime Minister Awas Yojna, Mudra Yojna etc. Moreover, social outreach in the form of NSS and regular visits to adopted villages has been made integral to assessment. Issues related to Sustainable Development Goals, Environmental Studies, Women Empowerment, Impact Assessment of Government Welfare Schemes etc are encouraged to be taken by students of Post Graduate Programme in their dissertation and scholars pursuing Ph.D. These activities provide real time experience of what has been disseminated to them through academic programs.

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

1.3.2

Number of certificate / value-added courses /Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM / e_Pathshala/ NPTEL and other recognized platforms where the students of the institution have enrolled and successfully completed during the last five years

Response: 56

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

Response: 56

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

1.3.3

Percentage of Programmes that have components of field projects / research projects / internships during last five years

Response: 91.38

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

Response: 53

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

Response: 58

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Feedback analysis report submitted to appropriate committee/bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc	View Document
Action taken report on the feedback analysis and its report to appropriate committee/bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrollment Percentage

Response: 77.03

2.1.1.1 *Number of Sanctioned seats year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
1257	1245	1280	1295	1570

2.1.1.2 *Number of seats filled year-wise during the last five years, (only first-year admissions to be considered)*

2022-23	2021-22	2020-21	2019-20	2018-19
998	972	862	998	1290

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 51.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
324	282	280	295	395

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

2022-23	2021-22	2020-21	2019-20	2018-19
596	597	538	607	732

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

2.1.3

Average variation in enrolment of learners in the DDE during the last five year

Response: 433

2.1.3.1 Number of learners admitted afresh in the programmes offered by the DDE year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
32293	6785	8103	7812	9221

File Description	Document
• Provide the relevant information in institutional website as part of public disclosure	View Document
• List of programme-wise fresh enrolled learners year-wise authenticated by the Registrar of the institution	View Document
• Institutional data in the prescribed format (data template)	View Document
• Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Catering to Student Diversity

2.2.1

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

Response:

Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya practices a time-tested mechanism of taking care of differential learning needs of the students. Several initiatives are undertaken by different Departments to assess the learning levels of the students after admission.

Orientation programme (Diksharambha) is organised at the University level for the newly admitted students at the commencement of every academic year. In this programme separate sessions are organised to provide the details of student support facilities, need and importance of students' code of conduct; zero tolerance for ragging and sexual harassment. On this occasion, Faculty of different programmes interact with their respective students in order to make them familiarise with the ecosystem and understand their academic background. Students also get an opportunity to know the extra curricular facilities and are encouraged to show their interest in music, sports, quiz etc. so that those having aptitude in such fields are identified and are groomed in their respective fields during their stay in the University. Thus the slow and fast learners are identified from the very beginning.

In order to cater to the need and monitor the career progression of the individual students, the Mentor-Mentee system is also incorporated effectively. A faculty acts as mentor for 20-30 students and she/he is in constant touch with the individual students. Interactive meetings are organised periodically to assess the special needs of individual students in addition to knowledge and

competence levels as well as progress of the students.

A Very well geared monitoring system named Credit System Sub Committees(CSSC) having representatives of students besides Faculties are constituted at the Department level that continuously monitors the academic progress of the programme. Students organise meetings among themselves before CSSC meetings where each student shares her/his level of learning, individual needs and the areas where special attention is needed. All of these are compiled and presented and follow up actions are formulated in the CSSC Meetings.

Special needs of the slow learners are identified and necessary support is provided to support them and assist in raising their knowledge and competence levels. For weaker or poor performing students, extra classes are arranged and reference materials are provided. Special lectures gear their needs and capabilities, remedial classes are organised, home assignments and necessary remedial measures are adopted for the benefit of the slow learner students.

There are also activities that aim to nurture and develop the potential of the advanced learners, so that they do not experience stagnation. Special activities and programs are designed for the advanced learners and given to them for their progress. Students are asked to make a presentation on the topic taught as well as new topics. Teachers assess the learner's level through these practices. Class seminars, debates and discussions are organised on a regular basis in all the programmes. Motivational lectures and tutorial classes are also organised for fast learners.

A Student Psychological Counselling Cell is also established where professional counselling services are provided to the students needing such services.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 27.88

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

2.2.3

Learners from Special Target Group: Average number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE over the last five years

Response: 1478.6

2.2.3.1 Number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE year wise over the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7358	02	04	13	16

File Description	Document
Relevant certificate of authenticity of the target groups to be provided	View Document
Data as per data template	View Document
Certified list of social target groups of learners admitted in the institution by the head of the institution	View Document
Provide Links for any other relevant document to support the claim	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

Steps taken and practices of Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya in this direction are summarised as under:

Experiential learning

Laboratory/Practical classes are an integral part in all the programmes. Market surveys and consumer surveys are conducted by B.Sc.(Ag), M.Sc.(Ag), MBA, BBA, B.Voc., M.Voc. students. Family surveys and impact assessment surveys of various government schemes are conducted by students of MSW. Case Studies are taken to give students a first hand view of the real life situation.

Training cum Production cum Practice Centres are established in different departments of the University. Students get experience of Hands-on-Training in such centres.

Students of B.Ed. use Micro Teaching practice to teach in nearby schools to get practical experience during study.

Students join industry/ advanced laboratory /MNCs / NGOs etc. for On-Job-Training internship/ Project work. Industrialists also visit the University to take special lectures to motivate the students to start their own industries as well as prepare themselves for special needs of the industries. University has many MoUs with industries/organisations for this.

Participative learning

Participative learning practices include presentation, discussion, quizzes and assignments. Students participate in Seminars, Symposiums, Conferences, Workshops etc. organised by the University as well as by other institutions.

Study tours and field visits are an integral part of all the programmes. Students get the opportunity of Real life situation Analysis in rural camps.

Gramodaya Melas are organised on Annual Day Functions. Students get the opportunity of creative thinking, writing and expression by participating in Rangoli, Wall writing, Sculpture, Painting, Music, Debates and quizzes. Students participate in other exhibitions also to have a first hand view about the latest development in their subjects.

Problem solving methodologies

Different problem solving methods are used in student centric activities such as Trial and Error, Creating short goals to achieve the end, Action Research Projects, Activities requiring problem solving skills etc. Students are encouraged to engage in self-motivated, problem solving approaches to sensitize them toward the practical utility of their knowledge.

Students are engaged in developing awareness for exercising voting rights during elections and public awareness programmes for reversing environmental degradation, cleanliness, afforestation etc. Students gave practical and direct experience of negotiating difficult situations and are trained as capable, competent and accomplished individuals.

ICT-enabled tools including online resources

The University promotes Technology Enabled Learning (TEL) methods. Smart Classrooms are present in all the Departments in addition to traditional Black Boards. Adequate number of computers are present in all the faculties. E-journals are subscribed to in the library.

Online resources of UGC, AICTE, ICAR etc are used extensively by the teachers in the class for effective teaching learning experience.

Flip Classroom practice is followed in the University where students are provided online material and resources to the students before the actual lectures. There is a thrust on problem solving in the classroom instead of mere lectures. Question Answer sessions are promoted in the classrooms.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

Students entering into Higher Educational Institutions are in formative years of their career development and also face many challenges of personality and emotional development. This stage is very sensitive and requires mentoring. The University understands the importance of this exercise and has taken a lead role in implementing the Mentor Mentee system for the benefit of learners.

The Ordinance 10 section 39(10) of the academic regulation of the University lays down an SOP on its implementation. Every student admitted to the undergraduate programme is assigned a Mentor. Mentors look after the interest of the student and provide counselling and guidance on Academic and Professional development, Personality development, emotional stability and personal issues. The Mentors maintain a personal rapport with the Mentees so that any inhibitions in the student are needed out and they start feeling at ease which ensures a sense of confidence and confidence between them, a backbone for success of any such activity.

The evidence of success of the programme is seen in the form of better results in examinations, more regular attendance, increased participation in co-curricular activities, better discipline on campus, better career outcomes in terms of progression and placement.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

Development of Self-Learning Material (SLM) at DDE

Process followed for development of Self-Learning Material by DDE.

Response:

The development process of self-learning materials depends on the specific context, purpose, and requirements of the learners of different programmes separately. DDE typically follows the following process to develop SLM in print:

- 1. Needs Analysis:** The university identifies the number of learners after completing the admission process, and their learning needs in accordance with the opted programmes and courses.
- 2. Content Planning:** The course structure is prepared in the planning phase and its division into units and modules is decided. The content is included in each module and unit and the ways of presentation of content are also decided. The Boards of Studies of the respective departments approve the course content and its presentation after extensive discussion with subject experts and various other stakeholders such as alumni and industry experts. After that, the same is finally approved by the university's Academic Council. The self-learning material is planned in accordance with the programme outcome and course outcome of all SLMs to determine the goals and objectives of the self-learning material.
- 3. Content Creation Workshops:** DDE of MGCGV, Chitrakoot, Satna (MP) is organizing various Content Creation Workshops at the place where writers may easily attend the workshop. A number of workshops were organized at Bhopal because maximum writers belonged to Bhopal, Indore Delhi etc. This involves writing instructional text, creating graphics, designing interactive exercises, and sourcing relevant resources. Consider using a variety of media formats to engage different learning styles. The content is written so that it can be understood easily to the learner like tribals, dropouts, womens and learners situated at remote places.
- 4. Interactive Elements:** The university incorporates interactive elements to enhance learner

engagement through interactive mode. This includes self-assessment exercises, case studies, simulations, or real-life examples. Interactive elements encourage active learning and field work exercises to support the government by people's participation.

5. **Visual Design:** Attention is paid to the design of the material to make it visually appealing and user-friendly. Consistent formatting, fonts, colors, relevant images, charts or diagrams and summary are used to enhance understanding.

6. **Editing and Vetting:** The editing process consists of two steps. The first step is content editing which is the most important step in the evaluation phase. The second step is format editing or vetting. This includes judging the content's correctness and evaluating the writing style. Evaluation of content on the basis of format and matter which does not hurt to any group, class, caste or religion is screened by the vetting committee.

7. **Review and Revision:** To provide quality SLM, the University reviews the self-learning material for accuracy, clarity, and coherence taking feedback from subject experts, instructional designers and potential learners.

Evaluation: Assessment data, learner feedback, and performance indicators are used to determine the impact and effectiveness of the self-learning material making adjustments and improvements where needed and finally sent for publication.

File Description	Document
Policy document on SLM	View Document
Any other relevant information	View Document

2.3.4

Availability of digitized SLMs for the learners - Percentage of programs offered by DDE having access to online SLMs

Response: 71.97

2.3.4.1 Number of learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners during the last five years.

Response: 190

2.3.4.2 Total number of SLMs developed by the institution across all the Programs offered by the DDE.

Response: 264

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of Digitized SLM program wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Links to digitized SLM hosted in the institutional website	View Document

2.3.5

DDE's Mechanism to provide academic counseling support and Academic counselling sessions conducted

An Institutional mechanism is in place to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills; Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre.

Response:

Providing academic counseling support for the Directorate of Distance Education (DDE) is crucial to ensure that distance learners receive the guidance and resources they need to succeed. University has an effective academic counseling support system for DDE students. Academic counseling support to learners is provided through three tier Learner Support Systems at Mahatma Gandhi Chittrakoot Gramodaya Vishwavidyalaya Headquarter, Regional Centers and Learner Support Centers through Counselors/Mentors.

1. Headquarters Level (HL) : A dedicated Student Service Centre (SSC) has been established at Headquarters Level providing relevant information and attending to queries of the prospective learners as well as the general public through telephone, social media and in person. Prospective learners are counseled about the programmes, eligibility criteria for admission, methodology of teaching-learning, student support services and examination system.

2. Regional Centres (RC) : University with a wide geographic reach, established Student Support Cells at all Regional Centres. These centers are responsible for providing Academic counseling to the learners and organizing events in the Region. Paid Co-ordinator at each Regional Centre is specifically assigned the responsibility of responding/attending to the queries of learners and guiding them promptly and properly.

3. Learner Support Centers (LSC) : One of the major activities of 313 Block level LSC is to provide admission related information and guidance to prospective learners. ‘Help Desk’ counter is established at LSCs, Respective RCs organize meetings of LSC functionaries to ensure that every LSC is equipped to provide requisite information and counseling to prospective learners.

4. Resource Development and Distribution

(i) Study Materials: It is ensured that all necessary self study materials, including lecture notes and supplementary resources are readily available online.

(ii) Learning Management System (LMS): University has a robust LMS to distribute course materials and provide a platform for assignment submission and feedback.

(iii) Career Counseling: University provides career counseling services to help students align their academic pursuits with their career goals with help of Counselors/Mentors.

(iv) Surveys and Feedback Forms: DDE Regularly solicits feedback from students about the effectiveness of academic counseling services and identifies areas for improvement.

(v) Technological Support: Provide technical support for accessing online resources, using the LMS, and troubleshooting common issues.

Universities provide comprehensive academic counseling support for DDE students, addressing their unique challenges and enhancing their overall academic experience through implementing these strategies. By leveraging technology, fostering peer and faculty engagement, and ensuring access to essential resources, DDE creates a supportive and effective learning environment for distance learners.

File Description	Document
Schedules of different counseling activities	View Document
Reports on counselling sessions from RCs / LSCs / Finance division.	View Document
Report of academic Counseling sessions	View Document
Payment vouchers to be produced Learner Support Centres under each Regional Centre year wise	View Document
Monitoring reports of LSCs	View Document
Any other relevant information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 67

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

2022-23	2021-22	2020-21	2019-20	2018-19
118	118	118	118	118

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 83.53

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

Response: 71

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

2.4.3

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

Response: 20

2.4.3.1 Total teaching experience of full-time teachers (for the latest completed academic year)

Response: 1600

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

2.4.4

Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics in DDE respectively year wise over the last five years

Response: 75

2.4.4.1 Number of Fulltime teachers and other academics appointed in DDE against the sanctioned post during last five years

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

2.4.4.2 Number of sanctioned post of full time teacher and other academics available in DDE

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

File Description	Document
The DVV may seek for selected appointment order of full time teacher and other academics during DVV process	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Proof of posts in sanction	View Document
List of full time teachers and other academics authenticated by the head of the institution	View Document
Institutional data in the prescribed format (data template)	View Document
• Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.5

Learner : Academic Counsellor ratio

Response: 16.57

2.4.5.1 Number of empanelled Academic Counsellors for the latest completed academic year

Response: 1949

2.4.5.2 Number of learners during the last completed academic year

Response: 32293

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of Academic counsellor	View Document
Institutional data in the prescribed format (data template)	View Document
Further details of payment or proof of engagement of Academic Counsellor of specific LSC will be sought by DVV during clarification	View Document

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year-wise during the last five years

Response: 18

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	18	16	19

File Description	Document
Result Sheet with date of publication	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

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

Response: 0.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	10	02	04	01

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

2022-23	2021-22	2020-21	2019-20	2018-19
864	912	1058	1106	969

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

2.5.3

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

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

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

2.5.4

Formative Assessment procedures at DDE

Standard Operating Procedures employed for continuous (internal) assessment followed by the DDE

Response:

The University has adopted continuous (internal) assessment since its inception as per the provision of the examination Regulation No. 18. Detailed Standard Operating Procedures (SOP) employed in the DDE for internal assessment is described below:

(a) Assessment of the students' attainment consists of Formative Assessment (FA-30%) and End Semester Examination (ESE-70%). Formative Assessment comprises :

(i) Multiple Choice Questions (MCQ): MCQ is conducted by the teacher at the center in hybrid mode (offline/online).

(ii) Mid-Term Examination: A Mid-Term examination is held in the mid-year as per the academic calendar provided to the learners by the university well in advance at the start of the academic session.

(iii) Assignment/Project work/Practice/Extension: These are assigned to each student by the respective mentors/counselors as per the guideline of the university.

The DDE of University has adopted the Regulation No. 18 related to continuous formative assessment. The formative assessment is organized by the respective mentors/counselors at the end

of each Units of all courses in the form of quiz, assignments or field practice work. It aims to assess their learning progress, level of knowledge and skills of learners.

The quiz is done at the end of each class. Assignment is also the most important effective means of establishing two-way communication between the learner and the teacher. Assignment is a tool that measures and assesses the change in the learner's knowledge through the teaching-learning process in a given period during the teaching session.

Assignment work is compulsory for learners. The assignment paper is of 30 marks. The assignment is integral to open and distance education by which learners can self-evaluate. This is a medium by which learners can evaluate their performance. The university appoints qualified faculty for the setting of assignment papers. In the setting of assignment question papers the main emphasis is on course content. Assignment papers are made available online. A learner has to submit the assignment on or before the due date at the LMS. The assignment is a kind of preparation for learners to appear in the terminal examination.

The internal assessment is for 30 (15 marks by the mentor/counselor for assigned work done by the students in the field and 15 marks on the annual compiled report/process documents submitted by the students at the end of the year by an external examiner) marks in each paper. Evaluation of the formative assessment is being done by the respective mentors/counselors. The marks of continuous formative assessment are added to the end year examination and the final result of the candidate is prepared accordingly.

Adopting a formative assessment procedure for the Directorate of Distance Education (DDE) is an effective way to enhance the learning experience and outcomes for distance learners. Formative assessment focuses on continuous feedback and improvement during the learning process, rather than solely evaluating final outcomes. This approach not only supports academic success but also promotes student engagement and satisfaction.

File Description	Document
Policy documents on Evaluation Methodology of DDE	View Document
Any other relevant information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

All courses of different programmes are designed in such a manner so as to attain the Programme Outcomes and the students are assessed on the basis of designed outcomes. University has achieved the same by implementing the modified Learning Outcomes based Curriculum Framework (LOCF) as designed by UGC at graduate level. There are many Courses at graduate level which are not designed by UGC (Namely Rural Technology). We have also designed the LOCF for such programmes. In addition, the LOCF are aligned so as to incorporate a multi disciplinary, holistic, Indian Knowledge System and flexible approach into the curriculum as desired in NEP 2020. Such LOCF equip the students with knowledge and skill related to the subject area specific to the programme as well as the holistic learning and lifelong learning.

Programme outcomes(POs), Programme Specific Outcomes (PSOs) and Course Outcomes(COs) along with objectives for all programs offered by the Institution are stated and displayed on the website and communicated to teachers and students. The Teaching Learning processes are also modified and replaced by the innovative advanced pedagogies so as to ensure the effective learning and attainment of desired outcomes.

Program outcomes, Programme Specific Outcomes and Course Outcomes are mapped and CO-PO correlation tables are mapped for each course. The course attainment is evaluated on the basis of End Semester Examination results.

Course content focuses on areas that are relevant to the local, national and global needs, in terms of awareness generation, interest and potential for research and employability. Syllabus inculcates a synergy between spirituality and character formation which enhances human values. Almost all programmes also develop capacity for employment in students and also create capacity for self-employment. Many of our students are gainfully employed in different government and non-government organisations.

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

2.6.2

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

Response: 82.13

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

Response: 708

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the Controller of Examinations indicating the pass	View Document
Annual report of COE highlighting the pass percentage of students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.6.3

Submission of assignments - Percentage of learners submitting assignments

Response: 76.81

2.6.3.1 *Number of learners enrolled in the preceding academic year (only newly enrolled in programmes offered by DDE) have submitted assignments as per the academic calendar (Data for the latest completed academic year)*

Response: 24805

2.6.3.2 *Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled)*

Response: 32293

File Description	Document
Report of the DDE on assignment submission status of learners duly endorsed by the Head of the institution for the latest completed academic year	View Document
Institutional data in the prescribed format (data template)	View Document
Web-link to academic calendar of the Institution	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.6.4

Percentage of learners passed out term end examination

Response: 76.81

2.6.4.1 Number of learners passed out the term end examination (only newly enrolled in programmes offered by DDE in the latest completed academic year)

Response: 24805

2.6.4.2 Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled)

Response: 32293

File Description	Document
Result sheet of learners duly endorsed by the Head of the institution for the latest completed academic year	View Document
Institutional data in the prescribed format (data template)	View Document
Annual Report of the DDE highlighting pass percentage of the learners who appeared in the exam	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: 3.67

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

2.7.2

Online Learner Satisfaction Survey regarding teaching-learning process .(For Distance learners)

Response: 3.31

File Description	Document
Database of all currently enrolled Distance Learners	View Document
Any other relevant information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

University has a well defined policy for promotion of research in all areas as per the provisions laid down in the policy. The policy is aimed at creating a conducive and motivational environment of academics where faculty members and researchers are motivated and provided to use state of the art technologies/facilities in search of sustainable solutions to the challenges and requirements of society. The research policy of the university is designed so as to encourage teachers and research scholars for their involvement in Research & Development, IPR generation, national and international collaboration, networking in the new and interdisciplinary areas and joint initiations in cluster mode as per the NEP 2020.

The university has a well developed advanced research laboratories/workshops catering to the diverse needs of research of various departments and faculties that are updated and maintained from time to time.

The University recognises its role in the field of higher education and is committed to follow high quality in teaching and research activities, since both activities supplement each other. Considering the same, curriculum structure of various programmes are revised so as to incorporate and integrate research and skill components in the teaching programmes.

The research facilities are regularly updated through university funds as well as specific financial support from UGC, DST, ICAR, MP Krishi board and RUSA. It is to be mentioned that the university has invested more than Rs..... during the last five years strengthening its research infrastructure.

Research policy : For Quality research, there is a Research and Development Cell working under the Directorate of Research. This cell monitors research projects and MoU signed with National and International institutions for quality research at the different departments of the university.

1. The university encourages its teachers to undertake research work. The annual performance appraisal system encourages faculty to enhance their teaching, research and administrative skills, as well as participation in social services. Faculty members are encouraged to undergo professional development programmes, organize and participate in Conferences, Seminars and Workshops with financial support.

2. Signing MOU with other institutions to undertake collaborative work and publish the outcome.

3. Encouraging IPR activities by providing financially and technical supports

4. Teachers are propelled to participate in advanced training programmes as participants/ resource persons.

5, Organizing in-house special lectures/sessions for the benefit of faculty members.

6. Promoting consultancy activities in the expertise areas for generating revenue.

7. Providing seed money for conducting research.

Research Policy for students

Students in general and research scholars in particular are motivated to take up research activities of direct relevance to the rural areas. University focuses on rural problems and their solutions which enhance the quality of life of rural masses .

The unique feature of the policy is to promote interdisciplinary nature by adopting a flexibility in having MoU from other institutions too.

The University has sufficient and qualitative research facilities which are updated frequently. A well defined policy for research is formulated in the Ordinance no 8(1) for Doctor of Philosophy.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

3.1.2

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

Response: 22.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
17.15	8.64	14.01	38.62	32.65

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

3.1.3

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

Response: 24.71

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

Response: 21

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.4

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

Response: 91.53

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

Response: 108

3.1.4.2 Number of PhD Scholars enrolled during last five years.

Response: 118

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document

3.2 Resource Mobilization for Research

3.2.1

Research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, Endowment Research Chairs during the last five years

Response: 2751.83

3.2.1.1 Total Grants for Research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, Endowment Research Chairs during the last five years (INR in Lakhs).

Response: 2751.827

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

3.2.2

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

Response: 1.61

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

Response: 137

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

3.3 Innovation Ecosystem

3.3.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS) including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the

creation and transfer of technology/knowledge and the outcomes of the same are evident

Response:

University has created an ecosystem for innovations, Indian Knowledge System, IPR, creation and transfer of knowledge supported by dedicated centers for research. The university has established centers for Skill development & entrepreneurship, Community orientation, Incubation and "Institute Innovation Council" in association with MHRD Government of India. The primary aim of MHRD's Innovation Cell MIC is to encourage, inspire and nurture young students by supporting them to work with new ideas while they are in formative years. The University facilitates Industrial talks to promote itself as a hub of Rural Enterprise. Students are encouraged to actively involve in the application of Technology for societal needs. Necessary support is provided for Documentation, Publication of Research Papers and also for obtaining patents.

We have also provided the basic elements of Indian Knowledge System (IKS) in the curriculum and teaching learning process. For example, in the Gurukul tradition of the education system, the utmost focus of education was learning while doing/earning while learning. In this context, the university has evolved such a teaching-learning ecosystem in which emphasis is given to experiential learning. Awareness meets, workshops, seminars and guest lectures on Entrepreneurship are organized. Students are provided opportunities to directly interact with outstanding entrepreneurs excelling in their field.

In order to sensitize the students on IKS, a compulsory component on Bharat Bodh, Vandematram, Shramasadhana, Prarthana Sabha, Seva (during Covid 19 specially), Chitrakoot Gaurav divas, Tiranga Yatra, Gram Darshan, Blood donation has been included in the regular practice. This is to inculcate deep rooted Indian values and culture among the students.

Research and Development (R&D) Cell: The Directorate of Research coordinates the research among faculty and students. The university has signed into many MoUs with reputed industries and academic institutions to partner in research projects.

IPR Cell

The university has constituted an IPR cell so as to protect the original creativity of the learners and provide the platform for the transfer of knowledge. The IPR cell conducts workshops for faculty and students and provides technical support for submitting patents and responding to the queries before the patents are granted. This exercise has benefitted and more than twenty patents are awarded. The IPR Cell shares and discusses the latest development and applications with practical exposure & assists the faculty members, students and research scholars for the patent filing process. The objectives of IPR cell is

1. To provide awareness on IPRs protection, information, orientation and facilities to faculty & students
2. To get necessary clearances from competent authorities while filling patents and other IPRs like copyrights registration and design registration, etc. through IPR Cell.
3. To organize various IPR awareness programmes in collaborating with Research and

Development Cell

The above activities have created a vibrant ecosystem for innovations, IKS, IPR, Incubation center and other initiatives which resulted more than research papers, books, chapters and more than twenty patents.

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

3.3.2

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

Response: 76

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

Response: 76

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
e- Copies of award letters issued by the awarding agency	View Document

3.4 Research Publications and Awards

3.4.1

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

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

Response: A. All of the above

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

3.4.2

Number of Patents awarded during the last five years..

Response: 10

3.4.2.1 *Total number of Patents awarded during the last five years..*

Response: 10

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	View Document
Institutional data in the prescribed format (data template)	View Document
e-copies of letter of patent grant.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3

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

Response: 8.19

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

Response: 508

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

Response: 62

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
PhD Award letters to PhD students.	View Document
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.4

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

Response: 4

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

Response: 340

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

3.4.5

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

Response: 4.21

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

Response: 358

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of chapter/book with the links redirecting to the source website.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4.6

E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Undergraduate)
3. For SWAYAM
4. For other MOOCs platforms
5. Any other Government Initiatives
6. For Institutional LMS

Response: C. Any 2 of the above

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

3.4.7

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

Data to be provided for the last five years:

- ***Title of the paper***
- ***Name of the author***
- ***Title of the journal***
- ***Year of publication***
- ***Citation Index***

Response: 7.4

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

3.4.8

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

h-index of the institution based on publications made in Scopus Web of Science during the last five years

Data for the last five years will be considered

- ***Title of the paper***
- ***Name of the author***
- ***Title of the journal***
- ***Year of publication***
- ***H index***

Response: 11.5

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

3.5 Consultancy

3.5.1

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

Response: 334.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.272	0.410	0.490	0.0	332.580

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

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years

(Showcase at least four case studies to the peer team)

Response:

The university has been undertaking extension activities in the adopted villages since its inception. University is involved in the planning and implementation of development and welfare programmes in neighboring villages.

Unnat Bharat Abhiyan-The university has partnered with Unnat Bharat Abhiyan, IIT Delhi to work in 5 adopted villages. Household and village survey was completed and data feeding was done in UBA software. The university organized farmers training for 34 farmers and distribution of high yielding variety seeds to 41 farmers, Training and demonstration on kitchen gardening for 20 women farmers, 2 health camps, awareness rallies, rural sports competitions for 176 children in adopted villages from year 2018 to 2022.

Sickle Cell Anemia

At the initiative of the Chancellor, the university organized awareness building, counseling and testing in collaboration with the Health Department of State in all the 6 villages, Disstt. Satna in which 136 villagers were screened and none found positive. Another 10 villages of Sohagpur tribal

block in Shahdol district were covered with the collaboration of District Hospital. Total 800 patients were screened in which 49 patients were found positive. The university follows up for the wellbeing of patients regularly.

Health camps

University's Ayurved unit regularly organizes monthly health camps in all the neighboring villages with the cooperation of the district health department Satna, Deendayal Research Institute Chitrakoot and Jankikund Chikitsalaya Chitrakoot. Total 27 health camps were organized in which more than a thousand patients were treated. Seriously ill patients are referred to the district hospital Satna.

Assistance to school for qualitative education

The university assists nearby schools in scientific teaching, organizing awareness generation programmes on different social issues, sports, cultural programmes, quizzes and debates. University students work with close co-operation of district administration in the implementation of different programmes in neighbouring villages. These schools provide experiential learning to the students. The students of Teacher Education programme are deeply immersed into these activities which also provides them an opportunity to learn the art of School management and schools are benefitted in terms of quality education without additional resources.

Cooperation with farmers

The university regularly organizes development programmes in the neighbouring villages with a mandate of doubling farmer's income. The university had organized farmer's training on different aspects of agriculture. The university's mobile Soil Testing Lab unit facilitates on-spot soil testing of soil for farmers. Farmers across the state visit university's farm under exposure visit. The Farmer's Training Centre of the university imparts training to the farmers who visit university farms under exposure visit.

The university has been working with government agencies, voluntary organizations and corporates in the planning and implementation of development and welfare programmes in the neighbouring villages. Implementation of these programmes provides in-hand training and exposure to students of different programmes.

The university regularly organizes programmes like Sampoorna Swachchhata, Vaccination, Sports, Education, Agriculture, Social Welfare, etc. as mandated by governments. These programmes have developed sensitisation among students on social issues and holistic development making them better citizens imbibing the values as enshrined in the Constitution.

File Description	Document
Upload any additional information	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Provide the link for additional information	View Document

3.6.2

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

Response: 127

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	35	37	20	17

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

3.7 Collaboration

3.7.1

Number of functional MoUs/linkage 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: 40

3.7.1.1 Number of functional MoUs 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 year

Response: 40

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

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

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

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

Response:

University has adequate and modern facilities for teaching-learning and research. The University has created sufficient physical infrastructure through proper planning and financial support from UGC/ State assistance grants. Departments are equipped with well-furnished classrooms, computers with internet and Wi-Fi facilities that provide the most conducive environment for dynamic and focused discussions and learning. Smart classes have been introduced in every department of the university. The departments of the university have seminar/meeting halls which are used for multiple activities such as seminars, workshops, Group discussions, interactive sessions and conferences. University Central Library and Computer Centre provide diverse learning resources to students and researchers.

Internet connectivity under INFLIBNET services is made available and Departments are well connected with the main server of the central library for INFLIBNET services. For this purpose, an optical fiber based intranet is actively working in the campus. The whole campus has been provided with Wi-Fi facility and the entire campus under surveillance through CCTV cameras. University has separate hostel facilities for boys and girls with a motto 'A Home away from Home'.

University facilitated with different technology-enabled learning spaces, seminar halls, smart class rooms for teaching, learning and research, etc. The University has 68 classrooms that are well-ventilated, well-furnished & all classrooms have ICT-enabled facilities. Each faculty has its own seminar rooms with ICT enabled facilities. In all twenty smart classrooms, laboratory, computers, twenty LCD Projector & seven LED screens are present. The university has implemented a Learner Management System (LMS) to facilitate the students. The University has an exclusive Digital Zoology Lab, Statistical Lab, Language Lab, Business lab, Mobile van for Soil Testing etc. so that students can improve their knowledge and skill.

University has adequate facilities for cultural and sports activities, The University gives due prominence to holistic development of students beyond the classroom through co-curricular, extra-curricular and field based activities. Excellent sports infrastructure facilities are available which is mentioned below;

University has Vivekanand Sabhagar and lush green Nanaji Upvan (Open Ground) used for Yoga, and Meditation. The university organizes International Yoga Day for the whole Chitrakoot on 21st June.

University has quality indoor and outdoor facilities for games. The university has separate grounds for a cricket ground, Basketball court, Kabadi, Hockey, Football, Kho-Kho, Badminton, Volleyball and other games.

The students have gymnasium facilities with necessary fitness equipment separately for boys and girls such as treadmill, exercise bike, and dumbbells are available.

The University auditorium with seating capacity of 200 people is well designed and equipped with a sound system and LCD projector. A high resolution ceiling mounted camera is installed in the auditorium. Academic and cultural events such as seminars, workshops, extra curricular activities and literacy competitions etc. are frequently organized in this auditorium. University has Vivekanand Sabhagar (Open auditorium) with a stage and sound system with a capacity of 2000 people. It is utilized extensively for large gatherings such as Cultural events, Yoga, Convocation and Prarthana sabha, Seminars, Workshops, Gramoday mela, Academic exhibition and other cultural programmes.

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

4.1.2

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

Response: 45.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
169.96	671.98	103.67	425.53	133.74

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

4.1.3

Expenditure incurred for infrastructure augmentation and maintenance of DDE

Response: 56.9

4.1.3.1 Expenditure incurred for infrastructure augmentation of DDE against total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
231	511	348	480	305

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation of DDE 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 subscription to e-resources and journals are made. The library is optimally used by the

faculty and students

Response:

Library is automated using Integrated Library Management System (ILMS), adequate subscription to e-Resources and journals are made under consortia and has 58011 text books, 6002 Reference Books and 60 Journals. Besides this, the library has uploaded 149 Thesis in ShodhGanga. Our students can use our library database from South Asia Commons in 1490 publishers and 289831 publications for 80 topics. We have J-gate and students can access 262 journals, 256252 references, 2367771 press clips under consortia. The library is used by approximately more than hundred faculty, research scholars and students per day.

The Central Library of the University acts as a centralized information resources and allied facilities. Library is well equipped and furnished, along with best intellectual resources to fulfill the needs of end users. The prime objective of the Library and Information Resources Centre is to offer quality library services and facilities for the Intellectual Community of Vishwavidyalaya, Chitrakoot. The library also supports and caters off-campus academic institutions of the University. It ensures web based (OPAC and E- Granthalaya) off-campus, 24x7. Students have access to many online resources and materials like OPAC, e-resources available in INFLIBNET, Shodhganga, Shodhsindhu, ShodhShuddhi, Shodhgangotri, JGate Plus (JCCC), Economic & Political Weekly, ISID Database, NDL e-resources (World eBook Library & South Asia Archive (SAA)) etc.

Each Department/Faculty of this university has its own library in addition to the Central Library. The departmental libraries have specific subject related materials including text/reference books and journals. These Faculty Libraries are fully furnished and accountable for various operations concerning books and journals i.e. circulation, acquisition, and referencing. Jigyasha's circulation section has created an objective system to circulate books and journals to faculty members, research scholars, vishwavidyalaya staff, officers and other registered members. In the reference section, reprographic facilities are offered with congenial seating environment, air conditioning and availability of pure & safe drinking water to more than hundred users at a time

The library subscribes to more than fifteen local/ national newspapers. Library has ample collections of academic resources in soft form as well i.e. Audio/Videotapes, CDs/DVD on multidisciplinary subjects.

Advanced Facilities available in the Library

1. Resources are also available in Braille script in the library for visually handicapped students.
2. Object Oriented Services are being offered, following attributes are considered for library services.
3. Reading Facilities available through Remote Access.
4. Facilities of Plagiarism Checking through Drill Bit.

5. New Arrivals of Books Bibliographical Service Internet and allied Services Library Resource Sharing Services

6. The Library has SOUL Version:3.0 and e-Granthalaya cluster10 Library Management Software.

File Description	Document
Upload any additional information	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Provide the Paste link for additional information	View Document

4.2.2

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

Response: 11.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
36.54	61.99	116.86	13.75	151.38

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority(relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure

4.3.1

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

Response:

The ICT Cell at Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya has been a driving force in revolutionizing the university's technological landscape over the past five years. This encapsulates the transformative journey of the LAN network and other ICT facilities, showcasing their evolution and profound impact on both academic and administrative dimensions. The ICT Cell is the technological backbone of the university, spearheading the infusion of advanced information and communication technologies into daily operations. Its pivotal role lies in enhancing efficiency, fostering innovation and ensuring a seamless academic experience.

2. Infrastructure Development

In the realm of infrastructure, substantial progress has been made in reinforcing the LAN network and ICT facilities. The network capacity has significantly expanded, providing robust connectivity across the campus over the last five years. Strategic investments in state-of-the-art equipment and technology upgrades have aligned the ICT infrastructure with industry standards.

3. Technological Integration

The integration of technology into academic and administrative processes has been a central focus. E-learning platforms, online admission systems, and administrative software have become integral components, streamlining processes and enriching the learning experience for students and faculty.

4. Accessibility and Inclusivity

The commitment to accessibility and inclusivity is evident in the design of the ICT infrastructure. Tailored solutions are provided for differently-abled individuals, ensuring their full engagement with the technological ecosystem. This commitment aligns with the broader goal of creating an inclusive academic environment.

5. Present scenario

University is well equipped with IT facilities. There is a server room in the administrative building for which a dedicated leased line of 50 Mbps bandwidth was hired in 2019. The faculty buildings are connected from the server room through a fiber cable network of 7946 m which terminates 19 racks installed in faculties and departments. Various laboratories, smart classrooms and academic areas are connected by approximately 9070 m long CAT 6 cable network. To facilitate students 40 wireless access points are installed. The smart class rooms are also equipped with Interactive panel Globus i65-V3 along with micro PC (optiplex 3070) and video conferencing camera VC6-PUV 12B. The faculties are also having 10 broadband connections of 40-50 Mbps bandwidth.

6. Challenges and Solutions

The ICT Cell has faced challenges, from infrastructure scaling issues to adapting emerging technologies. Timely interventions, proactive problem-solving, and a commitment to continuous improvement have been instrumental in successfully navigating these obstacles.

7. Future Roadmap

Looking ahead, the ICT Cell envisions a future marked by continuous innovation and technological excellence. Plans include further infrastructure upgrades, exploration of emerging technologies, and a focus on sustainability in technology implementation. The roadmap reflects a commitment to staying ahead of the curve and providing a technologically enriched environment for all stakeholders.

In short, the ICT Cell stands as a cornerstone in the university's pursuit of excellence. The strides made in LAN network development and ICT infrastructure, coupled with a commitment to inclusivity and collaboration, position the university as a dynamic and technologically advanced institution.

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

4.3.2

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

Response: 4.01

4.3.2.1 Number of computers available for student use

Response: 556

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

4.3.3

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

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

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.4

The rooms of the DDE are IT enabled: Percentage of the rooms and seminar halls of the DDE with ICT enabled facilities

Response: 100

4.3.4.1 *Number of rooms and seminar halls of the DDE (cumulative) with ICT enabled facilities (data as on date)*

Response: 10

4.3.4.2 *Total number of rooms and seminar halls of the DDE (cumulative) (data as on date)*

Response: 10

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the DDE.	View Document
Geotagged photos of the rooms and seminar halls of DDE with ICT facility	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 38.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
152.54	319.90	238.69	301.73	263.08

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

Other Upload Files

1	View Document
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4.4.2

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

Response:

To ensure the procurement, maintenance, upgradation and proper utilization of physical, academic and support facilities as outlined in the Maintenance Policy, the University takes administrative and financial decisions on matters referred to it by the University at the Faculty or Directorate level.

1. There is a provision for cleaning and drainage of rain water on the roof of the university buildings before the rainy season and for annual repair of cracks, dampness etc. on the upper surface of the roof.
2. To ensure a water supply system on the roofs of the university buildings, there is a system for checking and repairing leakage, seepage, cleanliness etc. of the tanks kept at regular intervals.
3. To ensure water supply system in the university campus, the underground pipelines laid and other related works as well as leakages and seepage in toilet flush systems, commodes, wash basins etc. and other related works should be checked and repaired at regular intervals. There are arrangements to go.
4. There is a provision for inspection and cleaning of septic tanks, soak pits, drainage, drains etc.
5. There is a provision to get the equipment related to electrification in the university campus checked and repaired from time to time as per requirement.

6. Maintenance of ICT Facilities:

The general maintenance of the ICT facilities will be monitored and performed by a team of technical staff which may also include faculty members if need be, as notified by the University. The domain of this maintenance work covers LAN connected computers, servers and campus Wi-Fi, LAN network, computational facilities in the library, offices and within the departments, all ICT infrastructures on the campus including optical fibers, different layers of networking, smart classrooms, and semi smart classrooms, workstations, PCs, laptops, printers, UPS and associated accessories. The annual maintenance also includes the required software installation, antivirus and up gradation. To minimize e-waste, electronic gadgets like projectors, computers, printers, photocopiers will be serviced and reused effectively.

The procedure for such repairing and maintenance will be done as per the following standard procedure.

- (i). Raising the demand for repairing and maintenance by In charge of such cell as notified by the University.
- (ii). Submission of tentative budget in prescribed format as notified by the University by the In-

charge of the concerned cell.

(iii). Discussion on the budget allocation and final Allocation of required budgetary support by the University after due approval by the competent authorities or statutory bodies as the case may be- Notification in this regard be issued before each academic session as far as possible.

7. There is a provision to get the maintenance of coated roads connecting all the buildings located on the university campus done regularly at an interval of four years as per the maintenance manual of the PWD. To maintain a smooth traffic system in the university, the cleanliness of signboards, caisson boards, streetlights, footpaths on both sides of the road is monitored at regular intervals and accordingly, arrangements are made to ensure repair and maintenance work as per the need.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 60.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
1511	2121	1660	1529	1434

File Description

Institutional data in the prescribed format (data template)

Document

[View Document](#)

5.1.2

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

Response:

Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya has consistently emphasised the importance of career progression for its students, implementing a variety of initiatives aimed at enhancing their employability and academic advancement. The university has undertaken numerous efforts to provide comprehensive career counselling and guidance for competitive examinations, addressing the needs of a diverse section of the students and ensuring they are well-prepared for future challenges.

Training and Placement Cell

A dedicated Training & Placement Cell has been established on campus. This cell serves as the central hub for career-related activities, ensuring that students receive continuous support and guidance throughout their academic journey. The cell maintains detailed profiles of students across all programs, which helps in providing personalised career advice and suitable opportunities for each student. Special sessions are also organised to address individual student

needs, providing tailored advice and strategies to improve their competencies.

Linkage with Industries

The University promotes academia industry linkage to align its curriculum with industry requirements. The curriculum for various programs is designed in consultation with industry personnel. Regular interactions with the industry personnel provide valuable insights into current industry trends and expectations, helping students to better prepare for the job market.

Special Coaching Programs for Downtrodden Classes

The University has initiated specific coaching programs aimed to assist the students of underprivileged backgrounds in preparing for competitive examinations. Special preference is given to students from SC, ST and OBC. These programmes include comprehensive career counselling and e-counselling sessions, providing students with the resources and guidance needed to succeed.

Soft Skill Development Workshops

The University regularly organizes workshops and classes on essential skills such as communication, leadership and teamwork for holistic personality development. External experts are invited in addition to our own faculty to conduct these sessions, ensuring that students receive high-quality training that complements their academic knowledge. These workshops are crucial in building the soft skills necessary for professional success.

Guidance for Competitive Examinations and Higher Education

The University has successfully guided its students in preparing for various national and state-level competitive examinations. These include NET, SLET, TET, UPSC, Banking Services exams. The University provides structured coaching, study materials, and regular mock tests to help students excel in these examinations. Besides this, the University has also guided numerous students in securing placements in prestigious R&D organizations, as well as higher education institutions by organising special counselling sessions covering a range of topics, from selecting appropriate programs and institutions to application processes and scholarship opportunities.

Internship and Placement in last Semesters

Maximum programs of university have internship and placement for 45 days in the last semester of the programme. Training and placement cell consult with various industries, Govt. Institutions, NGOs and Corporate sectors to provide opportunities to students for working in their honourable Institutions. Maximum students are absorbed before completing their Internship and Placement duration.

Outcome and Impact

The combined efforts of Training & Placement Cell, Personalised Counselling and various coaching programs have yielded impressive results. Over the past five years hundreds of students have benefited from these initiatives, securing career opportunities and excelling in competitive

examinations. The University's proactive approach has not only enhanced the employability of its students but also empowered them to pursue higher education and research opportunities.

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

5.1.3

Following Capacity development and skills enhancement initiatives are undertaken by the institution for:

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)*
4. *Awareness of trends in technology*

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	View Document
• Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	View Document
• Report with photographs on Language & communication skills enhancement programs	View Document
• Report with photographs on ICT/computing skills enhancement programs	View Document
• Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Institutional data in the prescribed format (data template)	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.5

Pre-admission Counselling Services, Online Admission and Related Activities at DDE

Response:

In the system of distance education, pre-admission counselling plays a pivotal role and provides the necessary connection between the institute and isolated learners. The University center for distance learning of university, makes sincere efforts to provide pre admission counselling to its expected distant learners. In the technologically enabled era such counselling is conducted through the use of various media. Pre-Admission counselling includes telecast of programmes, enlightening the general public about the nature of distance education through print media, university website and other social media. Awareness about distance education programmes is also displayed on the university Facebook Page. Our distinguished alumni also spread the word. The WhatsApp groups

provide yet another platform to disseminate information regarding admission in addition to responding to admission related queries.

Distance Education Centre educates the potential learners through different media. Every programme highlights the distinguishing features of its syllabi and also creates awareness about their future prospects.

The Open and Distance Learning (ODL) system of education is a comparatively unfamiliar system of education for those who have studied in the conventional system. Typical learners like tribal, people situated in the remote area learners, housewives, and dropouts are the beneficiary of OD require information about the system and pre-admission counselling as well as post-admission support. Generally in response to these requirements, the MGCGV has put in place a formal and Strong Operational System for pre-admission counselling and induction of newly enrolled learners.

File Description	Document
Preadmission counselling services provided by the institution both on-line and off line	View Document
Any other relevant document	View Document

5.1.6

Dispatch of Study Material to Learners by DDE

Strategy followed by DDE for dispatch of study material to learners

Response:

Printed material is a crucial component in the learning package. At the Distance Education Centre (DEC), there is a dedicated mailing section headed by Assistant Registrar that oversees the dispatch of study materials to students. An SLM Dispatch Committee, composed of DEC faculty members, is constituted annually to supervise the timely dispatch of study materials.

Students indicate on their admission forms whether they prefer to receive study materials by post or collect them in person. Accordingly, materials are provided: students who choose a personal collection receive their materials when they visit the University, while those opting for postal delivery receive their materials at their addresses. If the complete study material is not ready, it is dispatched in phases, and students are informed through email about the dispatch status. It is ensured that students receive their materials on time.

Additionally, study materials are uploaded on the website and the Learning Management System (LMS) for easy and timely access. The University uses a color-coding system for easy identification of materials based on program level, discipline, and course nature. This system helps staff arrange study materials and prepare packets for dispatch efficiently. Coordinators/ mentors assist in

distributing the materials to learners at the center.

File Description	Document
Material dispatch related activities at DDE	View Document
Any other relevant information	View Document

5.1.7

Attending to learners' queries in DDE

Modes/approaches employed by the DDE to attend to learners' queries include:

- 1. Automated interactive voice response system*
- 2. Call centre*
- 3. Online Help Desk/ teleconferencing/ Web-Conferencing*
- 4. Social media*
- 5. App based support*
- 6. Chat Box*
- 7. E-mail Support*
- 8. Learner Services Centre/ Inquiry Counter*
- 9. Postal communication*
- 10. Details of Student Grievance Redressal Cell (SGRC)*

Response: D. Any 1-3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Geotagged photos of Learner Services Centre/ Inquiry Counter in DDE and LSC	View Document
Details of letter box of postal communication details provided in the institutional website	View Document
Details of DDE's support system in social media	View Document
Details of Call centre of DDE hosted in the institutional website	View Document
Details of app for support, if any	View Document
Detail of Student Grievance Redressal Cell hosted in institutional website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Links to teleconferencing/web conferencing facility including automated voice response system	View Document
Links of contact emails for support hosted in institutional website	View Document
Links of (active) chat box hosted in the institutional website	View Document

Other Upload Files

1

[View Document](#)

5.1.8

Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances.

Percentage of grievances received at HQ and redressed during the last five years..

Response: 0

5.1.8.1 Number of grievances received at HQ that are redressed year wise during the last five years

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

5.1.8.2 Number of grievances received at HQ year wise during the last five years

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

File Description	Document
Report of internal grievance redressal system submitted to concerned committee	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years..

Response: 71.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
419	390	400	475	416

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

5.2.2

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

Response: 71.1

5.2.2.1 Number of outgoing students progressing to higher education..

2022-23	2021-22	2020-21	2019-20	2018-19
345	370	455	445	395

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

5.2.3

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

Response: 2.54

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

Response: 125

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	0	0	3

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

5.3.2

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

Response:

An active student council is a vital component of a thriving university environment. It serves as the voice of the student body, advocating for their needs and concerns, and playing a crucial role in shaping the academic and social atmosphere of the institution. In our university, the student council is not only active but also deeply integrated into the academic and administrative fabric, ensuring comprehensive representation and participation in various decision-making processes.

Role and Structure of the Student Council

The student council of the university is a democratically elected body, representing the diverse student population. The council is structured to include representatives from all academic departments, ensuring that every discipline has a voice. Elected Class Representatives of all the programmes and various committee heads responsible for different aspects of student life, such as academic affairs, extracurricular activities, welfare and community service comprise the Students' Council.

Activities and Initiatives

The student council is actively involved in organizing a wide range of activities and initiatives aimed at enhancing the student experience. These include academic seminars, workshops, cultural festivals, sports events, and community service projects.

Representation in Academic Bodies

Students play a significant role in the academic governance of the university through the Credit Sub System Committee(CSSC). Their participation ensures that student perspectives are considered in key academic decisions like designing and implementation of academic calendar, examination, teaching learning strategy for slow and advanced learners. During Covid-19 pandemic the students' activities/ suggestions were obtained online and they were very supportive in implementing hybrid mode education.

Role in Administrative Reforms

The student council works closely with the university administration to address issues related to student welfare, such as housing, health services, and campus security. Students who are talented and have innovative ideas and leadership qualities, act as student volunteers in all the university level events such as the University Foundation Day, Convocation, Youth festival, sports and cultural events. Student's representative- Student's representative is a member of Students Grievances Redressal Committee(SGRC) that is constituted for redressal of Students' Problems.

Impact and Benefits

The active presence of a student council and their representation in academic and administrative bodies have numerous benefits. Firstly, it empowers students by giving them a platform to voice their opinions and influence decisions that affect their lives. This involvement fosters a sense of ownership and responsibility towards the university. Secondly, it enhances communication between the student body and the administration, leading to more informed and effective decision-making. Thirdly, it promotes a collaborative and inclusive campus culture, where diverse viewpoints are respected and considered.

The presence of an active student council and the representation of students in academic and administrative bodies are integral to the governance of the university. It ensures that the student voice is heard and considered in decision-making processes, thereby enhancing the overall quality of education and campus life. By continuing to support and empower the student council, the university reaffirms its commitment to creating a vibrant, inclusive and dynamic academic community.

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

5.3.3

The institution conducts /organizes following activities

1. *Sports competitions/events*
2. *Cultural competitions/events*
3. *Technical fest/academic fests*
4. *Any other events through active clubs and forums*

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 56.83

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

Response: 56.834

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

5.4.2

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

Response:

Alumni play a crucial role in the development and growth of universities, providing a wide range of support that can significantly enhance the University's academic and other support system. Alumni Association of Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya (AAMGCGV), constituted in 2008 and registered in 2014 and re-registered in 2024. This platform has the potential to not only connect with its illustrious alumni from all domains of intellectual enquiry, but also act as the spokesman of the alumni. The University Alumni Association has its own Saving Bank account No. 50296450120 in the Indian Bank branch university campus. The aims and objectives of the alumni association are as follows:

Aims and objectives of Alumni Association:

- 1. Networking amongst alumni as well as with the present students**
- 2. Collating feedback on processes and procedures of the University**
- 3. Seeking voluntary support for improving teaching-learning processes and infrastructure**

Contributions

The University has vibrant alumni groups at departmental, Faculty and University levels. The contribution of the alumni are as follows;

- 1. Academic Contributions: Guest Lectures and Workshops: Alumni working in various industries have delivered guest lectures, providing current students with real-world insights and updates on industry trends. Workshops led by alumni have focused on developing specific skills, such as technical expertise, soft skills and career planning.**

2. Mentorship Programs: Alumni have mentored current students, offering guidance on academic projects, career choices, and personal development.

3. Curriculum Development: Alumni contributed to the board of studies to help update and refine the curriculum.

4. Financial Support- Alumni donations have been used for Infrastructure Development and Technology Upgradation

5. Career Support

(i) Internship and Job Opportunities: Alumni help in internship and job opportunities for current students within their companies or networks.

(ii) Professional Networking: Establishing and participating in alumni networks that facilitate professional connections, mentorship, and collaboration among members. Organise networking events, such as meetups, conferences, and webinars, where students and alumni can interact.

Engagement in University Life

University organises a combined alumni meet of all the ex-students of the University on the occasion of the Gramodaya Mahotsav (Annual Function) organised during 8-12 February in each year. Recently the alumni meet of the university was held on 11 February 2023. Alumni participated in university functions, such as convocation ceremonies, cultural festivals and sports events.

The alumni of the university's active contribution is noteworthy in the form of academic, mentoring, curriculum development, financial support and professional networking. During the internship they support and in mentoring the students of the university in their industries/Institution/Companies. They have also supported students during the field work in the form of providing accommodation and other facilities needed for field work. The university alumni provide job opportunities in their own Institutes and mentor the other employability opportunities to the students. University feels proud of our Alumni.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The Institutional governance and leadership are in accordance with Vision and mission of the institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, de-centralization, participation in the institutional governance and in their Short term and Long term institutional perspective plan.

Response:

The governance and leadership of the University are deeply aligned with our vision and mission, ensuring that every aspect of our operations reflects these core values. This alignment is evident in various institutional practices such as the implementation of the NEP, sustained institutional growth, decentralization, active participation in governance, and the development of both short-term and long-term perspective plans.

Vision: The vision of the university is embedded in the emblem of the University. The motto of the University is that the village is the universe in miniature . It also focuses on problem solving, action research and transferring the viable technologies to answer problems confronted by the rural majority.

Mission: The mission of the University is to develop human resources for promoting activities related to socio-economic development of rural communities and to improve quality of life of deprived masses through purposeful education in multidimensional field practices as well as to provide quality education, promote cutting-edge research, and contribute to societal development through sustainable practices and collaborative efforts.

Key Institutional Practices:

1. NEP Implementation-

Create a detailed action plan for NEP implementation with specific milestones and timelines. Updating curricula to align with NEP guidelines, emphasizing interdisciplinary learning, and incorporating vocational education. Adopting new teaching methodologies such as experiential learning, digital education, and competency-based assessments. Allocate resources strategically to support areas of growth such as infrastructure, research and student services.

2. Sustained Institutional Growth

(i) Infrastructure Development: Expanding and upgrading campus facilities to support growing students and needs.

(ii) Research and Innovation: Investing in research infrastructure, promoting collaborative research projects, and establishing innovation hubs.

(iii) Student Support Services- Enhancing student services such as counseling, career guidance and academic support to ensure holistic development.

3. Decentralization-Empowering academic departments with autonomy in decision-making related to curriculum design, research projects and resource allocation. Implementing a decentralized administrative structure to promote efficiency and responsiveness in operations.

4. Participation in Institutional Governance- Encouraging active participation from students, faculty, staff, alumni and industry partners in governance processes. Ensuring transparency in governance through regular communication, meetings.

5. Short-term and Long-term Institutional Perspective Plans- Conducting annual reviews of progress towards strategic goals and adjusting plans as necessary to address emerging challenges and opportunities. Integrating sustainability into long-term planning to ensure that institutional growth is environmentally, socially and economically sustainable.

SWOT Analysis- Conduct regular SWOT analysis for strategic planning of the university.

The effective deployment of the institutional perspective plan and the efficient functioning of university bodies are critical to achieving our strategic goals. By aligning our operations with the vision and mission, implementing robust policies and procedures, maintaining an efficient administrative set-up, and ensuring transparent and fair appointment and service rules, we can ensure sustained growth and development.

This alignment is evident in our commitment to implementing NEP, fostering sustained growth, promoting decentralization, encouraging active participation in governance, and developing comprehensive short-term and long-term perspective plans.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the Institutional bodies are effective and efficient as visible from policies, administrative set-up, appointment, service rules, procedures etc.

Response:

Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot perspective plan outlines the strategic vision and roadmap for university growth and development. Effective deployment of this plan is critical to achieving our objectives. The functioning of institutional bodies, guided by well-defined policies, administrative set-up, appointment processes, service rules and procedures ensures that our operations are both effective and efficient.

University always adopted a bottom-up approach with a strategic direction given from the top management members. To accomplish the desired goal of the University, the Internal Quality Assurance Cell and various committees work on execution of the prospective plan. Meetings of the various concerned committees and open discussion is finally approved by the Board of Management of the University.

Strategic Plan

- **Planned to introduce job oriented courses like B.Voc., M.Voc., B.Sc.(Ag), M.Sc.(Ag), MBA and B.Tech courses those having the job potentials.**
- **Offering Industry certificate courses for students coming years.**
- **Introduce skill development and value oriented courses by signing MOU with corporates**

Prospective Plans of the Institute

- **Encouraging Faculty Members to involve more in publishing the research articles.**
- **Encouraging the faculty to submit proposals for research grants from UGC.**
- **Planning to Introduce ERP in Administration and Students Admission process**
- **Upgrade the professional standard of non-teaching staff through training in office automation.**
- **Encouraging faculty to enroll for Ph. D and other research related activities**
- **Up-gradation of the Research center of the University.**
- **Introduce job oriented vocational/skill programmes and new courses in emerging areas.**
- **Organize national and international seminars on regular basis for boosting the academic outlook of faculty and students in various aspects**

The effective deployment of the institutional perspective plan and the efficient functioning of institutional bodies are critical to achieving our strategic goals and efforts contribute to creating a dynamic, responsive and high-performing institution that meets the needs of all its stakeholders.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution Implements e-governance in its operations

e-governance is implemented covering the following areas of operations:

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI.	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Institutional data in the prescribed format (data template)	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

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 University has a performance appraisal system for the teaching and employees. Promotional avenues and effective welfare measures for staff of University which is provisioned through Performance Based Appraisal System for the faculty members as per the regulations of UGC, while for non-teaching staff the appraisal system is based on the rules laid by Madhya Pradesh Government. There is regular promotion of the teaching fraternity, based on the Career Advancement Scheme.

There are several welfare schemes for teachers, like teacher welfare fund, Group Insurance Scheme, easy withdrawal facility from their Provident Fund and facility of loan. The university employees are provided with residential accommodation and a Health Care Centre.

During the pandemic, the Health Centre provided free medicines to the University community & nearby villages.

There was also a provision of fee-waiver for University employees and those students who had lost their guardian/parent during the pandemic. The University has Banking Services, Post Office and Cafeteria & Guest House within Campus. The University has crèche facilities for the convenience of employees.

At the end of the academic year, the faculty members have to fill in the details of their academic achievement, administrative, R&D and Consultancy activities for increment and promotion. Appraisal form covers various aspects of teaching, mentoring, feedback, performance of students in that course, publications, organizing and attending FDPs etc., and focus on all-round development of faculty members in light of Outcome Based Education and in the interest of stakeholders.

Financial assistance

University also provides financial support for-

- Higher qualification and Quality Improvement Programme (QIP).
- Publishing Research papers in national and international journals.
- Memberships in professional associations.
- Technical Training Programmes for Technical and Non-Teaching Staff members.

Skill development programs

Soft-Skills and Computer Knowledge on MS Office Tools are organized both for Teaching and Non-teaching staff for better documentation and filing. Senior Faculty Members train the Technical Staff in labs periodically for better maintenance of equipment.

The following are some of the schemes / benefits offered by the University for teaching and non-teaching staff .

- Casual Leaves (LS), SCL, Medical Leave and Examination Leave as per their eligibility.
- Maternity/Paternity Leaves to the female employees
- Study leave
- Leave encashment
- Special disability leave
- Health Awareness camps within campus and Free Medical Check-ups.
- Sports and Cultural activities to staff at the time of annual day celebrations
- Fee concession to children of staff members who are studying in university.
- Canteen facility for students and staff.
- Gym facilities
- ATM facility

Thus, the University opts a very refined system of appraisal for teaching and non-teaching staff along with welfare schemes.

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

6.3.2

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

Response: 68.03

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
53	41	57	62	53

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

6.3.3

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

Response: 56.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	49	43	44	57

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
E-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) Note: FDP less than 5 days will not be considered	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

University strategies for mobilization of funds and the optimal utilization of resources. The process involves various committees of the institute as well as the Department Heads and Accounts office. University has designed some specific rules for the fund usage and resource utilization.

Mobilization of Funds, the student Tuition fee is the major source of income for the institute.

- **Govt. of Madhya Pradesh provides one time grant to University.**
- **Various government and non-government agencies sponsor events like seminars and workshops.**
- **Alumni contribute to the University by raising funds to purchase items like water coolers, wall clocks, etc.**
- **Sponsorships are sought from individuals and corporations for cultural events and fests.**

Utilization of Funds

- **A finance committee has been constituted to monitor the optimum utilization of funds for various recurring and non-recurring expenses**
- **The purchase committee seeks quotations from GEM portal vendors and for the purchase of equipment, computers, books, etc.**
- **The quotations are scrutinized by the finance and purchase committee before a final decision is made based on parameters like pricing, quality, terms of service, etc.**
- **The Vice-chancellor, Registrar, finance comptroller and purchase committees ensure that the expenditure lies within the allotted budget. The intervention of the management is sought in case the expenditure exceeds the budget.**

Resource Mobilization Policy and Procedure

- **Before the financial year begins, the Comptroller and Heads of Departments prepare the University budget.**
- **The University budget includes recurring expenses such as salary, electricity and internet charges, stationary & other maintenance costs.**
- **It includes planned expenses such as lab equipment purchases, furniture, and other development Expenses.**
- **The budget is scrutinized and approved by the Finance Committee and Board of Management.**
- **The Accounts department with the help of the Finance committee monitors are exceeding budget provision.**
- **Institutional Strategy for mobilization of funds and optimal utilization of resources**
- **Statutory auditors are also appointed who certify the financial statements in every financial year.**
- **The grants received by the university are also audited by Govt. auditors.**

Optimal utilization of resources

- **The University aims at promoting research, development, consultancy and such other activities, involving the faculty at various levels.**
- **The faculty, who exhibit initiative and receive substantial grants for R&D works or for strengthening the infrastructure in the institute would be encouraged and will receive special commendation.**

- Travel grants can be sanctioned to faculty to present research papers at or to attend National or International Conferences in India or abroad, depending on availability of funds.
- Effective utilization of infrastructure is ensured through the appointment of adequate and well-qualified lab technicians & system administrators.
- The optimal utilization is ensured through encouraging innovative teaching-learning practices.
- The available physical infrastructure is optimally utilized beyond regular University hours, to conduct remedial classes, co-curricular activities/extra-curricular activities, parent teacher meetings.
- The University infrastructure is utilized as an examination Centre for Government examinations/University Examinations.
- Library functions beyond the University for the benefit of students, faculty, and alumni.

By diversifying funding sources and optimizing resource utilization, university enhances financial stability and operational efficiency.

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

6.4.2

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

Response: 4155.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
637.96523	1103.38971	778.59241	1144.01378	491.96904

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

6.4.3

Institution regularly conducts internal and external financial audits

Response:

The Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya Chitrakoot has the budgetary control system to monitor the effective and efficient use of financial resources. Many reforms were brought in the financial administration of the university.

At the beginning of the academic year the annual budgets are prepared, reviewed and recommended by the finance committee. This recommended report of the finance committee is put on the table before the Board of Management for approval.

The university regularly follows an internal and external financial audit system. Internal auditors have been permanently appointed and a team of staff under them verify all vouchers of the transactions that are carried out in each financial year. The internal auditor evaluates and confirms the effectiveness of the internal system of accounting of the receipts.

The university goes through Internal-audit done by resident Auditors whose head office is at Joint Director, Regional Audit office, Tansen Complex, Sirmour Chouraha Rewa M.P. The resident team of the university here consist of (a) Auditor (b) Senior Auditor (c) Assistant Director local fund audit.

The day to day payments are made only after clearance from the resident auditors. The resident Auditor compiles the whole year report of all sections required & all bank accounts of the university. Annual Audit report is presented in the finance committee put on the table of Board of Management.

Every four years an external audit is done by the CAG team. This team visits university from head office which is at Gwalior and does Post Audit of the bills vouchers and other university administrations as regards also gives reports of objections raised and settlement made previous year.

There has been no major objection in financial auditing, minor errors or omissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future. The auditor verifies the income and expenditure details of the university as per the balance sheet and provisions stipulated by law.

All payments are made through cheques, or through online transactions. In case of expenses incurred under different heads, they are thoroughly checked by the process of verification of bills and vouchers. All audit objections are judiciously dealt with by the university administration.

By conducting regular internal and external financial audits, University demonstrates its commitment to financial accountability and transparency. These audits help to ensure the financial operations are conducted efficiently and in compliance with all applicable standards, ultimately contributing to the institution's overall success and sustainability.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

The Internal Quality Assurance Cell (IQAC) of the University was constituted in 2015. Since then,

it has been performing the following tasks on a regular basis:

- 1. Improvement in quality of teaching and research by regular inputs to all concerned based on feedback from students.**
- 2. Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff.**
- 3. Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak. Students and staff give their feedback and suggestions on teaching and administrative performance through the Suggestion Box located in every faculty of the University or through email to the Coordinator, IQAC at iqacmgcgchitrakoot@gmail.com. The IQAC has immensely contributed in the implementation of quality assurance strategies and processes at all levels. The Institute IQAC regularly meets every three months.**

The IQAC prepares, evaluates and recommends the following for approval by the relevant Institute and Govt. statutory authorities:

- (a) Annual Quality Assurance Report (AQAR)**
- (b) Self-Study Reports of various accreditation bodies (NAAC, NIRF, ICAR)**
- (c) Performance Based Appraisal System (PBAS) for Career Advancement Scheme (CAS)**
- (d) Stakeholders feedback**
- (e) Process Performance & Conformity**
- (f) Action Taken Reports**
- (g) New Programmes as per National Missions and Government Policies.**

The two examples of practices institutionalized as a result of IQAC initiatives are as follows:

- (a) The IQAC planned, organized and executed the necessary steps that included the preparation of detailed quality manuals, identification of key performance indicators and mapping the various processes across the entire functioning of the University.**
- (b) The IQAC led efforts to the successful implementation of modern technology in the University administrative functioning through ICT and alternative sources of energy, especially enhancement of solar power. Automation of admission, financial and examination processes, up gradation of Wi-Fi and LAN facilities, have significantly contributed to an enhanced quality of teaching-learning experience.**

IQAC also ensured decisive measures in administration which significantly contributed in making improvements to it. The Hostel Management Committee was strengthened to ensure a better environment and facilities in the hostels. This was also a time when Guidance and Counseling Cell played a vital role in reaching out to students. Further, to significantly improve upon the

administrative bodies, the non-teaching staff was made to undertake training programs, so as to improve their efficiency. University also conducted Professional Ethics Program and Annual Awareness Program on Code of Conduct for Teaching and Nonteaching staff.

Consequently, the university could be placed on the zenith of its ultimate success. Evaluating the excellence and quality of education Mahatma Gandhi Chitrakoot Vishwavidyalaya got the NAAC “A” grade in its first cycle of Accreditation. The IQAC Cell of the university is playing a vital role to fulfill its objectives. University also succeeded in getting the Integrated Teachers Training Programs as B.A. B.Ed. , B. Com B.Ed and B Sc B.Ed.

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

6.5.2

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

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

6.5.3

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

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

Response:

The following recommendations are given by the university for quality enhancement. Accordingly, the university made unprecedented efforts to overcome as per given suggestion.

- **University is advised to fill all vacant post and time bound promotion to teachers and Non-teaching staff.**
- **University can drive itself into becoming residential University by constructing more hostels for boys and girls including provision of transport facilities.**
- **Development of the Central Research facility Centre for multi-disciplinary research is required.**
- **Launch of honors degree courses. PG and M.Phil. programmes in physical education, education, foreign languages, rural development & other emerging areas like renewable energy, forensic science, food & fruit processing, agricultural marketing, panchayat raj**

management, drama and dance.

- **Establishment of coaching centers is needed for competitive examinations, computer literacy, communication skills to all students that may facilitate students for better placement and encourage them for competitive exams like GATE, NET, GRE, IELTS, TOFEL etc.**
- **Create facilities of TV and radio studio, Agri and rural technology incubation Centre. Launch of more self-financing courses in all departments for continuous income generation.**
- **University should create more avenues to promote research by faculty members and University research fellowships for students.**
- **Enriching library subscription with more only journals, reference books for the PG students and e-book database.**
- **Structured mechanisms should be evolved for remedial and tutorial classes.**
- **Physical infrastructure needs to be strengthened for differently abled students.**

1. **University is proactive in giving time bound promotions to the teachers and non-teaching staff.**
2. **University constructed a new hostel for boys as well as girls and facilities for the transportation to the girls are available.**
3. **Multidisciplinary research has been in provision in this university since its inception.**
4. **University, as per the suggestions of PRT, has already introduced an honors course in agriculture and food technology is one of the promising programmes of this University.**
5. **Coaching for SC and ST students are initiated to facilitate them for better placement and encourage them for competitive exams.**
6. **Farmers School as an incubation center for agricultural and rural technology is newly constructed.**
7. **Promotion of the research for solving the unsolved problem of the area is the prime goal of the university.**
8. **The Library of the University is enriched in reference books, online journals and e-book databases. Presently, there are more than 65000 books available in the library.**
9. **Structured mechanism for remedial and tutorial classes in the university is functioning**

effectively.

10. Ramps are available to the differently abled persons in every building of the university.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated Gender audit and measure for the promotion of gender equity

Response:

Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya is committed to the cause of Gender equity. Gender sensitization is a need which has been recognised by the University. This issue is taken care of by following means-

1. Sexual Harassment Grievance Committees/ Internal Complaints Committee-Cell takes care of complaints by any employees or students against sexual harassment of any sort related to women at the workplace. It provides confidential and supportive environment for those who might likely have been sexually harassed; advises complainant of the informal and formal means of redressal; ensures the fair and timely redressal of sexual harassment complaints. It also provides information regarding counseling and support services and promotes awareness about sexual harassment.

2. Anti Ragging Committee- The Anti-Ragging committee regularly checks places like hostels, canteens, classrooms and other places of student congregation for any incidents of ragging and educates the students about the menace of ragging and related punishment provisions. The Anti-ragging committee is involved in designing strategies and action plans for curbing the menace of ragging in the University by adopting an array of activities.

3. Women Development Cell- It works for the welfare of women students and staff, it undertakes activities for the cause of "Women Empowerment and Capacity Building". Academic efforts are supplemented by co-curricular activities of the Women Development Cell and Gender Equity Cell through organizing Seminars, Workshops, Capacity building programmes etc.

Institution shows gender sensitivity in providing facilities such as;

Safety and Security

The security matter in campus is under direct purview of the Chief Proctor's office, assisted by a team of Proctors and other support staff. Chief Proctor's office maintains discipline and ensures students' safety on campus. They get inputs through CCTV surveillance across the campus. The entry in university is regulated through verification of Identity cards and uniform.

Counseling

- Conducting regular meetings of anti-ragging / women and student grievances for monitoring and evaluation of gender equality in the institution.
- Provide professional counseling to the students and career enhancement for female students.
- Encouraging girl students applying for scholarship schemes and especially for women provided through various central / state government schemes.

- Implementation of reservation policy in recruitment / admission

Girls Common Room- Almost every building has facilities for students' common rooms (especially for female students) and adequate number of washrooms for male/female students and PWD (Persons with disabilities) students in each block/building. Special facilities for providing ease of access to PWD students are also available.

Health Center- The girl students can visit the health center for any medical issues. Doctor visits the hostel and addresses the inmates on issues of personal hygiene, common health issues faced by girls.

Girls Hostel- 1. Anusuya Hostel **2.** Vaidehi Chhatravas

Gymnasium -Gym within Girls hostel and Common Gym

Sports facilities- Indoor and Outdoor games

Banking Facilities- INDIAN BANK, ATM

Canteens- Two

Bus- For Girls.

The issue of Gender equity is addressed by the University with great sensitivity and utmost care.

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

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy.

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response:

University is committed for the safe disposal of the wastes generated in campus .University ensures the safe disposal by the following ways-

Solid Waste Management

- The garbage is segregated in degradable and non degradable garbage.
- Two types of dustbins have been put in campus with different color codes, blue for dry and green for wet garbage. One for degradable type garbage and other for non degradable
- Organic waste such as tree leaves, grass cuttings, papers etc. are collected and used for manure production in compost pits.
- Municipal Nagar Panchayat collects the garbage and sends it for ultimate disposal.
- The bio waste is dumped into the Vermicomposting unit and waste decomposer pits. Waste converted into manure which is used in gardening.

Liquid Waste Management

- Wastage of water is monitored continuously. It helps in reducing the Liquid waste generation.
- The sullage resulting from kitchen and bathrooms of hostel mess is conveyed to a treatment plant, where settleable particles are allowed to precipitate and oily matter is separated.

- The treated water is used for gardening purposes.
- The foil liquid waste coming from toilets is collected through sewer lines and is discharged into septic tanks. Overflow discharge is connected to the Municipal sewerage system for its ultimate disposal.

Biomedical Waste Management

- In our university Biomedical waste is quite less. Safe disposal of the waste is adopted.
- Waste like cotton gauze, bandage are disposed of along with degradable waste.
- Expired drugs are immobilized in a solid block within a plastic container with a mixture of lime, cement and water in appropriate proportion and disposed off away from the water bodies

E waste Management

- E waste generated in University is computer waste, LCD, televisions/parts, laptops, printers, scanner, keyboards, mice, cables, lamps etc. It is disposed of by selling scraps through periodic auction and buy back arrangement to the vendors who have expertise in disposing such waste.
- Electronic gadgets are repaired for minor defects by our lab technicians to ensure its optimum utilization. Some of the reusable electronic components like resistors, capacitors, inductors, diodes, transistors, thermistors etc. are removed from the gadgets and used by students in making projects.

Waste recycling system

- The University has adopted an effective recycling system where the biodegradable solid wastes are collected from the campus and dumped in the compost unit to produce manure.
- Waste like Paper plastic, metals, glass, cardboard, newspaper and stationery are collected, segregated and sold to authorized vendors for its recycling.
- The waste/scrap generated from construction or workshop is used by Fine Arts Students transforming in *best from waste*

Hazardous chemical and radioactive waste Management

- The University has no hazardous chemical and radioactive waste generated.
- The used chemicals and exhausted batteries are disposed of through external agencies.
- Laboratory chemicals used are dilute acid otherwise waste chemicals in labs are diluted with water and then disposed properly.

The University puts its best effort in safe disposals of degradable and non degradable wastes.

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

7.1.4

Water conservation facilities available in the Institution:

- 1. Rainwater harvesting*
- 2. Borewell /Open well recharge*
- 3. Construction of tanks and bunds*
- 4. Wastewater recycling*
- 5. Maintenance of waterbodies and distribution system in the campus*

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

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

Response:

University is an educational place where a calm and noiseless environment is must for studies and teaching practices. To maintain this University has adopted following practices:

Restricted entry of Automobiles:

- University has restricted the entry of vehicles in academic areas.
- Boards for the Parking area have been stationed.
- Security personnel have been assigned the duty to ensure the parking of vehicles in respective places.
- University has issued circulars in this regard and continuous monitoring is done by a team
- University encourages Vehicle pooling practice among staff and students.
- University has decided to observe no vehicle day once in a month.
- University provides the bus facilities for staff and students transport within the M.P. area
- Staff and students coming by two wheelers have been instructed to wear helmets.
- Awareness programmes for traffic rules and regulations are organized from time to time.

Use of bicycles/battery powered vehicles:

- For an environmentally friendly campus, University is encouraging the use of bicycles /battery operated vehicles.
- University has urged staff/students for the use of bicycles/Battery operated vehicles .
- University honors staff/students those using bicycles/Battery operated vehicles ; publically by issuing a letter of appreciation.
- University has procured e-rickshaw, for transporting of material as well as persons within campus.
- Awareness programmes/rallies for an eco-friendly environment, use of e-vehicles are organized time to time.

Pedestrian Friendly pathways:

- Campus has sufficient space for parking.
- University has good coherence of roads. Students,staff feel safe walking along the pedestrian friendly pathways.
- Entry of automobiles beyond designated areas is banned
- All pathways have been provided with Paver blocks.
- Campus roads are free from mud, dust, vegetational growth.
- Sign boards have been stationed at various places.

Ban on use of plastic:

- University has a policy of ban on single use plastic, thermocol in campus.
- University has banned the single use of plastic, thermocol, in meetings, events etc.
- Kulhads, paper glass, Dona-pattal are being put in practice.
- Segregation of Non biodegradable plastics and safe disposal of the same has been ensured.
- Conducting events, awareness programmes to discourage the use of plastic.

- Drinking water units have been installed on campus to curb the purchase of water bottles.
- Students are advised to recycle the available material for creative works.

Landscaping with trees and plants:

- Natural topography is hardly disturbed .
- University has developed Gandhi Upvan, Nanaji Upvan which are lush green lawns, hedges etc.
- In Vivekanand Sabhagar, sitting area comprises of green lawn surrounded by a lot of trees which enhances the beauty of the Sabhagar
- University Agriculture Farm is covered with trees and plants specially mango, guava, citrus, *molshri*, *neem* and pride of India flowering plants.
- Medicinal plants have been planted in Aushdhi Udyan.
- Plantation is a regular practice in monsoon season and every important occasion is made memorable by planting trees.

Efforts of students and staff have transformed the both campuses of University truly green and panoramic.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

1.Green audit /Environment audit

2. Energy audit

3. Clean and green campus initiatives

4. Beyond the campus environmental promotion and sustainability activities

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Institutional data in the prescribed format (data template)	View Document
Green audit report of all the years from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.7

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

Response:

Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya provides a barrier-free environment where people with disabilities can move about safely and freely and use the facilities within the built environment. The environment supports the independent functioning of individuals so that they can participate without assistance in everyday activities within the campus. Buildings / places / transportation systems are made barrier free.

- **Built environment with ramps/ lifts for easy access to classrooms**

Ramp rails have been built in addition to the staircase, in every faculty and office. The ramps have been designed as per prescribed guidelines for differently abled persons. Railings have also been provided near the office of Dean Student's Welfare as well as Gandhi Bhawan to provide safe access for differently abled persons.

Provision of Lift has been made in University for vertical circulation enabling barrier free access to differently abled persons visiting the University.

- **Divyangjan friendly washrooms**

In every faculty as well as different offices, at least one washroom has been provided for differently

abled persons. Non skidding floor, grab bars near W.C. seat , wash basin etc have been fitted for safe access . These accessible rooms carry the fixtures and fittings that are comfortable and convenient to the differently abled people. Non Slip floor, sliding door and grab bars provide easy access to the differently abled people.

- **Signage including tactile path, lights, display boards and sign posts-SIGN BOARDS**

Sign boards ensure visually impaired persons are able to familiarize themselves with the road and path. Sign boards have been provided at required places to facilitate people, Tactile signs on handrails at the ends of a staircase and guide the visually impaired.

- **Assistive technology and facilities for Divyangjan website, screen-reading software, mechanized equipment**

Screen Reader-

It is an assistive software programme which helps the visually impaired or blind to work with computer. The visual Desktop Access (NVDA) is free open source software. It is installed in the computers at computer labs to help the visually challenged students.

Books in Braille are also available in the library as well as in the Arts faculty for visually handicapped persons. These facilities also help the students of Special BEd. programme to understand the needs of Divyangjans.

- **Provision for enquiry and information: Human Assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc.**

Student Assistance Corner

For providing necessary guidance to the students, a counter room has been provided at the entry in Gandhi Bhawan to facilitate students as well as visitors by providing them all kinds of assistance especially divyangjan who requests for human assistance. A wheel chair is also available in this area for differently abled persons

Thus University has created various facilities on campus making a barrier free environment for differently abled persons, it shows University's commitment and sensitivity towards Divyangjans.

File Description	Document
Signage including tactile path, lights, display boards and signposts	View Document
Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc	View Document
Divyangjan friendly washrooms	View Document
Built environment with ramps/lifts for easy access to classrooms	View Document
Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment	View Document
Any other relevant document	View Document

7.1.8

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

Response:

The university is committed to an inclusive environment towards cultural, regional, linguistic, communal, socio economic diversities among staff and students. The students are encouraged to develop their leadership skills through participation in various activities in University. along with their academic knowledge and excellence, improving their capacity for teamwork as well as enhancing self confidence.

- Students from various states, regions, religions, castes, faiths and socio economic backgrounds seek admission in different programs every year.
- Staff and students come from different states and regions in University.
- No discrimination on the basis of caste, color, class have been reported in University yet.

Cultural activities:

- University ensures equal participation of students from all faculties.
- Students discover their talents through participating in various activities.
- Interpersonal and teamwork abilities get developed through participation in cultural , sports activities.
- Students are provided opportunities of anchoring in various cultural programmes , seminars, events etc.
- Students from each faculty participate in competitions of essay writing, poem, debates, plays, dances, singing, standup comedy etc.

- Students decorate the campus especially on Convocation Programme, Foundation day celebration, Republic day, Independence day etc.
- Students have exhibited their talent by wall paintings on different themes.
- Students participate in various sports competitions e.g. on Convocation Programme, Foundation day celebration, in state and national level competitions.

Regional and Linguistic Activities:

- **Prarthna Sabha** in University is an unique event, which is held on last Friday of every month. Participation is mandatory for teachers, staff, students as it is a part and parcel of the syllabus for all academic programs in University. Prarthna Sabha comprises of Devotional songs, reading quotations from holy books, motivational contexts of great personalities from all walks of life; are presented by students in this Sabha.
- **Foundation Day** is celebrated on 12 th Feb, every year. Students give performances by presenting their culture through their regional languages in folk songs, folk dances etc.
- **Hindi Diwas** is celebrated every year. Various activities are organised on *MATRABHASHA DIWAS* .
- Seats in hostels are allotted randomly which creates an inclusive environment.

Communal Activities:

- Students take active participation while celebrating religious events.
- Janjati Gaurav Diwas is celebrated. Students are made aware about the contribution of tribal heroes.
- Students also participate in Chitrakoot Gaurav Diwas(Deepotsav) on Ramnavmi every year.
- Recognition for Families of Freedom fighters from Tribal region.
- Students pay homages to the Martyrs ,who sacrificed their lives for this country.
- Art of living programmes are organized, students and staff participate.

Socio –economic Activities:

- Students help in regular health camps organized by the University in nearby villages.
- Participation in COVID Awareness campaigns.
- Participation in YOGA day celebration.
- Encouraging people for Covid Vaccination.
- Distribution of Improved seeds/hybrid seed among farmers.
- Soil Health checkup through Mobile Soil Testing Van.
- Training programmes for tailoring, plumbing, mobile repairing, food processing etc.
- Initiative under Swachh Bharat Abhiyan
- Awareness programme in villages regarding health and education.
- Blood donation campaigns

Institutional efforts and initiatives taken by the University have made an inclusive environment in campus and students are really enjoying it.

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

7.1.9

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

Response:

University arranges different programmes for the students and staff to sensitize them for the constitutional obligations transforming them into a responsible citizen.

- The University promotes the idea of fundamental duties and rights among students and staff..
- Values and Social responsibilities (V.S.R.) are an integral part of the academic curriculum in University.
- The University motivates the students to participate in election exercise and cast their votes.
- The students are encouraged to support Government efforts to increase the polling percentage, through awareness programs and using social media platforms.
- Students, faculty and staff members, used to take oath on National Unity Day on **31 October** and **National Voters day** on 25 January.
- Samvidhan Diwas is celebrated every year on 26 November and Students faculty and staff members, express their commitment towards the constitutional obligations. Debates, essay competitions, rallies are organized by the University. Expert Lectures are also delivered by eminent personalities on Constitutional issues.
- University celebrates different days e.g. World Environment Day, World No Tobacco Day, Teacher's Day, National Education Day, World AIDS Day etc.
- On the occasion of Independence Day and Republic Day, the constitutional values, rights and duties are discussed and disseminated among students, faculty and staff members of the university.
- Students also encourage village people to participate in Gram Panchayat meetings.
- To make the students and employees aware about their fundamental rights and duties, such as casting the vote, paying Government taxes and protecting the nation from corruption ;awareness programmes are organized.
- On the occasion of National days Students and staff members visit the village of Martyrs and recollect their sacrifice for the nation. Martyrs' family members are honored.
- University members also visit the village of freedom fighters i.e. Pindara .Shahid Stambh
- Live telecasts of speeches by the President, Vice President and Prime Minister are arranged in premises.
- Students are sensitized for the obedience of the Rules and Regulations of the country.
- The students visit the villages regularly and interact with villagers making them aware about the various welfare schemes started by the government for the people.
- The University promotes the idea of fundamental duties and rights among students.

- Students are mentored and inculcated with Universal Human Values.
- The students and faculty under NSS and other committees organize various activities to sensitize students and employees of the University to the constitutional obligations, values, rights, duties and responsibilities of citizens.
- Students are motivated to respect the rights of others.

University is committed for the grooming of the youth of India through academic activities as well as social participation.

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

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Personality Development in Indian Context

The University is very much concerned about the internalisation of the human value in students in Indian Context. To cope up with the period of value crisis in several fields of national life; the education system needs to keep pace with the scientific and technological developments in terms of building the skills and knowledge, it also needs to discuss the more fundamental issues of the social and moral consequences of such unregulated activities.

The youths of the day should be groomed to face all the social, political, cultural & economic challenges to build a strong and the University is committed to it. The University promotes a value system in students so that they are in harmony with self, within family, society and nature.

Motivational speeches, National song, Shramdaan, Prarthna sabha are organised, to fulfil the above objective. where students get acquainted with the teachings of great personalities and their experiences. The students visit nearby villages and pay homage to the families of Martyrs. Village camps are organised periodically where students and their mentors interact with the villagers. This helps the students to understand the problems and hard realities of rural life. Yoga and Meditation activities helps in stress management, improved concentration, physical fitness, good sleep, emotionally strong ultimately improving academic performance and building a healthy youth for the nation. University is committed to preservation of natural gifts. Plantation is a regular activity. This has transformed the University campus into a lush green campus.

University organises regular programmes for holistic development and leadership development of the students inviting resource persons from various fields.

University Attire tradition: Upholding Tradition and Inclusivity

This sort of practice in Universities within higher education often varies based on cultural norms, academic disciplines and Institutional policies. Uniqueness can stem from specific traditions upheld by the University such as wearing academic robes during ceremonies of certain colors representing the Faculty's identity . All the five Faculties of the University have the same color of lower and Colour of the shirt/kurta is different for different Faculties. It is mandatory for the students to attend the classes with prescribed dress.

University adopted the Indian attire for the convocation programmes. The students wear white kurta pajama/saree, turban and Uttariya Angavastram and Chancellor, Vice Chancellor, Registrar, Board members and members of Academic Council wear white kurta pajama/saree, turban, Jacket and Uttariya (Angavastram). The color of Uttariya for VIP dignitaries is golden, while for Board members and academic council members is marron and slaty respectively.

Considering the significance of best practices university ever actively inculcates the Indian tradition and culture in university for proper acquaintance and patriotism. These attributes help to augment the personality development of the students.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot has distinctive features in its education, research and extension system. This different approach of the university makes it unique than the traditional Universities of the country. Multi-disciplinary and multi faculty concept of the university gives inordinate success to stride fast on the path of university through three modes—**regular, distance and community education.**

University has given utmost importance to Village Centered Development that is possible by keeping villages at the centre of any development plan. Gramodaya itself means rise and upliftment of villages and this is also the motto of the University which says “?????? ?????? ??????????” (*Vishwam Grame Pratishtitam*) that literally means the whole world is honoured in villages. **Vision and Action Plan** of the University put forward by the great visionary **Bharat Ratna Nanaji Deshmukh**, our founder Chancellor, deals, in detail, about the strategy for *Yuganukul Samajik Punarrachana (Era Compatible Rural Reconstruction)*. The University is following it since its establishment and making its contribution in the development and upliftment of the nation (**Rashtrodaya**) through its **Teaching, Training, Research, Extension and Outreach activities** while grooming its graduates as change agents by introducing programmes specifically aimed at **rural reconstruction (Gramodaya)** and courses that help in achieving this objective.

Every programme is specially designed to understand **Rural India**, infrastructural gaps, policy intervention, strategy for ensuring overall rural development and related issues. MA(RD), MSW, MBA(ABM), MBA(RM) BEdSpl are completely dedicated to rural reconstruction. Some other courses are Values and Social Responsibilities, Environmental Science, Communication Skill, Human Values and Ethics, Entrepreneurship Development, Intellectual Property Rights and Skill Development Programme.

Courses have been modified and redesigned to include the recommendations of **NEP 2020** and **United Nations’ SDGs**. Social and Gender Equity, Remedial classes for SC/ST, Career Counseling, Guidance to weaker sections are special initiatives towards a just and equitable society.

University Research is focused to solve the problems encountered by the villagers in the vicinity to give them instant solutions in the field. The University is committed to complete the cycle of **Lab to land and land to lab** for social, economic and cultural research.

Gramodaya Mahotsav is a week-long festival organized annually in which students, teachers and staff participate along with the villagers. Various kinds of exhibitions, sports, quiz, debate and cultural activities are organized to cover multi faceted dimensions of rural development such as *Gramodaya Gosthi, Gramodaya Vyakhyan mala, Gramodaya mela, Unnat Pashu Pradarshani, Kisan Gosthi, Mahila Gosthi.*

Gramodaya Mela: University organizes exhibitions on a regular basis to promote and inspire the people regarding display of the village development oriented technology and ITKs’ in present scenario.

Gram Darshan-University has a replica of the village in its campus for better understanding of village life for students.

The Faculty of **Agriculture** is dedicated to uplift the marginalized masses of rural areas and generate

employment along with enhancing the agriculture production and productivity. Farmers training is organized frequently for problem solving, doubling the income and making agriculture profitable.

Cow Promotion & Animal Husbandry- Milking and draft animals are equally significant for the farming community of the villages. The university has its **own mini-dairy farm (Goshala)** to demonstrate the farmers and trained them for organic farming using the cow urine and vermicompost for fetching good return from agriculture.

Water conservation- The campus has an extensive and integrated water harvesting management network. Rooftop water harvesting systems as well as surface water harvesting systems have been deployed.

Reaching to unreached: The University has a mandatory practice of Gram Pravas for its students and staff. They are exposed to various aspects of rural development and undertake extension activities while they stay in villages. Special village camps are also organised besides regular Gram Pravas. General Awareness about important issues and celebration of special days viz. Women's day is a regular feature of the university. Students have participated in **Unnat Bharat Abhiyan, Gram Swaraj, Training of PRIs representatives.** The University organises skill training programmes and Awareness camps in villages for the villagers who could not come to the campus for various reasons.

Health Camps are the regular practice of the University in remote places of state. Recently as per exhortations of His Excellency of Madhya Pradesh the university actively participated in the massive drive of the state to identify **Sickle Cell Anaemia** among the tribal people in its adopted villages as well as in **Shahdol district.**

Herbal garden is one of the distinctive features of this university. It is surely a boon for the local people of the area as well as the students who are studying in this university.

Focused Projects: University has carried out training programmes for Women/SC/ST persons under National SC/ST Hub initiative of MSME, UNDP programme on development technology management packages. The University regularly interacts with Governments for Project Planning/Execution and Evaluation,

Women Empowerment- The University is giving training to women through Gramodaya Community College in collaboration with the Tourism Department.

The University has been implementing a unique program called **Chief Minister's Community Leadership Development Program** for localising SDGs in association with MP Jan Abhiyan Parishad in the entire state. BSW and MSW programmes are carried out for extension workers and other students contributing to the development of rural areas.

Transformation and upliftment of rural society is possible only by people who are transformed themselves, who think not only for self and family but feel responsibility towards society, nation and nature also. The University is continuously making efforts in this direction and grooming its graduates to work for harmony in all dimensions - towards self, family, society and nature.

UGC has recognised this by specially inviting the University to present the theme of *Gramodaya se Rashtrodaya* on the occasion of **Akhil Bhartiya Siksha Samagam at Bharat Mandapam 29-30 July 2023**. Gramodaya Vishwavidyalaya is attempting to uplift downtrodden people and train marginalized masses to make them self-reliant. In true sense, this University is working in favour of Nation building by rendering its herculean effort for *Gramoday Se Rashtrodaya*.

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

5. CONCLUSION

Additional Information :

This University continuously strives to realize its objective of providing qualitative education and enhance the facilities to the students . Efforts have been made to meet the needs of students' classrooms by constructing new buildings within our resources, expanding construction and developing awesome infrastructure.

The University submitted a proposal to ICAR for KVK in its own campus to strengthen it. Initiatives have been taken to digitize the library. The Recent adoption of e-SAMARTH will open new hope to the university. e-SAMARTH will enable the universities through a digital framework for planning, management, delivery and monitoring of services for students, staff and other stakeholders.

Concluding Remarks :

By fulfilling our vision mission, University has been on the path to improve the quality of education since its inception by leveraging small and collective effort. It was more about identifying our weaknesses and finding ways to overcome them as possible based on the report of the NAAC peer team rather than getting a good grade. As a continuation of that effort, today this University is the first rural university of the country which is accredited “A” grade in its first cycle of NAAC accreditation.

University under the leadership of the Vice Chancellor has taken initiatives to implement the various important aspects of the National Education Policy 2020. With the unremitting efforts of the team, students and other teaching staff, the University is moving towards the future with the determination to provide quality education and skilled human resources for rural development.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years Answer before DVV Verification : 636 years Answer after DVV Verification: 524 years</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years Answer before DVV Verification : 1621 years Answer after DVV Verification: 1621 years</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names</p>																				
1.3.2	<p>Number of certificate / value-added courses /Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM / e_Pathshala/ NPTEL and other recognized platforms where the students of the institution have enrolled and successfully completed during the last five years</p> <p>1.3.2.1. Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years Answer before DVV Verification : 58 years Answer after DVV Verification: 56 years</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 year-wise during the last five years</p> <p>2.1.2.1. Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years 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>506</td> <td>437</td> <td>456</td> <td>563</td> <td>568</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>324</td> <td>282</td> <td>280</td> <td>295</td> <td>395</td> </tr> </tbody> </table> <p>2.1.2.2. Total number of seats earmarked for reserved category as per GOI or State Government</p>	2022-23	2021-22	2020-21	2019-20	2018-19	506	437	456	563	568	2022-23	2021-22	2020-21	2019-20	2018-19	324	282	280	295	395
2022-23	2021-22	2020-21	2019-20	2018-19																	
506	437	456	563	568																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
324	282	280	295	395																	

rule year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
659	659	602	672	784

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
596	597	538	607	732

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to excess of seats in reserve category

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

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

Answer before DVV Verification : 67

Answer after DVV Verification: 71

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification : 862

Answer after DVV Verification: 708

Remark : DVV has made changes as per prescribed format shared by HEI and valued have been downgraded as we have considered the passed candidate

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

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

Answer before DVV Verification : 970

Answer after DVV Verification: 340

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded non UGC published journals and hs followed the calendar year (JAN-DEC)

3.4.5	<p><i>Number of books and chapters in edited volumes published per teacher during the last five years</i></p> <p>3.4.5.1. <i>Total number of books and chapters in edited volumes / books published during the last five years.</i></p> <p>Answer before DVV Verification : 682 Answer after DVV Verification: 358</p> <p>Remark : DVV has made necessary changes</p>																				
3.4.6	<p><i>E-content is developed by teachers :</i></p> <ol style="list-style-type: none"> 1. <i>For e-PG-Pathshala</i> 2. <i>For CEC (Undergraduate)</i> 3. <i>For SWAYAM</i> 4. <i>For other MOOCs platforms</i> 5. <i>Any other Government Initiatives</i> 6. <i>For Institutional LMS</i> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : DVV has made necessary changes and 2 of above option has been as we have received supportings for SWAYAM and Institutional LMS.</p>																				
4.1.3	<p><i>Expenditure incurred for infrastructure augmentation and maintenance of DDE</i></p> <p>4.1.3.1. <i>Expenditure incurred for infrastructure augmentation of DDE against total expenditure excluding salary year wise during the last five years (INR in lakhs)</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1267 1046 1402"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>1.97</td> <td>58.84</td> <td>1.49</td> <td>1.37</td> <td>30.04</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1480 1046 1615"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>231</td> <td>511</td> <td>348</td> <td>480</td> <td>305</td> </tr> </table> <p>Remark : DVV has made necessary changes</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1.97	58.84	1.49	1.37	30.04	2022-23	2021-22	2020-21	2019-20	2018-19	231	511	348	480	305
2022-23	2021-22	2020-21	2019-20	2018-19																	
1.97	58.84	1.49	1.37	30.04																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
231	511	348	480	305																	
5.1.7	<p><i>Attending to learners' queries in DDE</i></p> <p><i>Modes/approaches employed by the DDE to attend to learners' queries include:</i></p> <ol style="list-style-type: none"> 1. <i>Automated interactive voice response system</i> 2. <i>Call centre</i> 3. <i>Online Help Desk/ teleconferencing/ Web-Confrencing</i> 4. <i>Social media</i> 																				

5. *App based support*
6. *Chat Box*
7. *E-mail Support*
8. *Learner Services Centre/ Inquiry Counter*
9. *Postal communication*
10. *Details of Student Grievance Redressal Cell (SGRC)*

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: D. Any 1-3 of the above

Remark : DVV has made necessary changes and 1 of above option has been selected as we have received geo tagged photographs of Learner Services Centre/ Inquiry Counter

5.1.8 ***Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances.***

Percentage of grievances received at HQ and redressed during the last five years..

5.1.8.1. Number of grievances received at HQ that are redressed year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
722	320	705	2018	167

Answer After DVV Verification :

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

5.1.8.2. Number of grievances received at HQ year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
722	320	705	2018	167

Answer After DVV Verification :

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

Remark : DVV has considered input value as "0" since supporting documents are in regional language

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

5.3.1.1. Number of awards/medals won by students for outstanding performance in

sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year-wise during the last five years..

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
64	29	0	46	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	0	0	3

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as we have excluded inter college awards

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
53	55	57	62	64

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
53	41	57	62	53

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

6.3.3 Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	50	43	59	57

Answer After DVV Verification :

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

26	49	43	44	57
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Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names

7.1.4

Water conservation facilities available in the Institution:

- 1. Rainwater harvesting***
- 2. Borewell /Open well recharge***
- 3. Construction of tanks and bunds***
- 4. Wastewater recycling***
- 5. Maintenance of waterbodies and distribution system in the campus***

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. Any3 of the above

Remark : DVV has made necessary changes

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations