



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

KASTURBAGRAM RURAL INSTITUTE, INDORE

KASTURBAGRAM, NEAR TEJAJI NAGAR, KHANDWA ROAD, INDORE

452020

www.kgri.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kasturba Gandhi National Memorial Trust was established 75 years ago by Rashtrapita, Pujya Mahatma Gandhi as its first President. In 1956 a National Council for Rural Higher Education was set up by the Government of India and this council established 14 Rural Institute from 1956 to 1963. Kasturbagram Rural Institute was the last to be established in the year 1963, but most importantly, it was set up **only for rural women**. The central Government and M.P. State Government desired that this special Rural Institute be set up in Kasturbagram in collaboration with the patronage of the Kasturba Gandhi National Memorial Trust.

The institution has the approval of the Government of Madhya Pradesh and is permanently affiliated to Devi Ahilya Vishwavidyalaya, Indore and being a government-aided institution; it has received salary grants for permanent staff from the Department of Higher Education, Government of Madhya Pradesh. At present, the College has been conducting various courses at Post Graduate and Graduate levels under government-aided and self-financed schemes, both. In fulfillment of the solemn desire of the founder trust, the institute provides quality and value-based education in the area of Arts, Home Science, Science, Commerce and Rural Development, and Extension.

The Institution is also recognized under sections 2(f) and 12(B) of UGC. It was awarded an **Autonomous Status** very long back (about 35 years) i.e., from the academic session 1987-88 and was extended **five times** since then by University Grant Commission and subsequently by Devi Ahilya Vishwavidyalaya, Indore.

Kasturbagram Rural Institute has decent and sufficient infrastructural facilities in the form of spacious classrooms, laboratories, a library, a spacious hall for indoor games as well as conduction of various activities, and playgrounds for various outdoor games and sports. The institute prides itself on having a team of qualified, experienced and dedicated faculty and friendly administrative staff.

The college boasts of dedicated and committed faculty and disciplined students, the hallmark of the institution right from its inception, and it will maintain its quality parameters by providing excellence in the education arena.

Vision

- Empowering of Rural Girl Students through Rural Oriented Higher Education.
- Overall personality development of students by following the Gandhian Ideology.
- Practical knowledge of various jobs and rural oriented courses.
- Extension of various women and child welfare activities based on Gandhian Ideology, in rural areas.
- Research work on rural problems and extension work in villages along with formal education and academic activities.
- To bring rural young women at par with their urban counterpart by imparting computer education in today's competitive world.

Mission

- Rural oriented higher education via Rural Development & Extension, a Core & Compulsory subject.
- Sensitizing the Rural Girls towards society through extension education and making them an agent for social change.
- The main aim of the institute is to provide such higher education to the rural girls, which will prove to be purposeful and meaningful in their rural background. Rural Development and Extension being the core and compulsory subject lays the base of this institution. The institute also tries to bring rural women at par with their urban counterparts.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Rural-oriented Girls College with a good reputation catering to the educational needs of rural and tribal girls.
- Emphasis on Gandhian Ideology & practices of life which deeply impress the young minds of students in developing the respect for all religions, love for labour, and attitude towards simple living, this way of life helps in building strong character which is one of the major aims of the education.
- Autonomous status from last 35 years.
- Optimum utilization of available infrastructure.
- Hostel facilities for girls with nominal charges.
- Considered special college for 100% State funding for permanent staff.
- Environment-friendly, pollution-free "Clean & Green Campus".
- A vibrant atmosphere conducive to the all-round development of students.
- NSS units for the welfare of society.
- Dedicated, committed, enthusiastic staff and disciplined students.
- College is socially responsive through various extension activities.

Institutional Weakness

- Lack of research culture and less research output, no research center at present.
- Non-availability of job-oriented professional programs.
- Scarcity of funding for the development of infrastructural facilities from government agencies, yet the college has an autonomous status and is registered under sections 2(f) and 12(B) of UGC.
- Being a Hindi belt, the English communication skills of students need to be improved.
- Lack of a sufficient number of permanent teaching and non-teaching staff, as the posts are filled only after the sanction of the state government.
- Lack of industry, research & academic collaboration.

Institutional Opportunity

- Can develop centers for Performing Arts and Indian Heritage and Language Studies.
- Scope for growth of the college in terms of introducing new PG courses, new professional subjects, and job-oriented vocational courses.
- Scope for the establishment of a Coaching Centre for Competitive Examinations and an Entrepreneurship Development Cell.

- To motivate the faculty to upgrade their knowledge, and skills, adopt smart teaching, and take up research.
- Scope for establishing linkages with reputed institutions and industries. Rural-based entrepreneurial programs can be initiated.
- Complete automation of the institute.
- Organizing a greater number of faculty development programs and workshops/seminars for faculty as well as students.
- There is a vast area available for future expansion.
- Establishment of a research Centre of affiliating university.

Institutional Challenge

- Resource mobilization from agencies.
- To train the students to bring them at par with their urban counterparts.
- To fill full-time vacant positions and to create more sanctioned posts for staff from the state government.
- Conventional Programmes minimizes employment opportunities.
- Limited freedom to exercise powers of Autonomy.
- Technology advances and their integration.
- To improve the language and communication skills of the students and provide a competitive edge to the students for better employability.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute has modified its curriculum according to the needs and state of the rural women students. Rural Development and Extension education, a core and compulsory subject in every faculty is continuously updated to make it more and more relevant to the rural development work in the area. It provides a varied selection of academic curricula in education and provides the students with a background of job skills that enhance their employability.

The college offers Three Years Degree Courses – B.A., B.H.Sc., B.Sc. and B.Com.at UG level. Two Years (Four Semesters)PG Courses in Sociology and Rural Development and Extension are also conducted. In addition to this Entrepreneurial work/Project/Internship is mandatory for the students at UG and PG level.

Under NEP-20, The CBCS is in practice for UG from session 2021-22. In this system, each year, the students have the choice to select one of the courses for the Major course and Minor Course, of their respective streams. The students have the choice to select one of the courses of Open Elective Courses, from the courses provided by the college. The Ability Enhancement courses are compulsory and common for all programmes. Every year the students of all programmes must choose a course of skill development of their choice and must undergo project/internship /Community engagement activity. In addition to these, the college offers nine certificate courses/ add-on courses for students. The institution is going to apply/ follow the Choice Based Credit System (CBCS) in Semester System from session 2023-24 and going to introduce a number of certificate courses for all programmes.

The College has four departments and Boards of Studies for each department have been constituted which comprises internal and external members both as per the norms. Each Board of Studies comprises industry experts, teachers and alumni. The meeting of the Board of Studies of the concerned department is held annually and the curriculum is analysed and modified accordingly. The feedback from stakeholders are being considered for curriculum upgradation. The change or modification in the course content can be made after the recommendation of the concerned board of studies.

Teaching-learning and Evaluation

The institute has an Admission Committee to oversee the admission process as per the admission guidelines given by the Department of Higher Education Govt. of M.P. and the affiliating university. Admissions to undergraduate and post-graduate programmes are given based on marks obtained in the qualifying examinations as per eligibility criteria. Free ships and concessions are provided for socially and economically disadvantaged learners by the mother trust. The institute also provides the facility of payment of the fee in installments to all the students. The college offers various scholarships from the State Govt./Central Govt./University to the students.

The academic calendar has been prepared annually and displayed for the students and staff promptly and is being followed accordingly. At the beginning of every academic session, Induction Programme for freshers is organized where interactive sessions are conducted.

Creative teaching and learning pedagogies are implemented in the college. Though the predominant mode used across the disciplines is the lecture method, other supportive methods are utilized to render the process learner-centric. Remedial coaching is conducted for needy students.

The teaching plans are prepared by the faculty members. ICT-enabled teaching-learning is used. The college has qualified, experienced, and dedicated faculty who used various ICT tools for teaching. In every academic session Guest faculty has also been appointed as per the academic needs for the smooth conduction of the teaching-learning process.

The examinations are conducted as per the schedules in Academic Calander. For CBCS, the UGC guidelines are followed and AGPA/SGPA & CGPA system is adopted for evaluation. Transparency and confidentiality are maintained to prevent any type of injustice to the students. For final examinations, a review system is adopted for the students who are not satisfied with the results. The overall result of the college is more than 80%.

Research, Innovations and Extension

The college has recently constituted a research cell to promote and monitor the research activities. The college research cell aims at encouraging research productivity among the faculty and the students by fostering a research culture on the college campus.

The college organizes seminars, conferences, workshops, and faculty development programmes in which the eminent personalities are invited to give addresses/guest lectures, etc.

The process of promoting research culture is ensured by facilitating participation in research and related activities and providing resources and other facilities. The college provides all possible facilities to faculty

members as well as students for research. To pursue research activities, all the faculty members are provided duty leave.

The college libraries are the prime resource centre. DELNET and N-List facilities are available in the library. Six Computers with internet facilities are available in the library.

The college encourages the teachers to participate in research activities. During the last five years, the teaching staff of the college has published research articles in research journals as well as participated in more than 100 webinars/seminars and conferences at national and international levels. The college also encourages interdisciplinary research activities. During the last five years, 01 faculty member has registered for the same. 01 faculty member has applied for becoming a research guide to the affiliating university.

The college undertakes various extension activities and students are encouraged to take part in it. The students take part in the extension activities of the college enthusiastically. The college sensitizes the faculty and students on institutional social responsibilities through the organisation of various programmes and activities. The college has NSS unit that conducts various social activities and service camps in

collaboration with different departments. Health camps are also organized with the help of the Hospitals. The college always tries to serve fellow humans in need through extension activities.

The college has collaborations with other institutions and has benefitted academically. The college has signed 01 MOU with Rau College. These linkages provide general exposure to the students and the staff and provide a platform for students for their projects and internship.

Infrastructure and Learning Resources

The college provides all the facilities and a good environment for the students and the teachers for teaching, learning and other extracurricular activities. The institution is situated in Ralamandal Grampanchayat, near Ralamandal wild life century, in a green environment, at a land area of 17 acres in a single premises. The campus is easily accessible by the public transport system.

The infrastructure of the college is sufficient to meet the requirement of teaching and learning at the institution. The college is endowed with all required physical infrastructural facilities to support the teaching-learning process.

A Library is the life and soul of any educational institution. The college has a library, housed in adequate space, having sufficient facilities for stacking books, reading seats and space for providing reprographic facilities. The library has N-list and DELNET facility. At present the library is automated through SOUL software. A Central Library is located on the KGNM Trust campus, rich in literature on Gandhian ideology.

The college offers sports facilities for indoor and outdoor games. The college has two grounds for games and sports facilities. The college also organizes District/Division/ State level tournaments from time to time. The college students were selected to represent the university in various games and sports.

Computer facilities with the Internet are provided to All the departments and Examination Cell. The college has a hostel on the college campus. The KGNM hospital is available at a very short distance from campus for emergencies. Residential staff quarters are available to accommodate teaching and non-teaching staff.

The administrative work and maintenance of the institution is accomplished by the in-house staff. The outsource services are also availed as and when required. The college has appointed security guards around the clock.

The existing physical infrastructure of the college adequately caters to the needs of the students for their all-round development. For the optimal utilization of the physical facilities, the academic schedule is drawn at the beginning of the academic session/semester itself in such a way that the available facilities are utilized to the maximum extent by all the departments.

Student Support and Progression

The college has a comprehensive system for supporting and mentoring the students. The system includes academic as well as financial support. Various government scholarships are provided to the students. The Mentor System is followed in which, a mentor is appointed for a heterogenous group of 30-35 students. The students can share their problems with the teachers. The teachers provide them with personal counseling.

The students are stimulated and motivated to do academically well, participate and perform in non-academic activities through the mechanism of offering memorial awards donated by the faculty members of the institution.

The college has a strong Anti-Ragging Cell, Anti-Ragging Squad, Grievance Cell. A complaint box is also placed in the institution for the students to put their anonymous complaints. Fortunately, no cases of ragging or sexual harassment within the campus have been reported so far.

The college provides various facilities to students for their skill development, health issues, career counselling, etc. Computer literacy is given importance and is made compulsory in all the programmes. Add-on courses and certificate courses have been introduced with a view to giving the students an opportunity to learn beyond their academic courses.

The college Placement Cell contacts with various organizations and takes care of career counseling and guidance for the students. The cell arranges on-campus and off-campus interviews for the students. The college has organised educational tours also.

The college organizes extra and co-curricular activities throughout the year to provide students with holistic development. Special internal and practical examinations are conducted for students who attend the events during these examinations. Students' representation is also made in various committees including the BOS of every department of the college.

In order to execute the activities of alumni, alumni meetings are organized. The alumni interact with the students, teachers, and administration. The Alumni extend their cooperation in the conduction of various lectures for the students and assist in other activities.

Thus, the college provides a very safe, sound, and holistic environment to the students. The relations between the students and the staff are cordial in general.

Governance, Leadership and Management

The leadership and governance of the college are based on the principle of participatory, democratic and transparent approach. The management has a vision for empowering marginalized sections of society with a mission of establishing a society with equity and justice.

The college has a defined administrative structure having Governing Body, Academic Council, Board of Studies Meetings of the above bodies are held from time to time. A close monitoring of academic, administrative and financial management ensures the

optimum exploitation and utilization of the resources. The governing body is the main body empowered to take decisions in matters of governance.

The Principal is the academic as well as administrative head. Presently no full-time principal is appointed and in lieu of Principal, a full-time Director has been appointed, who guides the institution in academic progress, admissions, and other administrative matters. The college has four departments and the Heads of departments help the college administration in day-to-day working. Committees are constituted for conducting various activities and smooth functioning of the college. Students' representations are also included in various committees.

The college has an Examination Cell and a comprehensive examination process is followed by it. An exclusive office with Examination Controller, Examination In-charge, assistants, materials and technology has been established in a separate room.

Basically, a healthy, conducive and disciplinary atmosphere is maintained on the college campus, however, committees such as Aantarik Parivad Committee, Anti Ragging Committee, Anti Ragging Squad, and Grievance Appeal Committee, are constituted at the start of every academic year which caters to the grievances.

The Institutional trust has appointed a firm V.K. Dafria & Company, Chartered Accountant and the firm carries out regular institutional audit.

IQAC has been established in the college and it also has persons from university, industry, alumni, current students and local society. The college has a mechanism for obtaining and analysing feedback from various stakeholders. The whole process is monitored and carried out by the IQAC through a questionnaire. IQAC plays a significant role by reviewing and monitoring academic and administrative activities including preparation and submission of AQARs.

Institutional Values and Best Practices

Kasturbagram Rural Institute was established with the prime objective of educating socially and economically underprivileged rural and tribal girls, and, which is the only Rural Institute created by NCRI exclusively for rural women with the mandate of empowerment of poor rural women in the nation. All the curricular and co-curricular activities are conducted for girls.

The campus is situated very close to Ralamandal Wild Life Century and has a green and serene environment in and near the campus. The lush green surroundings having number of different trees and plants with gardens add to the beauty of the campus. Every year at the commencement of the session, a plantation drive is done and awareness programmes on nature. The campus is green and rich in its biodiversity with a variety of flora and fauna. The has the facilities for waste management.

The college contributes towards nation-building by moulding the students as responsible citizens. The spirit of patriotism, communal harmony, peaceful co-existence and civic responsibilities are nurtured in the minds of the students through various activities. All the national and international days of importance are celebrated.

Skill Development and Earn by Learn, and, SETU – Bridging the Gap are the best practices amongst other practices of the institution. The students are provided the facility of learning various skills through which the students can earn out of it, like stitching clothes, preparing pickles and squash, etc., and selling them gives them earning and confidence. SETU is the effort of the institution to educate the dropout girls, students who left education due to financial and social reasons like marriage, maternity, etc. The awareness drive of the institution towards literacy and education has motivated girls to create interest studies and continue their education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KASTURBAGRAM RURAL INSTITUTE, INDORE
Address	Kasturbagram, Near Tejaji Nagar, Khandwa Road, Indore
City	Indore
State	Madhya Pradesh
Pin	452020
Website	www.kgri.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Rajesh Vyas	0731-2874065	9425059225	-	kri.extension@gmail.com
IQAC / CIQA coordinator	Poonam Kaushik	-	9424512773	-	kriiqacell@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	25-07-1963

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC		14-11-1987		
University to which the college is affiliated				
State	University name	Document		
Madhya Pradesh	Devi Ahilya Vishwavidyalaya	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	01-07-1970	View Document		
12B of UGC	01-07-1970	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Kasturbagram, Near Tejaji Nagar, Khandwa Road, Indore	Rural	17	10648.32

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BA,Arts	36	Higher Secondary	Hindi	120	53
UG	BSc,Home Science	36	Higher Secondary	Hindi	120	10
UG	BSc,Science	36	Higher Secondary	Hindi	60	30
UG	BCom,Commerce	36	Higher Secondary	Hindi	60	21
PG	MA,Arts	24	Under Graduation	Hindi	30	11
PG	MA,Arts	24	Under Graduation	Hindi	30	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				13			
Recruited	0	0	0	0	0	0	0	0	2	3	0	5
Yet to Recruit	0				0				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	6	2	0	8
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		6	10	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	114	0	0	0	114
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	13	0	0	0	13
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	19	13	24	21
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	239	203	161	137
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	15	16	14	27
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	14	14	24	24
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		287	246	223	209

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arts	View Document
Commerce	View Document
Home Science	View Document
Science	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our institution is a multidisciplinary college providing quality higher education in arts, science,
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	<p>and commerce. Multidisciplinary learning enables an individual to study one or more specialized areas of interest and also develop character, ethical, and constitutional values, intellectual curiosity, creativity, and a spirit of service. Gandhi Vichar Dhara, Rural development and extension courses inculcate moral and ethical values in the students. The students learn social sciences, languages, sciences, commerce, nutrition, home management, vocational skills, and computers. There is flexibility for students of all programs to choose skill development courses of their choice.</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of credits is an online centralised system which is a digital storehouse that contains the information of credits earned by a learner. It will enable students' mobility, academic flexibility, and recognize learning achievements. The college has adopted NEP 2020 from this year 2021-22 and will initiate the process for registration under NEP 2020.</p>
3. Skill development:	<p>The institution understands the importance of skill development and hence upgrades the skill of the students by improving their self-confidence, ability to plan, organize and materialize the task. Vocational skills like handicraft, mehndi making, paper mashie, artificial jewellery making, making of different types of food items, basics of computer are included in the curriculum.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Hindi is the national language of our country. The majority of the students studying in this institution are from Hindi-speaking belt of Madhya Pradesh and its villages, so this language is widely used in the institution in the teaching-learning process. English is a compulsory language in the curriculum for all programs at UG. The students are made aware of various cultural values and traditions by celebrating Indian festivals and events in which the college girls participate enthusiastically, which builds harmony and develops knowledge of the culture.</p>
5. Focus on Outcome based education (OBE):	<p>The college maps the objectives of the syllabus to focus on student performance and thereby focus on the outcomes. The syllabus is designed to meet the requirements of the student and society. The teaching staff prepares the lesson plan and activities to achieve learner-centric outcomes. The PO's, PSO's and CO's have been framed and uploaded on the website.</p>

6. Distance education/online education:	The Government of Madhya Pradesh established an Open Univeristy “M.P. Bhoj University” which provides a number of Certificate, Diploma, UG and PG courses in distance education mode. The institution has a study center of MP Bhoj Open University which provides an opportunity to enhance their skills and career through courses in distance education mode with their regular degree. The College motivates the students to regter themselves in Bhoj Univeristy courses.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club is set up in Kasturbagram Rural Institute, Kasturbagram, Indore with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct lecture, awareness programmes and rallies for the student by inviting experts. We also conduct debates, elocution and other programs which create awareness regarding electoral procedures.
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 Institution has the ELC functional with the following office bearers 1. Dr. Kirti Yadav, Asst. Professor (ELC Coordinator) 2. Dr. Indubala Malviya, Asst. Professor (ELC Additional Coordinator) 3. Ku. Vaishali Jaiswal, M.A. 1st Sem Student (Student Representative) 4. Ku. Astha Pandit, B.Sc. 3rd Year Student (Student Representative) 5. Ku. Vaidani Bharve, B.A. 3rd Year Student (Student Representative) 6. Ku. Shikha Jaiswal, M.A. 1st Sem Student (Student Representative)
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.	Activities done by the ELC of Kasturbagram Rural Institute. 1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. To create awareness and interest among faculties and students through lectures. 3. To educate the targeted populations about voter registration, electoral process and related matters through direct talk with experts from Electoral Board. 4. To encourage new voter to enrolled their name in to voter list.

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives through short play (Nukkad Natak), poster presentation, lectures and rally to contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle “Bharat ka Bhagya Vidhata Jagruk Matdata”.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We recognize and facilitate the student above 18 years on Republic Day celebration at the trust level. We also conduct poster presentation, debates, play short (Nukkad Natak) and other programmes which create an awareness regarding electoral procedures.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
178	206	223	253	287
File Description		Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
73	56	68	110	93
File Description		Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	9	10	10
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 last five years:

Response: 10

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
204.34	204.07	43.44	38.04	37.92

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 institution

Response:

Kasturbagram Rural Institute, a Women College, is committed to imparting value-based education to women through well designed and implemented curriculum. All programmes adopt Choice Based Credit System (CBCS) and are based on the guidelines of the UGC, the Higher Education Department, Government of Madhya Pradesh and the affiliating Devi Ahilya University. The programmes support the spirit of Work Skills and are structured to be in consonance with the National Education Policy (2020) in accordance with its tenets of equity, quality, affordability and accountability. The institution currently offers 04 undergraduate and 02 postgraduate programmes designed to facilitate development of regional and national competencies, employability skills, value orientation, and social responsibility in students. The curriculum is planned in accordance with global, national, and regional necessities and fosters development and expansion of the domains of knowledge, cognitive skills and application-based skill-sets. The curriculum is designed and implemented in such a manner to have a lasting beneficial impact on students, with focus on the development of lifelong skills. Each Programme has a defined objective stated in the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), which are incorporated in the syllabi and teaching plans for effective translation of goals into practices which have a meaningful impact on the learners. The curriculum is revised and upgraded through departments based on feedback from institutional stakeholders and suggestions by experts from Academia. These are presented to the Board of Studies (BOS) and the Academic Council for approval in order to keep pace with evolving educational advancements. The learners are encouraged to participate in online courses from MOOC sources such as NPTEL, SWAYAM in order to acquire additional competencies. During last five years, the institution introduced 09 value-added courses to support the institution's mission of empowering women and added 09 new certificate courses providing learners with interdisciplinary options to enhance their skill-sets and practical know-how. These have a measurable impact on subject domain expertise and practical skill development amongst students. Courses are designed to impart practical skills to learners, that would benefit them in their professional pursuits post their study programme.

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:

Kasturba Gandhi National Memorial Trust was established 75 years ago by Rashtrapita, Pujya Mahatma Gandhi as its first President. Presently the trust has been carrying out public welfare activities and plays significant role in providing various types of training and education to rural tribal girls. Under the patronage of this trust, Indian Council for Rural Higher Education established **Kasturbagram Rural Institute** in the Year **1963**, exclusively for educating socially and economically under privileged rural women with the mandate of empowerment of poor rural women in the nation. Therefore, a subject titled **“Rural Development and Extension”** is a compulsory subject taught at all UG level programmes. Extension visits at Villages is a regular practice of this institution. A PG Programme in **“Rural Development and Extension”** has also been provided by this institution. Focus has been emphasized on environmental awareness and conservation, Indian Tribal as well as Rural Art & Culture, development of employability and entrepreneurial skills amongst girls through its programmes. At present the institute offers 4 undergraduate programs (B.A., B.Sc. (Home Science), B.Sc., and B. Com) and 2 Postgraduate programs (M.A. in Rural Development and Extension and M.A.in Sociology). The programs are adequately designed and revised to incorporate the present requirements of the students. The learners in sociology, political science, economics, literatures, rural development and extension courses get the knowledge and frame the foundation for various administrative services, teaching services in government and private sectors. Better opportunities are continuously available in NGOs for the students of Rural Development and Extension. Employability and entrepreneurial based courses such as nutrition, child development, resource management, textiles, and handicraft are mainly available for Home Science students. They get opportunities in agriculture sector, food sector, health sector. The girls can run their own Bakery, Tiffin center, Tailoring center, boutique center, dying and printing, knitting and embroidery etc. to generate self-income and become independent. Even, they are successful homemakers in their personal life. The commerce students study Accounts, Economics, Income Tax, Management and Computer programming and they have the opportunity of employment in the banking sector, insurance sector, accounting in private firms. The science students study Chemistry, Botany, and Zoology and have the opportunity to work in education and various medical fields. They also get appointment as lab technicians in Govt. and private colleges. Career and skill-oriented courses in Handicraft, Physical Education and Yoga, Journalism, Sewing Techniques, Food Preservation are available for college students which give them ample opportunity to become entrepreneurs and services. Many students are employed in Madhya Pradesh Police Services, Administrative Services and working as Physical Education teachers in schools. Students graduated from this institution also pursue higher studies from other institutions. The institute gives its students a strong foundation to become successful, integrated, courageous, and honest intellectuals.

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

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years Response: 63.12	
1.2.1.1 Number of new courses introduced during the last five years: Response: 89	
1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Response: 141	
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 (if any)	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum Response: With global society increasingly driven by enterprise, technology diffusion and decentralization, opportunities abound, and so do challenges. The need for young girls to be firmly grounded in higher principles, to be better equipped to meet these challenges is felt significantly. The institution works towards this goal by actively incorporating into the curriculum sensitization on gender, professional ethics, human values, and environmental and sustainability issues. The institution offers an inclusive approach by educating students on eradicating gender disparities, creating environmental solutions and
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building ethics for personal, corporate and social development.

Professional Ethics: The College's value-based education system fosters awareness about ethics and instills a sense of responsibility in students through education on the same. Courses that form part of the curriculum are developed to include components of professional ethics and principles. These are tailored to be in context for the particular course and also to allow educators to inculcate these in students for broader perspectives as well. Students enrolled in the course on Rural Development and Extension, Chemistry, for example, study ethical tenets of courses, such as responsibility, fairness and respect as well, and in addition to learning these in a classroom environment, such ethics gradually become ingrained in the learner's psyche.

Human Values: Holistic education imparts to learners a firm foundation in human values, and this is ably ensured by the curriculum, which is tailored to include domain-specific content highlighting the significance of values. The course Hindi and Moral education, a compulsory course for all UG students, explores the importance of values such as integrity and objectivity in human values, thereby training learners to focus on and develop these values and principles as they advance in their study programme.

Gender: Empowering women is the core tenet of the institution, and the institution recognizes that this is not merely a goal, but a continuous process which has an ever-expanding impact. As a part of this process, the institution has been working on the strategy to improve life style of girls, which is dedicated to sustainable progress and promotion of gender equality. The curriculum of all disciplines is designed to incorporate gender sensitization as an integral part of the academic process.

Environment and Sustainability: To ensure that students are environmentally conscientious, the College has created a "Waste to Best Drive" . All undergraduate students are offered a course on Environmental Studies. Interdisciplinary electives on waste management are also offered for the benefit of the learner population. Core courses are structured to include applications of environmental and sustainability principles and practices in the context of respective subject domains. As an example, the course 'Vegetable gardening' offered to the Undergraduate Programme of Rural Development and Extension includes a component where students are encouraged to grow vegetables which highlight environmental impact and sustainable practices.

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-PG 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: 8

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

1.3.3

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

Response: 83.33

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

Response: 5

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

Response: 6

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
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 17.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
43	69	100	56	82

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
450	450	450	300	300

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 32.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	62	85	63	75

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

2021-22	2020-21	2019-20	2018-19	2017-18
225	225	225	150	150

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

2.2 Catering to Student Diversity

2.2.1

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

Response:

The institution is very keen on the learning process of the girls admitted in various courses throughout the entire academic program. After admission, induction program is conducted for the newly admitted students to explain the curriculum, institutional activities. Through a comprehensive Induction Programme, students are oriented about the vision and mission of the institution, academic calendar, Choice Based Credit Systems, evaluation methods, curricular activities and facilities etc. Based on the interactions during this programme, the learning levels of the students are assessed through observation

by the faculty members. The faculty explains and discusses the Course Outcomes and Programme Outcomes, and, the structure of the programmes in order to create and cultivate interest in the course. Undergraduate students are oriented about NEP-2020 as which has been implemented since academic session 2020-21. Categorization of students into two major groups (slow and advanced learners) is done based on their academic performance as the institution assesses the students' learning outcomes regularly by organizing continuous internal tests, group discussions and class discussions. The faculty of each department analyses the problems of slow learners and adopts various methods for the improvement of the students. Extra coaching and motivational speeches are provided to slow learners, they are given opportunities to clear their doubts and are encouraged for group discussions on significant topics so that they can improve themselves in their subject areas. Majority of the students are from rural back ground and tribal areas, therefore, the girls are motivated to attend Communicative English Course to improve their communication skills. Personality Development, Basic Computer Literacy Courses also provided to them. Additional notes and resource materials are also provided to the weak students. Advanced learners are motivated to strive for higher goals. Additional classes and mock tests are conducted with a view to help them in preparation of competitive examinations. Advanced learners are also given opportunity to participate in field projects and internship. Class-wise seminars are conducted to enhance their presentation skill in different courses. Diverse activities like quiz, group discussions, extempore and debate are conducted to bring out their individual skills. Workshops are organized in the college to further promote good students. Leadership opportunities are provided to class representatives, office bearers of the student council, and in charge students of committees of the student council. Information about new subjects is provided. Career guidance programs are organized, and information about new books, about new methods, is given to the students so that they can determine the purpose of their life. After participating in the activities, public appreciation and certificates are given to encourage other students. These certificates help them to move ahead in life. The faculty is very sensitive regarding the interaction of the students in the class. The students are given ample opportunities to clear their doubts and express their views. The faculty clarifies the doubts, appreciates and guides them academically. Continuous efforts are made to advance all the students through education, sports, extension, and national service scheme activities.

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: 25.43

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

A plethora of student centric methodologies such as active learning, cooperative learning, and project-based learning; experiential learning, blended learning and other ICT based learning methodologies are used in the institution. Teaching aids like LCD projectors are used to supplement the classroom teaching. Participative and experimental learning is an integral part of all the courses offered in the college, which includes laboratory demonstrations, practical experiments, video sessions etc. Project/Internship/community work is mandatory for UG and PG students. Teachers help in planning for tasks in field work, guiding them in selecting the activities that can be organized, sharing experiences by discussing international- national issues in the classroom. Field trips and internships help the students to gain hands[1]on experience. In the field work, the students work as a team. For problem solving, many methods are adopted for the students in the college. Many methods are adopted for teaching, preparing psychologically, providing learning opportunities, trying to find solutions, motivating etc. Departments invite academic experts from outside to share their expertise for the benefits of the academia. The college has direct access to INFIBNET and other learning resources for the benefit of the teachers and taught. Whenever required methods like role play, brainstorming and group discussions, student presentations and seminars, debates, quizzes, educational games, storytelling, exhibitions have been followed. In the Science and Home Science Departments, weightage is given for practical courses which hone their skills and help them to acquire applicative knowledge. Charts and models used in the departments help developing conceptual knowledge. The departments contribute for the overall personality development of students. Yoga classes are conducted for mental and physical wellbeing. A compulsory course on Yoga of two credits offered for all first-year students at UG level. Subject oriented extension programmes is undertaken at the department level give a live experience with students coming to know the realities at the field level. Workshops encourage creativity, innovation and adaptation of ideas to yield multiple need-based solutions to meet the challenges of contemporary society. A green campus with number of different trees and plants provided Ecological awareness amongst the students. Participatory method is used where students and teachers work together and attempts are made to enhance the knowledge of the students. The teachers, after completing the topic involve students in group discussions, assignment writing, poster/chart/model making, seminars, and interacts on the subject with the students. The conventional teacher centric learning is gradually moving towards student centric in the campus.

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

2.3.2

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

Response:

The college has a comprehensive system for supporting and mentoring the students. The system includes academic as well as financial support. Academic counselling is done by the teachers/heads/mentors. The Mentor System is followed in which Mentors are appointed for the heterogeneous group of girls. The teacher mentors try to understand and resolve any kind of deterioration with the psycho social understanding of the girls. The mentors act as advisors, a coach, resources, and as an advocate who is responsible to provide **guidance and support**, giving in sights to their **mentees, to help them develop professional and personal skills. The mentors keep the mentees informed about new and recent professional fields related to their program or refer them to a faculty who can guide the student.** The students during the course of their studies in the college come across various issues. They can share their problems with the teachers. The faculty members provide them personal counseling. Students are free to approach the teacher any time for any of their problem. They are also free to approach Principal/Director and the Chairman, Governing Body. The teachers are also available all the time for the students. The college has a strong Anti Ragging Cell, Anti Ragging Squad. A separate Grievance Cell has also been formed.

File Description	Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The institute follows a well-planned academic calendar and prepares academic calendar for particular academic year in advance and displays it for the students and staff promptly i.e. before beginning of the academic session. The same is communicated to the students also during induction meetings and orientation program. This calendar is displayed on college notice board and also uploaded on the college website for easy access to the students. The academic calendar contains all the relevant information regarding the teaching learning schedule, dates of CCE, extra and co-curricular activities, semester/end-semester examinations etc. Every department of the institute follows the academic calendar. The proper implementation of above calendar is monitored by IQAC through departmental heads. The academic calendar provides adequate balance between academic and non-academic activities, teaching and examination schedule. From upcoming academic session 2023-24, significant academic events like Conferences, Workshops, Faculty Development Programmes, Seminars, Guest Lectures, day-wise

student activities like cultural, Sports activities, etc. are also incorporated in academic calendar. This academic calendar has been presented before IQAC, Academic Council and Governing Body meetings for their approval there-off.

At the beginning of the academic year/semester, teachers plan out their lessons, keeping the Academic Calendar as a guide, the details of which are entered in their teachers-dairy. The plans include theoretical and practical course content and the periods depending on the credits of the course required to teach the content. Mostly, the teaching is conducted as per the teaching plan. Faculty members prepare a teaching plan for the UG & PG courses. The teaching plan is designed to cover 40% of the curriculum prior to the first internal assessment and the next 40% prior to the second internal assessment. The remaining 20% of the syllabus is completed before the final/end-of-semester exams. The teaching plan is discussed and reviewed before and after the internal /final assessments by the HODs. The teachers-dairy is subjected to scrutiny by the Heads of the respective departments every month. At the end of the academic year, the teachers-dairy are submitted to the Principal/ Director, who evaluates and counter signs them.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 65

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	13	13	13

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 90**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 9

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.4.3**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 14.71**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 103

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 60

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 6

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

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

Response: 60.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	61	125	42	32

File Description	Document
Result Sheet with date of publication	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document

2.5.2

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

Response: 0.28**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
157	194	210	235	278

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

The desired outcome of any learning process is assessed by an efficient evaluation system. The institution follows fool proof assessment system to achieve the ultimate goal of academic autonomy. The Institute has on Examination Cell headed by the Controller of Examination, under the guidance of the Principal/Director. The Examination section has its own printing facilities for printing of Question papers and other relevant confidential document and having separate printer machine for printing Mark Sheet. The Controller along with its team effectively handles pre-examination and post-examination process like Time Table generation, Attendance Sheet and appointment of the Execution Team. The Examination division has computers, printers, internet connectivity. Centralized conduction of Internal and Semester

End Examinations leads to optimal utilization of physical as well as manpower resources, increased vigilance and smooth conduct of the examinations. The Institute has taken various initiatives to make sure the better standards and improve precision, efficiency and transparency in the various steps involved in the conduction and declaration of results of examinations. Useful steps are implemented to minimize the errors and mistakes and ensure better accuracy and efficiency during paper setting, conduct of the examination, collection and moderation of question paper, entry of marks on the answer copies and mark lists, etc. Off-campus question setting is adopted for the summative examinations. The details of the examiners from different colleges, kept in the Controller office are made use in the preparation of the panel of examiners. On the suggestion of the Principal, one H.O.D. along with support staff members is appointed as Superintendent for a yearly/end-semester examinations. Admit Cards are issued to the Superintendent 3 days before the commencement of the examinations. Single valuation from external experts is in practice. Special examination is conducted for the students who have failed in one/two subjects at UG level under NEP-2020. There is provision for re-totaling and revaluation. Under NEP the CBCS was introduced from the academic year 2020-2021 for all UG courses. Presently, Computerized compilation of marks and preparation of Tabulation Chart, Printing of Mark sheets is in practice. The institution expecting to introduce complete automation in the examination procedures in next two-three years. It is also in planning to prepare question papers of both internal and external exams to assess the attainment of outcomes of the course and programme. Complete automation will speed up the examination framework and the results are published earlier, boosting the academic morale of the students and having positive impact on the academic performance of our students. The students are well informed about the evaluation process in advance. The details are communicated during induction and orientation program. The students are given opportunity to avail extra credits by opting for self learning courses. Students who represent the college for cultural, sports, other academic events are given flexi time to write their examinations. Supplementary/ATKT Examination for students who have failed / absent in main examinations are immediately conducted after the publication of the respective results which will ensure saving a year for the students.

File Description	Document
Upload any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/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:

The programme outcomes of all programmes of the institution aim at molding graduates who achieve academic excellence with relevant knowledge in their core academic field with a lifelong quest for knowledge, and to be morally upright persons, embedded with civic and social responsibility in a multifaceted society. The learning outcomes are clearly defined for all academic programmes and courses of the College. They are instrumental in achieving the mission and objectives of the college. The

Hard Copy of Syllabus and Learning Outcomes are available with the departments and the library for ready reference to the Faculty Members and students. Programme Outcomes, Programme Specific Outcomes and Course Outcomes are displayed on the website for various Programs. The importance of the Learning Outcomes, Programme Outcomes, Programme Specific Outcomes and Course Outcomes are communicated to the Faculty Members in departmental and IQAC Meetings. The students are also made aware of the same through orientation, induction and Mentor-Mentee Meetings. Outcomes are also discussed with the parents and their ward at the time of admission by the members of the admission committee. Program Outcomes (POs) characterizes knowledge, skills and attitudes, students should have at the end of program. Program Specific Outcomes (PSOs) describe what a specific program is capable to do. The Course Outcomes (COs) characterizes thought process and subsequent knowledge skills that a student's acquires at the end of a course. After the completion of the program, students are able to show indication of a broad thoughtfulness of the professional, technical, social, linguistic and cultural diversity to have familiarity that will lead students with all-inclusive and reasonable approach. They should also be able to demonstrate a fundamental awareness of the cultural and social bases of human predisposition, perception, racism, foster tolerance for the diversity of humanities, and human diversity. The curricula and the programmes are developed keeping in mind academic and vocational excellence. The learning outcome is disseminated through the syllabus which is scientifically designed by the faculty and finalized through BOS meetings having expert members from various fields. The curricular and co-curricular activities make the students aware of the course outcome which corresponds to the knowledge base of the topic. The teaching methodologies and assessment strategies focus on competency-based education and the programme outcome. The Institution has well-structured evaluation procedures for Internal Assessment and External Assessment through annual/ end-Semester examinations to ensure the achievement of the Programme Specific Outcome and the Course Outcome. Continuous assessment system is implemented for assessment of laboratory work and is done on the basis of experimental skills, submission of laboratory records and oral viva voce. Continuous assessment through class tests evaluation, assignments and seminars provides an opportunity for the faculty, students and parents to critically evaluate the learning outcome. The performance of the final year students, success rate, placements are considered as indicators of attainment of the various objectives.

File Description	Document
Upload POs and 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 for the latest completed academic year)

Response: 95.89

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 70	
File Description	Document
Institutional data in the prescribed format (data template)	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.46

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The policy of the institution is to promote research culture among faculty and students through motivation and conduction of research activities. The institution constituted a Research Cell to promote basic and applied research. The basic objective of the institute's research policy is to pursue and promote basic and applied research. It will be the endeavor of this institute to disseminate and update scientific knowledge in the field of research amongst academicians involved in research and to carry forward the findings of applied research to the benefit of the community. The inventiveness undertaken by institute is to facilitate research careers, to support and strengthen the knowledge foundation and promote the creation of new applications, as well as societal impact of education, research and innovation. To achieve the good research ambience, the following policies have been in practice with continual efforts for revision and update:

- To create an enabling environment within the institute in order to foster a research culture as well as provide required support through research framework and guidelines.
- To promote publications in quality journals, indexed in Scopus/Web of Science and/or with good impact factor.
- To nurture an environment of understanding socially useful research with potential for commercialization and patenting.
- To ensure quality, integrity and ethics in research.
- To serve as a facilitator providing professional guidelines, technical support and recommendation for financial assistance.
- To establish Research Centers within the college.
- To forge interdisciplinary collaboration and partnerships nationally and globally.
- To provide seed money to the teachers for the promotion of research.

The institute will encourage the faculty by providing incentives for peer reviewed publications, writing books and filing patents. The faculty and students are encouraged to present their ideas / project proposals before the research committee for getting the sanction of seed funding in accordance with institute guidelines. Effort will be made at all the levels to encourage and motivate students and faculty to do meaningful research. Seminars / Conferences/ Workshops will be conducted by inviting external eminent experts.

File Description	Document
Upload any additional information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 0

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

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

File Description**Document**

Institutional data in the prescribed format (data template)

[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: 0

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

File Description**Document**

Institutional data in the prescribed format (data template)

[View Document](#)

3.2 Resource Mobilization for Research**3.2.1**

Total Grants 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: 0

File Description**Document**

Institutional data in the prescribed format (data template is merged with 3.2.2)

[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: 0

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

File Description**Document**

Institutional data in the prescribed format (data template merged with 3.2.1)

[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 14.29

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 1

File Description**Document**

Upload copies of the letter of the university recognizing faculty as research guides

[View Document](#)

Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)

[View Document](#)

3.3 Innovation Ecosystem**3.3.1**

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

Response:

The main thrust of the institution is 'Empowerment of Women'. This institution was established with the prime objective of educating socially and economically under privileged rural and tribal girls. The graduate and post graduate students of this institute are working in the organizations and institutions which are involved in the development of the rural areas and community. This is the only Rural institution which is created by NCRI exclusively for rural women with the mandate of empowerment of

poor rural women in the nation. A subject titled “Rural Development and Extension” is a compulsory subject taught at all UG level programmes and a PG Programme in “Rural Development and Extension” has also been provided by this institution. This subject enlightens the students specifically on development of rural India. The institute also aims to nurture the entrepreneurial spirit by encouraging, inspiring and nurturing the students to work with new innovative ideas through periodic activities related to innovation and entrepreneurship. The institute has created an eco system for budding entrepreneurs by providing proper training to start their own ventures based on their creative ideas. To nurture, counsel, mentor students and leading them to think and do entrepreneurial activities. To inculcate the entrepreneurial spirit by organizing guest lectures, workshops, seminars, and other programs to the young girls. Successful alumnae are invited to share their experiences with the upcoming entrepreneurs. Training has been provided by experts prepare and preservations of food products. The institutional trust has a fruit garden “Amrit Bagh” having a numbers of fruit tress such as Mango, Amla (Gooseberry), Guava, Lemon, Sitafal and Cheeku. The students are trained to prepare preserved food products like mango pickle, keri pana, amla murabba, amla juice, guava jam, lemon squash, sithaphal rabdi etc., from the fruits which are procured from amrit bagh. Food stalls were organized inside the campus. Exhibits of the students attract buyers and this promotes women empowerment initiative and encourages the students to evolve as successful micro-entrepreneurs. Skill development programmes such as handicraft, tailoring, jewel making, paper mashie, macramé, clay work, mandana art painting, embroidery work, batik painting and block printing are offered by the institution. 'Earn while learn' scheme has been successfully implemented through tailoring, jewellery making, and preserved food products. The institution has Rural Development and Extension Department, which conducts community development programs, adds theoretical foundation to practical, conducts Village visits, promote entrepreneurial education to children and women, increase standard of health, living and sensitize students to social issues and all-inclusive development. These activities make the students aware of the social accountability and social environment which in turn converts them into responsible citizens with moral values. The Institution drives to foster the culture of innovation through various activities and will establish a strong platform to have Incubation ecosystem in the near future.

File Description	Document
Upload any additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

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

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

Response: D. Any 1 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 4

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

Response: 4

File Description	Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

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

Response: 0.8

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

Response: 08

File Description	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
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document
Links to the paper published in journals listed in UGC CARE list	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.5**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 5

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 0**3.4.6*****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index***

of the Institution

Response: 0

3.5 Consultancy

3.5.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood 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)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

The institution has a very strong presence in extension activities that go beyond the curriculum which is carried out under the banner of NSS Unit and Department of Rural Development and Extension. The students enrich themselves with a healthy, community and need based education. In line with the goal of our institution “Women Empowerment”, the extension activities encompass, Gender Concerns, Health and Nutritional Care, Educational Sustenance, Environmental Conservation, Career and Entrepreneurial Guidance and Community Interactions. The Institution promotes regular engagement of faculty, students and staff with neighbourhood community for their holistic development and sustained community development through various activities. Various awareness programs, workshops, rallies and road shows with themes like cleanliness, green environment & tree plantation, gender sensitization, digital payment,

and empowerment of girls and women are organized. Home Science Department of the institute continuously organizing programmes for girls for their entrepreneurial skills and empowerment. Continuous voluntary activities by the students to maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health and contribute to the National Swatch Bharat Abhiyan. Eco-consciousness programmes such as planting saplings, Parthenium eradication, pollution control, awareness on plastic-free environment promote the appreciation and respect for Mother Nature. As part of its academic curriculum, the institution has initiated promotion of institutional social responsibility through activities undertaken in the neighbourhood rural community. This initiative has resulted in outreach programmes in nearby villages like Memdi, Machala, etc. Medical camps, cancer awareness camps, aids awareness camps, eye care camps, health camps are conducted to promote awareness, treatment, health and hygiene habits. These activities help the villagers in enhancing the quality of life and help the students to understand the value of life. Care for the elderly has become our special focus and in order to make the students aware of their responsibility towards the elders of their families, the institution arranges visits to old age homes. Within the institution, the students are given training to make utility products like soap, washing powder, phenyl, promotion activities like vermicomposting, food preservation etc. with the aim of making them more reliant in their own lives. Under the lab to the land programme these skills and practices are transferred to the people of the villages linked to the institution.

The Institute has also taken care of the acute water problem faced by birds and animals, and, therefore, Water Kund are constructed within the campus where birds and animals can get water. These kunds named “Kamal Kund”, having different varieties of **lotus flower**, maintains biodiversity within the campus. Number of Peacocks, various birds, Monkeys keep moving in the campus. Field Work through projects are undertaken by students, guided by teachers that includes the problems of the locality and the village. These activities promote human values, social harmony and rebuild the standard of living of the poor and the deprived. By identifying themselves with the society and transferring their knowledge and skills, the students are in the journey of being true agents of social change.

File Description	Document
Upload any additional information	View Document

3.6.2

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

Response: 150

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	23	28	41	30

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1

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

Response: 1

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The strategic location of the institution affords easy access to all the amenities particularly health and transportation services. The institution has a total land area of 17 acres in a single premises and having sufficient space for the future expansion of the institute. The lush green surroundings having number of different trees and plants with gardens. The institutional trust continuously strives to meet the growing needs of the institution in the twenty first century and works in tandem, making available adequate physical infrastructure and upgrading facilities time to time in order to provide a good teaching learning environment. It also ensures that the developmental activities consider the extra-curricular requirements of the students, in order to provide a holistic campus life. Presently the institution offers 04 UG and 02 PG programmes and for smooth conduction of academic activities, it has adequate infrastructure facilities such as classrooms, laboratories, an auditorium cum indoor play hall, seminar hall, library with reading room facilities, laboratories for computer, botany, zoology, chemistry, nutrition, child development, home management, textile and clothing, and hostel for girls in the campus premises. Residential staff quarters also in the provision to accommodate teaching and non-teaching staff. A ramp facility also available for differentially abled students. The constructed area of academic building is more than 21500 sq.ft. There are 07 classrooms, with proper lighting, fans, windows, adequate furniture for teaching-learning process. A seminar hall with a portable LCD projector and auditorium having LCD projector facility to conduct workshops, seminars, and lectures is available in the institution. The college has adequate ICT tools facilities such as computers, printers, scanners, reprographic facilities, headphones and web cameras. The campus is Wi-Fi enabled, allowing teachers and students to access the internet for teaching-learning, and administrative work. The institution has adequate facilities for indoor and outdoor games like Table Tennis, Badminton, Chess, Ropes Keeping, Judo, Kabaddi, Volleyball, Kho-Kho, Cross –country, athletics, cricket etc. Facilities for Yoga is also available in the institution. The institution has two grounds in its premises where Inter Collegiate Tournaments in Kabaddi, Volleyball, Kho-Kho were conducted. During last five years Indoor Inter Collegiate Competitions in Chess and Judo up to division and state level were also organized. The college has adequate facilities for cultural activities that are conducted in an auditorium hall of 5400 sq.ft. area with seating capacity of 300 spectators. The same hall is also used for yoga & meditation, indoor sports and competitions, for organizing literary activities and celebrating special days of national and international importance. A hospital, established by the trust, and a post office are also available in the trust premises, at walking distance from college premises. A Gandhi Darshan Pradarshini is also exhibited in the premises of mother trust. The available physical infrastructure is optimally utilized beyond regular Institute hours, to

conduct Certificate Courses, Co-Curricular Activities, Extra - Curricular Activities, Meetings, Training Classes, Seminars, and Conferences.

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: 0

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

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

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The primary objective of institutional library is to provide information and knowledge to its students & staff through its document collection. Library has been acquiring different types of documents and organizing them for the efficient usage. It also provides extended support to all the Teaching, Non-Teaching Staff and Students at Under Graduate and Post Graduate levels to meet the requirement in terms of Books, Competitive Exam Books, Journals, Magazines etc. Library is the resource hub for knowledge and has a vast collection of books, journals, magazines, periodicals. The library follows the

Open Access System and it has designated areas for normal use as well as for reading. At present more than 35,000 volumes are available in the institute library. A dedicated staff helps the students find the necessary titles. The books are indexed, categorized according to programs and subjects and arranged alphabetically. The software contains details about the author's name, title and publishing house. Upon an enquiry, the librarian searches in the software and helps the students locate the book. All books are bar coded and a reference ID is given. The issues and returns are also digitized.

The institution is using the full version of SOUL 2.0 software under the Library Automation Management System. The Library Automation Management System is uploaded with a web OPAC library on the college website.

Details of the software used for Integrated Library Management System –

- Name of the ILMS software : SOUL
- Nature of automation (fully or partially) : Partial
- Version : 2.0
- Year of automation : 2016

Modules / Features of SOUL –

- Cataloging
- Barcode enabled Issue return
- OPAC (Online Public Access Catalogue)

The internet section functions with six computers for browsing, copying, scanning and printing the reading materials. The INFLIBNET N-LIST (from 2016) promotes and implement automation of operations and services with standards and uniformity in techniques, methods, procedures, to facilitate sharing and exchange of information to all stake holders. INFLIBNET N-LIST Membership has been renewed annually for effective use of e-learning through remote access.

The DELNET membership has also been initiated which provides web access to huge number of Books, Periodicals, Journal, Theses, Dissertations and other e-resources.

Reprography facility is available for multiplication of the reading materials. PG Dissertations and Projects are available for students' reference and separate section is available for competitive examinations books. Photocopier machine also been provided in the library.

In addition to intuitional library, a central library of KGNM Trust is also available for the college stakeholders. This central library has huge rare collection of various books, reading materials and rich literature of Gandhian and Vinoba Bhave ideology. A library with small collection of books is also been established in the hostel for the use of girls during non-working hours.

File Description	Document
Upload any 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: 0.47

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.97	00	1.28	0.11	0.11

File Description**Document**

Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)

[View Document](#)

4.3 IT Infrastructure**4.3.1**

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

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

Response:

The institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the institution for as per the academic and administrative needs. The staff and the students have access to technology and information retrieval on current and relevant issues. The institution deploys and employs ICT for a range of activities. The institute upgrades both the software and the hardware facilities as per the academic requirements. Presently the institution has 57 computers at different places out of which 37 are installed at computer laboratory and 6 institutional library for the use of institution girls. Internet facility for all the nodes in Computer Laboratory is available. At present a remarkable computer student ratio of 1:4 is in existence. High speed connectivity with 100 MBPS of fiber optics is available. Wi-Fi facilities is also available. The Institute Website is monitored and updated from time to time. The college auditorium is equipped with LCD projector with large screen and supported by audio visual system. Each significant Information about upcoming events is available on the website that includes time and date along with all details. This allows the parents to be aware of the programs being conducted in Institute as well. For easier communication, circulars including important notices to students and parents are also posted on Website. The Academic Calendar, Syllabus, Internal Scheme, assignments, e Content etc. is updated in the

beginning of every Semester. The college website is maintained and upgraded regularly. Biometric System of Attendance installed for each Teaching and Non-Teaching Staff. YouTube Channel Kasturbagram Rural Institute (launched in 2020) is the official college channel for streaming live events, telecasts and all related videos. It is in planning to utilize YouTube channel to stream E-content lectures in near future. Google classroom is used by the teachers for sharing notes and study materials to the students. College aims at providing the futuristic facilities to its students so that they can utilize these resources to reach greater heights. To enable this, the institution updates its IT facilities as per the academic needs to provide its students with the best of facilities.

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: 5.93

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

Response: 30

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

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

The institution has a facility for developing e-content having a separate room equipped with audio-visual adds, mixing equipment, editing facility, lecture capturing system (LCS) and related hardware and

software for e-content development. Moreover, the institute teachers develop their e-content by using Microsoft 19 and above version, Screen recorder and OBS for recording and Microsoft Power Point for preparing PPT of the content. Hand break is used to convert different video formats (Like .MOV .WMV .FLV .AVI) and quality of the e-content.

File Description	Document
Provide the link for additional information	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: 1.15

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
1.84	00	2.88	1.36	00

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	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 maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document

4.4.2

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

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

Response:

The Institution provides good facility for all the students and staff members for their welfare and development. The college is located in Kasturbagram, at the foot hills of Ralamandal and near to wild life century park, which is in serene environment and is surrounded by greeneries which makes the college an excellent place for teaching and learning. The comprehensive infrastructure of the college constitutes elementary features like buildings, classrooms, auditorium, seminar room, playgrounds, gardens, computer laboratory, science and home science laboratories and library facilities. Physical, academic and support facilities are provided by the management as per the requirements. The Institute ensures optimal allocation and utilization of the available financial recourses for maintenance and upkeep of different facilities. The Principal/Director of institute proposes renovation and maintenance of the existing facilities of equipment and other infrastructural facilities. It is mainly done by keeping in view the addition in courses and number of students. To make optimum use of the existing infrastructure for teaching and learning, time table of UG and PG is designed in a systematic manner. The institution employs both in-house and outsourced staff to achieve effective upkeep. Inhouse staff undertake the work of cleanliness of the campus early in the morning and evening. Water and drainage lines, sanitation facilities, electric fittings, furniture Water filter systems, photocopiers, fire compliance gears, generator and other facilities are regularly checked and maintained through outsourced specialized persons designated by the Institutional Trust. They were called upon immediately as and when required. Color and patching of the college premises are undertaken as and when required. There is one technician and one computer person, who looks after the work of proper functioning of computers, printers and other accessories. Technicians are called for repairs of LCD, computers, laboratory equipment and apparatuses as and when required. A full-time gardener has also been appointed for maintenance of gardens, trees and plants. Fire extinguishers are placed at strategic points to ensure prompt solutions in the unlikely event of a fire hazard. Refilling of extinguishers is regularly implemented. An efficient Waste Management System with color-coded bins has been implemented. In keeping with green practices adopted by the institution, plastic products are banned on campus. The laboratories on campus are efficiently managed, with planning and implementation of practices to eliminate misuse of equipment. Students are made aware of processes regarding the handling of apparatus before the commencement of lab work. Every care is taken to guarantee the ethical and judicious use of lab equipment by students, and that apparatus is safely returned after use. All lab work is done only under faculty supervision. Every department maintains stock registers and annual stock-checking is in practice. The laboratory technician supervises the repair work and reports to the Head of the Department. A librarian is looks after the management and maintenance library facilities. Technical person assists in maintaining the library's computers with internet connectivity. Library books are maintained properly. The college sports facilities are used by students and maintained by the sports officer. All physical, academic and support facilities are provided to the stakeholders, maintained and used optimally so that the students get the maximum benefit out of such facilities.

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: 73.5

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 last five years

2021-22	2020-21	2019-20	2018-19	2017-18
131	159	159	176	218

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

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

Response:

Career Counseling assists students in acquiring appropriate career guidance and placements at the right time. The institute not only provides skills but also supports and promotes technical and leadership abilities for the students. Students interact with the teachers to discuss their career options. The institution recognizes the importance of career guidance for the students and therefore fosters the facility of career counselling for them by providing many opportunities through different agencies online and offline. The institute primarily offers guidance for various competitive examinations to turn the students got good employment in various fields. The renowned institutions which are in the field of coaching and guidance for competitive exams are invited to deliver a talk to motivate and guide the students regarding the objective of competitive examinations. During last five years the institutions like ICICI Foundation,

Indore; UN Academy, Indore; Unique Academy, Indore are invited to brief the students on the preparation for competitive examinations. A career counselling lecture of Mr. Sushant Punekar, an officer from Madhya Pradesh Public Service Commission, Indore was conducted for institutional girls. Online webinar on strategies to crack competitive Exams in life science was also organized. The Institute also organized Leadership development programme, personality development classes and computer classes for its students. Entrepreneurship skills through various training programs and workshops have been developed amongst the girls for their self-employment. The students were trained to prepare artificial jewelry, clay art, artificial bangles, Rakhi making, preparing ecofriendly Ganesha, man dana art, food preservation, fabric painting, Thali sajja etc. Under the project of “earn by learn” of the institution, students learnt the skill of stitching clothes and earned money by stitching the clothes of their fellow students.

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

5.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	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: B. Any 3 of the above

File Description	Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 14.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	16	10	3

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

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

Response: 0**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

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

File Description**Document**

Institutional data in the prescribed format (data template)

[View Document](#)**5.3 Student Participation and Activities****5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 28**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	5	8	13

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

5.3.2

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

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

Response:

Encouraging student participation in all fields of work within the college enables students to develop leadership qualities that lead to their overall improvement.

As per the instructions of Madhya Pradesh Government, the college had formed the student's union and its office bearers as per the prescribed rules of election process framed by Department of Higher Education, M.P. Government till academic session 2017-18. Since academic session 2018-19, it was on hold as the Department of Higher Education, M.P. Government not issued instructions for the same.

However, the institution understands that academic processes must be supplemented with a learning model where students are given both independence and responsibilities, which positively impacts learners' cognitive skills, problem-solving skills, and emotional intelligence, and supports the transformation of learners into capable young leaders. Accordingly, the student council with various post holders has been constituted on merit-based nominations at the institute level. Class Representatives are also nominated at UG and PG level based on merit. Different Committees such as Extension Committee, N.S.S Committee, Cultural and Literary Committee, Sports Committee etc. were also formed with students' representation. Students actively involve themselves in conduction of various events. These events include annual cultural and sports activities. The student council supports various events such as Teachers' Day, Women's Day, Environmental Protection Day, AIDS Awareness Day, Voter Awareness Day, Basant Panchami, NSS Day, World Literacy Day, and Cultural Events etc. They also make representations about common complaints or suggestions. They show significant involvement in maintaining the ambience of the college campus. The welcome of freshers and farewell of outgoing students are organized by the students under the guidance of the institute faculty.

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

5.3.3

The institution conducts / organizes following activities:

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

Response: C. Any two of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	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

5.4 Alumni Engagement**5.4.1**

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

Response: 0

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

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

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document

5.4.2

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

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

Response:

The goal of Katurbagram Rural Institute is to support young women in becoming empowered, self-assured professionals who thrive in their chosen fields and who are also global citizens who practice social responsibility. The college employs carefully thought-out tactics to accomplish an educational process that produces exceptional students. The alumni association facilitates close interaction between the institution and the alumnae. The non-registered alumnae association was formed with the objective of sharing knowledge, experience and opportunities among the alumnae, the faculty and the students. The institution's alumnae, who, through their passion and ambition, have not only achieved incredible success but also contribute back to society, are a vivid example of how these processes have been successful. The KRI alumni gathered to discuss memories of their time at the institute as well as current experiences. They increase their professional networks and re-establish connections with their old institution at these gatherings.

The college provides myriad opportunities for alumnae to actively participate in processes that benefit current student populations. They are –

- Academic Activities Academic departments nominate an alumna to be a member of their Board of Studies, where they directly impact curriculum development through their inputs.
- The alumnae are invited as resource persons to share their expertise.
- The college organises 'Alumni-Talk', where alumnae interact with current students and counsel them on career prospects and skill enhancements.

Our Golden Alumnae

- Ms. Meena Singh – Cabinet Minister, Government Govt of Madhya Pradesh
- Dr. Kusum Ningwal – Former Principal, Government College, Madhya Pradesh
- Dr. Sudha Silawat – Principal, Government College, Madhya Pradesh
- Ms. Suraj Damor – Retd. IAS, Former Collector & Secretary, Health Department, Govt. of M.P.
- Ms. Jamuna Bhide – District Magistrate, Ratlam District, Govt of Madhya Pradesh
- Ms. Lata Shrivastav – Former Principal, Kasturbagram Rural Institute, Indore
- Ms. Asha Parmar – Deputy Collector, Jhabua District, Govt of Madhya Pradesh
- Ms. Bhavana Chhapawat (Shah) – Former Mayer, Municipal Corporation Khandwa
- Ms. Geeta Markam – Former Director, Aakashwani Indore
- Ms. Harshita Singar – Civil Judge & Judicial Magistrate, Raisen, Madhya Pradesh

- Ms. Sunita Muvel – Inspector, Minority & OBC Cell, Khandwa, Govt of M.P.
- Ms. Mahima Mishra – Manager, Human Resource, HCL, Noida
- Ms. Kalpana Dudwe – Additional Collector, Indore District, Govt of Madhya Pradesh
- Ms. Sheela Shukla – District Project Manager, NRLM, Dewas District
- Ms. Sonu Yadav – District Project Officer, Panchayat & Gramin Vikas Department, Guna

The above are a few and many alumni are working as college teachers, school teachers and other government and non-government posts. Many are self-employed.

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Celebrating its platinum jubilee, Kasturba Gandhi National Memorial Trust, founded by Mahatma Gandhiji in 1944 with the specific mandate of working for the wellbeing of poor rural women and children in India through education, health care, social empowerment, agriculture, financial self-reliance, and skill development. Kasturbagram Rural Institute, established in 1963, has a governance system designed to carry out the vision of its founding Trust, which promotes academic excellence and develops self-reliant, competent women. The Institution aims to be a leader in learning, and engagements that facilitates innovation, embraces inclusion and sustainability, and inspires achievements that make a positive, long-lasting impact on the students. Governance practiced in the college is transparent, collaborative, and participatory. In the governance of the institution, the values of the KGNM trust guide all vision, mission and goals formulated for the institution. National education policy, implemented in the institution from the year 2021-2022 in all the UG programs was done after rigorous study and discussions with the experts. Experts from district government lead college were invited as experts for FDP on “NEP 2020” on 08th September 2021 for NEP implementation process. As per decision taken in Academic Council, and consultation with the Board of studies, syllabuses are prepared for CBCS semester system will be implemented from the coming session of 2023-24. The leadership and governance of the college is based on the principle of participatory, democratic and transparent approach. The Management plays an important role in making key decisions for institutional growth through informal meetings with stakeholders and formal meetings of Statutory Bodies such as Governing Body, Academic Council, Board of Studies, Finance Committee, IQAC by nominating the Management Persons or their representatives who actively take part in the meetings. All the statutory bodies have external members from academia and industry as well as the college faculty members who provide useful inputs which are incorporated into the system. The leadership at college includes Principal, Departmental Heads, Chairpersons of various Committees. The Principal is an academic as well as administrative officer, steers the institution in fulfilment of its vision, mission and objectives leading the faculty and staff at all levels through developing strategic plans, responsibilities and review mechanism. The Regular Principal has been appointed only after the permission of Government of Madhya Pradesh. As the government sanction has not received, A full-time Director has been appointed for the smooth conduction of academic and administrative activities in the institution. The faculty members are nominated in various committees for decision making and managing the various functioning and day-to-day activities of the College. A two-way communication channel between the staff and the leadership is a vital aspect of the Institution. The institute provides the quality education at a nominal affordable cost for the students as they are from different socio-economic background and transforms them into responsible nation builders of the future. With a well-defined vision and

mission statement and providing conducive atmosphere for all, the Institution Management ensures that the purpose, for which the institute is established, is safeguarded.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Effective leadership is reflected in institutional practices such as decentralization and participative management. Kasturbagram Rural Institute functions as a decentralised entity with assigned and assumed functions and responsibilities from the base to the apex. The Governing body is the main body that finalizes and approves action plans, policies, budgets, institution's academic and administrative issues etc. The management interacts, conveys its perception, supplements and provides support- physical, and financial and keeps itself updated on developments. The institutional plans are effectively implemented. The entire faculty of the College participate in Staff Council meetings chaired by the Principal and contribute to all discussions regarding academics, co-curricular and other institutional activities. The teachers are self-accountable and are empowered with the necessary resources to implement the activities proposed at the beginning of the year in an institutional calendar. Teachers and students contribute in their various capacities to manage campus events such as National events, cultural festivals, literary and sports events, provide inputs on curriculum modification, etc. Thus, Students and teachers have representation in the governance of the college.

All the statutory committees/ bodies are constituted as per prescribed norms which conducts and supervises educational functions-

1. Board of Studies, Academic Council
2. Finance Committee
3. For working, growth and development-IQAC

Being an Autonomous institution, an Examination Cell has been established which look after for all examination related activities. In addition to above various committees such as anti-ragging, discipline, admission, cultural, sports, grievance redressal, research, etc., have been constituted with complete participation of students and staff alike. Extension and social work are done through the Department of Extension and NSS. For special occasions, specific committees are created. This gives the students the opportunity to volunteer and to assume leadership. The Institution follows a quality policy of providing

regular teaching and learning education based on Gandhian philosophy. The students are provided with various skill enhancement, generic elective courses, and core courses. Field training programs under extension education are conducted. The Perspective Plans of the Institution are:

- MOU for faculty and student exchange programmes.
- Development of ICT facilities.
- Job-oriented Courses for Students.
- Organise more FDPs.
- Motivate faculty members for research and exchange programme.
- Promotion of publication in research through Conferences.
- Promote participation of faculty members in FDPs and SDPs.
- Training and Development of faculty and staff.
- Strengthen Campus placements.
- Organise More Community services.
- Infrastructure development as the need of modern arena.

The institution is governed by the service rules prescribed in the Service Book of the parent body, KGNM Trust. The staff appointment has been made in accordance with the rules of the MP Govt. Department of Higher Education for its aided staff. The vacant posts are also filled only after receiving the sanction from state government. A proper selection committee having the nominees from university and state government formed as per the provision of university college code 28. Guest faculty is appointed in lieu of the appointment of permanent teachers for smooth conduction of teaching process.

File Description	Document
Upload any additional information	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: E. None of the above

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 Aided Faculty members of the institution submit self-appraisal reports documenting their performance over the academic year. All pertinent details such as academic workload, research publications, external recognitions and awards, nomination to act as resource persons, etc. are given due weightage. The filled-in self-appraisal report is scrutinized by the Heads of the Departments, IQAC and is forwarded to the Office of the Principal. The institution receives feedback from the students. The data given by the students are analyzed by the IQAC and this analysis provides an insight to the administration about the perception of different students regarding the teaching learning process adopted in the campus. On the basis of the feedback, necessary initiatives are taken by the Principal and the Management for the quality enhancement of teaching learning process. The institution has a performance appraisal system to assess the quality and work efficiency of non-teaching staff and are collected every two years. The Institution sturdily believes that the physical, social and psychological welfare of its faculty and staff members is the crucial catalyst that promotes the growth, performance and accomplishments of the institution. The institution deliberately works towards the social protection of the staff members to mitigate the hazards at critical times. The institution extends all welfare measures of the Government of Madhya Pradesh to all permanent teaching and non-teaching staff. The following are the welfare schemes available for the teaching and non –teaching staff:

- The group insurance policy is in existence for its staff.
- Loans are made available on request to teaching & non-teaching staff.
- Quarter facilities for teaching & non-teaching staff.
- Preference is given to children of teaching and non-teaching staff for admission to various courses.
- Awareness programmes for teaching & non-teaching staff.
- Free wi-fi facility provided to the staff members.
- Common celebration of festivals.
- Autonomy is given in academic matters.
- Breakfast/lunch facility available on-demand for teaching & non-teaching staff from Hostel Mess.
- Computers, Laboratories and amenities including separate area for staff in the library are provided.
- On-duty leave is provided to attend refresher courses, guest lectures, workshops and seminars. On-duty leave also sanctioned to engage in extension and community work.
- Cultural hobbies/talents/interests of staff members are encouraged and platforms are provided to harness these for the growth of the institution.

Physical fitness plays the vital role in creating a healthy and engaged workforce in the institution. To break the sedentary lifestyle of the staff members, the institution boosts the staff members to participate in sports and yoga. The staff members are encouraged to access the facilities for games like table tennis, badminton, chess and carom.

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: 0

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

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

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

6.3.3

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

Response: 74.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	6	6	6	6

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

The institution has a mechanism to ensure adequate budgetary provisions for academic and administrative activities and to monitor the effective and efficient use of financial resources. It has a well-defined organizational set up, headed by the Principal who has financial and administrative powers and controls the academics. Before the financial year begins, the college budget is prepared and approved by the Management. With effective planning and forecasting by the concerned stakeholders, the institution is able to utilize the allocated funds in an optimal manner. The HODs/In charge assesses the needs of the various departments and forward the proposal to the principal. The Finance Committee evaluates the requirements of the departments for the allocation of funds. All the purchases are approved by the Chairman on behalf of the Governing Body on the recommendations of Principal. Accounts are maintained by the Accountant and the Principal is accountable for all the financial transactions. The institution maintains a reserve fund which is used as matching amount for developmental purposes. The college mobilises resources through different avenues such as student fee, grant-in-aid salary, and interest from bank. All the major financial decisions are taken by the Chairman of Institutional Trust.. All these funds are utilized only for administering/running the institution. Optimal utilization of resources is achieved by proper planning and budgeting. Need based priorities and areas of common utility are identified while budgeting.

File Description	Document
Upload any additional information	View Document

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**Response:** 1181.66**6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
251.27	274.14	218.50	284.18	153.57

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document

6.4.3**Institution regularly conducts internal and external financial audits regularly**

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

Response:

The Institutional trust has appointed a firm V.K. Dafria & Company, Chartered Accountant and the firm carries out regular institutional audit and hands over the reports to the management. The Cash Book and Ledger are maintained properly. The Aided and Unaided accounts are audited by the chartered accountants. It is done on annual basis to verify and certify that all the financial transactions are in accordance with the norms and are fully supported by valid documents. The last audit was done for financial year 2021-22. The audit for the current financial year 2022-23 is under process. Being a government-aided institution, only the salary of permanent staff is disbursed by state government and the relevant audits were done by the Department of Higher Education, Government of Madhya Pradesh and office of the Accountants General as per the government norms and rules. The focus of the statutory audit is to vouch all the government funds received by the institution over a period of time. It has been carried out for the period 2011-12 to 2015-16 on January 4th 2016.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes. Minutes of IQAC meetings are maintained and duly uploaded to the Institute website under IQAC Section. The following are the Two Practices institutionalized as a result of IQAC initiatives:

1. Remedial Coaching is meant to develop the foundation and improve various learning skills and repair the problem areas. The Remedial classes are conducted for all the students of the semester/year, that involve coaching and tutoring, through individualized teaching. It helps students to overcome the difficulties in specific subject areas. Individual attention is given to girls, where academic weaknesses are identified and solved that may obstruct learning. The IQAC ensures the Remedial Classes bridge the gap for areas in Computer and Personality Development. It results in grasping the reading skills, and computer proficiency through better teaching tools that improve the basic skills they need to advance to a higher academic level. Students who suffer from communication in the classroom become more academically proficient.

2. The creation of a progressive and outcome-based curriculum through course designing across all the programmes is offered by the institution. The autonomous status granted in 1987-88 brought in the liberty to design a curriculum consistent with the vision and mission of the college. After the inclusion of NEP-2020, the IQAC organized programmes and FDP to familiarize the teachers with the new education policy and understand the process of structuring the syllabi and equip them to meet the challenges of

designing syllabi. This preliminary preparation gave the faculty members of all the departments an understanding of the rudiments of syllabus structuring and a common institutional vision with regard to curriculum design. The institution has chosen its Programme Outcomes in the spirit of framing the future of our students and developing adaptive thinking, design mindset, computational thinking, self-directed and life-long learning, effective communication, individual and teamwork, national affairs, ethics, and environment and sustainability.

IQAC has also initiated the following for the quality improvements for the institution:

- Introduction of E-Learning System: In the area of teaching-learning ICT has become an indispensable part, the institution also introduced teaching using ICT, and during COVID-19 it was used rigorously. The students learned the use of ICT, especially on smartphones, Google Class, Google Meet, and Google Forms and connected them digitally to the institution. The teachers also did efforts in preparing E-Content, Video lectures and Video Clippings to facilitate distance teaching.
- Introduction of computer Courses for all programmes: Basics of Microsoft- MS Office training, MS Excel. MS PowerPoint, web designing.

Introduction of Short-Term Certificate Courses to Develop Entrepreneurship Skills: the institution has put in efforts to develop entrepreneur skills in the students, therefore has initiated a number of short-term certificate courses for the students, like Makram art, artificial jewelry making, mehndi art, Rakhi making, clay art, paper mashie etc.

File Description	Document
Provide the link for additional information	View Document

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

To ensure quality education, teaching learning process is thoroughly monitored and often reviewed along with its structures and methodologies of operations and learning outcomes by the IQAC of the institution. The institution has a review mechanism that integrates the reviews of feedback from various stakeholders regarding curriculum and teaching and learning, and learning outcomes. The department wise feedback on teaching-learning process is analysed. A collective consolidated report is also prepared, reviewed. To assess the attainment of the goals and objectives of the institution and to impart holistic education, the most important mechanism is feedback from stake holders. Feedback from different stake holders is collected regularly on curriculum & teaching and learning in all the departments. Feedback on curriculum from the different stake holders help in fine tuning the curriculum to suit the current trend and

also pave way to altering the teaching learning process to suit the modified curriculum. The syllabus revisions are made based on the suggestions of students, alumnae and experts which makes the process of teaching and learning more purposeful as it fulfils the requirements of the stakeholders involved. Feedbacks regarding the teaching learning process and curriculum help to identify the teaching pattern suitable for the different types of learners available in the institution. For instance, based on the feedback of students, the institution has introduced new UG programmes in B.Sc., B.Com. and PG in Sociology, Skill Enhancement Certificate Courses in Handicraft like paper mashie, clay art, thali sajja, artificial jewellery etc. and other courses in computer application taught in the institution. Mostly, the students belong to tribal- rural background and they are comfortable with Hindi language only, however, to enhance the language proficiency, the teachers adopt bilingual language for teaching to make students comfortable in teaching-learning process. Such added aspects in the teaching process help the slow learners to learn better and the advanced learners to grasp the subtle nuances of the matter taught. Thus, feedback-based curriculum revisions, methodology modifications in teaching are made to improve the teaching learning process. Learning outcome is reviewed based on the students' performance in tests conducted for continuous internal assessment, responses in the classes and performance in the competitions. It also reviewed through the performance of students in the final/end semester examinations. Based on all these syllabus revisions, on line class access, personal assistance, academic counselling and special trainings like remedial coaching etc. are given to students in order to improve learning outcomes. Thus, institutional reviews open up avenues to better the teaching-learning process, strengthen the structures and methodologies of operations and improve learning outcomes.

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

6.5.3

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: E. Any 1 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Kasturbagram Rural Institute was established with the prime objective of educating socially and economically under privileged rural and tribal girls, and, which is the only Rural Institute created by NCRI exclusively for rural women with the mandate of empowerment of poor rural women in the nation. All the curricular and cocurricular activities are conducted for girls.

The institution ensures safety and security to the students through the following measures.

- Security services are provided in the campus round the clock.
- Only approved visitors are allowed.
- Laboratories and library are provided with all possible safety measures.
- Safe and homely stay for girls in the campus hostels with mess facility. Warden is appointed in the hostel.
- Complaint box of grievance and redressal committee kept
- Anti-Ragging Committee, Internal Compliance Committee and Grievance Cell address issues in and around the college premises.
- Awareness programmes on safety, security and cyber-crime are conducted.
- Safety and precautionary measures are installed to prevent fire.
- Trust's Hospital 'Arogya Sadan' in front of institution campus for any emergency Clinical services and for health care of girls.

Counselling is given to students at all levels right from their entry to the college.

- During admission, the faculty guide the students to choose programmes based on their marks and aptitude.
- Faculty acts as a mentor for students guiding them in academic, co-curricular and extracurricular activities to develop socio-emotional competencies.
- Teachers act as a counsellor to address life's challenges in a positive way, helping the students to clarify issues, explore options, develop strategies and increase self-awareness.
- Yoga classes to ensure holistic care.

Common room is provided with the following facilities.

- Reading materials advocating healthy habits and nutritious diets.
- Safe drinking water close to common room.

- First-aid kit.
- Soap and towel.
- Indoor games carrom and chess.

In addition to above, skill development programs are organized, motivate the girls to adapt the rapid changing circumstances and cope with pervasive peer pressure, motivation to participate in sports and cultural activities, under the health program, distribution of free medicines to girl students with low hemoglobin after checking, promote leadership skills in the students during various programmes.

File Description	Document
Upload any 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: D. Any 1 of the above

File Description	Document
Geo-tagged photographs of the facilities.	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:

The Institute has undertaken various efforts toward waste management on campus.

Solid Waste: The generated waste by all sorts of routine activities carried out in the Institute that

includes waste papers, newspapers, plastics, glass, metals, foodstuffs, etc. The students and staff are made aware and they put green and dry waste of institutional premises in dustbins (Green and Blue). The primary goal of solid waste management is reducing and eliminating adverse impacts of waste materials on human health and the environment to support economic development and superior quality of life. Besides this, the institution has a vermicompost unit where the solid and liquid waste is managed efficiently. The discarded peel of the vegetables and leftover food from the mess is used effectively to produce vermicompost that is used in the gardens and vegetable production of the institution.

Recycling of Materials: Dust bins are provided in the campus. Throwing the waste anywhere is strictly prohibited. The usage of plastic bags is discouraged and strictly prohibited within the premises of the institution. The institute has outsourced a Vendor to dispose of all the News Papers, Answer Sheets, and other Paper Materials. The Vendor recycles the paper. The entire campus is duly cleaned regularly by authorized persons. Productive objects are also created out of waste materials like leftover paper towels, waste carton board boxes, etc.

Hazardous Waste Management: Phyto-remediation method is implemented to reduce hazardous waste produced during the chemistry practical work. The wastewater from the chemistry lab is utilized in growing plants. The objective behind this type of innovative practice is to reduce the hazardous metallic ion present in wastewater before letting it out of the campus followed by the sinking in water bodies. In phytoremediation, hyper-accumulator plants are used to extract and transform toxic metals such as Cr, Ni, etc. To reduce emissions of harmful materials and to improve environmental credentials, the college campus has bins in all areas. In order to prevent injury to the custodians, all broken glass materials are disposed of in separate covered bins.

Water Harvesting: A big pond has been constructed for holding rainwater which is used to recharge the underground water bodies and irrigate campus grounds. Students are urged to conserve every drop of water and report any leaking tap or pipe as soon as they notice it, to the college building maintaining authorities.

Efforts for Carbon Neutrality: Many carbon neutrality plants like peepal, neem, Imli, babool, Kaner, bamboo, snake plant, aloe vera, etc. are available in the campus which makes the campus carbon-free.

Plantation: A number of plants are planted regularly to make the campus green and eco-friendly every year during the rainy season which includes different seasonal flowering, ornamental and medicinal plants. Maintenance of these plants is done by our NSS volunteers, staff and gardener.

Liquid Waste Management: Well-constructed drainage system leading to a soak pit is available in the campus. All type of liquid waste is duly discharged by the means drainage system.

File Description	Document
Geo-tagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs of the facilities	View Document

7.1.5

Green campus initiatives include

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

Response:

The campus is situated very close to Ralamandal Wild Life Century and has a green and serene environment in and near the campus. Every year at the commencement of the session, a plantation drive is done and awareness programmes on nature and wildlife along with projects and internships in association with Ralamandal wild life century. The campus is green and rich in its biodiversity with a variety of flora and fauna. Pedestrian Friendly pathways are available on campus. The staff is recommended to park the vehicles away from the institutional building and are motivated to use bicycles and battery-operated rickshaw within the campus to maintain the eco-system. The campus is plastic-free as the use of plastic is a bare minimum. For decoration and welcoming guests, natural and green substances made up of flowers and leaves are prepared and utilized for various events and programmes. A small garden medicinal plants has also being developed on the campus. Small Ponds are developed near the institutional building having Lotus flowers of different colours.

File Description	Document
Geo-tagged photographs/videos of the facilities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environmental audit
2. Energy audit
3. Clean and green campus recognitions/awards
4. Beyond the campus environmental promotion and sustainability activities

Response: D. Any 1 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

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

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

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

Response:

The institution building is a single-floor building that is easily assessable for Differently-abled students. The institution has an easily assessable library, laboratories and other amenities. To create a barrier-free environment a ramp has been constructed on one of the entrances to the college building and sign boards are also available. On demand, Students are provided a scribe for their examinations with prescribed extra time. If required, such students are provided a room only on the ground floor in the hostel building. The Differently-abled students are also provided the benefit of Government schemes and scholarships wherever applicable and required. Special attention, assistance and guidance is provided to such students by the staff and teachers.

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

7.1.8

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

Response:

The institution has always exhibited its concern for need of an inclusive society and has ensured that inclusivity is an integral part of the college ecosystem. Girls from different parts of Madhya Pradesh studied in the college. This heterogeneity is aimed to transmit socio-economic, regional, communal, linguistic, and cultural tolerance. Many cultural activities, celebration of special days, religious and communal activities are organized by the institution to develop tolerance and harmony. Many festivals and programmes are celebrated with and for the students all-round the year. Ganesh Chaturthi is the first festival of the session where the students worship lord Ganesha for ten days. Daily aarti is performed twice a day in the hostel. Workshop on making eco-friendly Ganesha is conducted for girls. On the same line eco-friendly Rakhi is also be made by college girls. In the days of Navratri, students worship Goddess Durga and perform Garba daily for nine days in the evening. The biggest festivals of India Dussehra and Deepavali is also celebrated with great enthusiasm. Deepavali wishes are conveyed to the students and staff during vacation. The festivals of Holi, Christmas and Eid are equally important and celebrated with harmony. Sarasvati Poojan, Budh Poornima, Guru Nanak Dev Jayanti, Makar Sankranti, Lohri and other festivals are also celebrated. The students are made aware of the importance and scientific reason behind all these festivals. The institution provides higher education to girls of rural areas which is based on Gandhian ideology of “Sarvdharm-Communal harmony”. Sarvdharm Prarthana is the part of institutions daily routine. Community cleaning in the campus, hostels, students wear khadi dresses which promotes tolerance and harmony among the students. Most of the students belong to SC, ST and OBC. There is no differentiation done among students on the basis of the category. They study in a very harmonious and congenial environment in the institution. Programmes on Birsa Munda Jayanti and Kranti Surya - Tantiya Mama Jayanti - the heroes of struggle of freedom fighters from tribal background also organized for the students. The faculty in-charge of NSS encourage students from different cultures to join hands together for extension activities in adopted villages. The volunteers in the extension visits gather information regarding the socio-economic status of the villagers which enables them to understand the way of life of under privileged and also motivate them to help the people in need.

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

7.1.9

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

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

Response:

To mold the students and employees, the institution has adopted certain constitutional values, rights, duties and responsibilities to make them responsible citizens. Human rights and constitutional values are taught and practiced in our institution through curriculum and various programs, to know their Fundamental duties and fundamental rights. Sustainable development is significant and purposefully our students made aware of environmental concerns and it is part of our curriculum and practice. Programs are conducted to create awareness about the importance of the Right to vote and fundamental rights. Students also actively participate in the campaign of the Election Commission of India. In order to impart this objective to the students, the institution organizes various programs such as voter's day pledges and rallies. Campus cleaning and self-reliance (swalamban) is the founding principle of our Institute. Campus cleaning, and village adoption activities were carried out by NSS to create awareness about the clean environment which is also an activity of the "Swachh Bharat" mission. Health awareness camps were organized to spread awareness about women health awareness, anemia, AIDS awareness, cancer awareness, etc. Plantation drives to make a clean and green campus. "Nai Talim" based on the Gandhian principle is a part of our curriculum as a foundation course. He defined the education of children as Education for life and education through life. "Nai-Talim" also known as Buniyadi Shiksha-basic education. This focus on the education of children and the medium of instruction of education should be in the mother tongue. Martyr's Day or Sarvodaya day, is commemorated with two minutes of silence in honor of Martyr's Day who sacrificed their lives. Water and energy conservation are another milestone for the future of India; to create awareness about the central government scheme of "Jal Sanrakshan Abhiyan" and "Urja Sanrakshan", various competitions were organized to make the student understand its Importance. National celebrations such as Independence Day and Republic Day, were marked with flag hoisting by the meritorious students and Various programs conducted by the students. Students are made aware of the fundamental duties and value public properties and heritage buildings of national importance.

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

7.1.10

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

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

Response: C. Any 2 of the above

File Description	Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	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 NAAC format provided in the Manual

Response:

Best Practice: First

- **Title of the Practice:- Skill Development and Earn by Learn (Shiksha se Swarojgar)**
- **Objective of the Practice:-** The main objective of the initiative is to empower and strengthen the students financially and skillfully so that they can become self-reliant entrepreneurs by utilizing their skills education learned from the institution. This will help them attain good social status, gain confidence along with their livelihood.
- **The Context:-** Most of the students of the institute are from rural tribal backgrounds mainly from low socioeconomic status, with less educational facilities and from remote areas. These girls are unable to get proper and required bare minimum living situations for education, but are very creative and talented. All they need is proper education and training to develop and nurture their natural talent. The institution has provided them with a platform to learn and enrich their skills which have converted into becoming an entrepreneur. These students are making earnings presently and started making menial earnings while they were learning in the institution.

- **The Practice:-** The practice is unique in its inclusiveness as it comprises not only education but also social and financial development, with a holistic approach to skill development and making earnings out of it. The NEP-2020 and the Government are also emphasizing skill development, to make students self-reliant and independent.
 1. Skill development is part of our curriculum like teaching sewing techniques, Handicrafts-making artificial jewelry, food preservation and preparing items like lemon squash, tomato sauce, pickles, etc.
 2. We emphasize a practical approach to learning. The teachers and outsourced experts give a thorough demonstration of the skill practically. Thereafter the students are made to do rigorous exercises and practice under the guidance of teachers.
 3. Promote Entrepreneurship and self-reliance. The students are motivated to prepare their products using a variety of raw materials/ingredients/waste materials etc., which they exhibit in the institution and outside the institution. Students get the experience of selling their product, to calculate the cost of making and cost of selling and making a profit out of their sales.

Apprenticeship and internship programs. Students are given an opportunity to go for apprenticeship in the KGNM trust and other organizations. They draw earnings and experience from working in such organizations.

- **Evidence of Success: -**
 1. Earn by learn vividly illustrated by our students by their skills and advancement.
 2. Many students become entrepreneurs and practice their skills for their livelihood.
 3. Internship and apprenticeship in Accounts section and other section/offices of Institute.
- **Problems Encountered and Resources Required: -** The problems encountered while implementing the practice is to accommodate the interest of students in various programs. The institution conducts varieties of skills development programs and our students are interested to join all of them, so scheduling and accommodating them all is quite difficult. The students are not able to spend money due to financial constraint, as most of them belong to economically low-class families. To solve this problem the institution facilitates on rendering raw material for demonstration of the skill. The students who spend on the training, display and sell the product and earn out of it.

Best Practice: Second

- **Title of the Practice:- SETU – Bridging the Gap**
- **Objective of the Practice:-** SETU (Steps towards Education) - Bridging the Gap, initiative of Institute towards enrolment of dropout students and students who left education due to financial and social reasons like marriage, maternity etc. The institutions extensive programme of field visits for awareness towards basic literacy education, sanitation and public health in rural areas, generating educational awareness and create interest for studies and pursue their education successively.
- **The Context:-** The students of the institute are from rural tribal background mainly from social, educational and financially backward remote areas having deep roots in superstitions and orthodox social mentality. Due to that literacy rate is very low and girl child specially married women are not allowed to go for higher studies. This social taboo is the challenge and matter of

great concern.

- **The Practice:-** This practice is unique in its self as it not only generates awareness towards education but also social upliftment and gender equity as it empowers women through education and it exaggerates and enlarge the idea and vision of Governments Flagship scheme “Beti Bachao, Beti Padhao Yojana” to ‘Beti aur Bahu Padhao, Shiksha ki Alakh Jagao aur Samaj ko Badao’.
- **Evidence of Success: -**

Key Indicator: Students enrollment who left studies due to social and financial reasons such as superstitions, marriage, maternity and other social beliefs and taboos.

1. Our Rural development and extension visit program to rural areas are key to social upliftment and educational awareness.
2. This program touches and transform lives of many girls and married women who got opportunity to shape their lives by education.
3. This act as bridge towards education and enlightenment from illiteracy and educational social backwardness and bridges the gap and we termed it as SETU i.e. “Steps Towards Education” that lesser known to us but we know and show the world that there is no age and limit for education this vision encourages dropout girls to study again and build up their career and become educated, self-reliant, socially and economically empowered and that too is a essential part of our curriculum “Women Empowerment” as Foundation course.

- **Problems Encountered and Resources Required: -** The major problems we are facing in this regard is to transform social order and their deep roots in superstitions and social beliefs is a challenge to practice and firm belief and dedication of our institution towards education of girl child make it happen and counseling techniques are boon to this initiative.

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:

Kasturba Gandhi National Memorial Trust was established by Mahatma Gandhi in memory of the late Kasturba Gandhi in 1945. Keeping in view the objectives of establishing the Trust, since July 1963, Kasturbagram Rural Institute works with uniqueness and distinctiveness not found in the other educational institutes. It is one of the pioneer institutions that was established for educating rural women. Its rural character, methods, and practices based on Gandhian principles makes it different from others and relevant to Indian culture and ethos. The primary objective of its establishment was that the poor girls of rural interior areas should also get the opportunity of quality higher education. Presently hostels with necessary facilities are operational on the college campus. The girls residing in the hostel must follow the philosophy of Gandhi Darshan. Keeping in view the rural character and primary

objective of the institution, a PG degree course in Rural Development and Extension was introduced in the year 1990 with both theory and practical contents. This is now a core academic program and Is in the form of compulsory study for the classes of all the faculties. Since its inception, with basic philosophy of empowering the rural women, the subject of rural development and extension has been added as a compulsory subject in course curriculum of every class of the institute along with teaching of prescribed conventional subjects. Each teacher goes to the adopted village with the group of students and works with women and children related to education, health hygiene, nutrition, art, skills and various awareness programmers. From the point of view of employment and self-employment, seven skill development courses are offered and girls are free to choose anyone. Many girls from rural and backward areas stopped their studies due to lack of finance, early marriage and other social constraints. They are motivated to pursue or continue their higher education and every possible help provided to them. These efforts have resulted into that, the number of rural and tribal girls who graduated from this institution for last sixty years, have worked or still working on the prominent positions at Government and non-government organizations.

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

5. CONCLUSION

Additional Information :

After the colonial rule, it was natural and essential to draft free India's new education policy, relevant to the Indian atmosphere and Indian needs. In 1948 an education committee was constituted by the Government of India headed by great educationist Dr. Sarvpalli Radhakrishnan. This committee looking at the 80 percent rural population and their problems recommended forming Rural Universities all over India. Shrimali Commission after studying the recommendations of the Education Committee decided upon establishing Rural Institutes, a step towards Rural Higher Education all over India. In 1956 a National Council for Rural Higher Education, established 14 Rural Institute from 1956 to 1963. Kasturbagram Rural Institute was the last to be established in the year 1963, but most importantly, it was set up **only for rural women**. The central Government and M.P. State Government desired that this special Rural Institute be set up in Kasturbagram in collaboration with the patronage of the Kasturba Gandhi National Memorial Trust. Today in 21 Century, after 75 years of Independence, 75 percent population is still residing in rural areas. In this respect, one of the aims of education should be total rural development. Today modern higher education instead of ameliorating rural problems has lured the educated and talented youth towards urban areas, consequently, rural development has been obstructed and the very foundation today has become very much self-centered, irresponsible, and indifferent towards society as a whole. This is not what we desired through education. The prime objective of the **Institute** is educating socially and economically under privileged rural and tribal girls, with the mandate of empowerment of poor rural and tribal women in the nation and development of their rural native area. The institute has strived hard to full-fill the objective of establishing this institution by NCRI, by educating the students in every aspect and making them self dependent. In the last 60 years, in the legacy of this institution many rural and tribal students who were deprived of education have established themselves as a reputed and prominent member of their native area and nation.

Concluding Remarks :

The Institution is willing to make all efforts in its onward journey towards academic excellence. It renews its commitment to maintaining and sustaining quality in education and thus participating in the process of nation building, working for social change and ensuring justice and equality in all aspects of its educational mission. The pointers are indicative of the above contents of the Self Study Report the college has prepared for the Third Cycle of NAAC assessment and accreditation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification					
1.3.2	<p>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG 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.</p> <p>Answer before DVV Verification : Answer After DVV Verification :8 Remark : DVV has made changes as per the report shared by HEI.</p>					
2.4.2	<p>Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years</p> <p>2.4.2.1. Number of full time teachers with <i>Ph.D./D.Sc. / D.Litt./ L.L.D</i> during the last five years</p> <p>Answer before DVV Verification : 8 Answer after DVV Verification: 9</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>					
2.4.3	<p>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</p> <p>2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year</p> <p>Answer before DVV Verification : 148 Answer after DVV Verification: 103</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>					
2.4.4	<p>Percentage of full time teachers working in the institution throughout during the last five years</p> <p>2.4.4.1. Number of full time teachers worked in the institution throughout during the last five years:</p> <p>Answer before DVV Verification : 10 Answer after DVV Verification: 6</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>					
2.5.1	<p>Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years</p> <p>2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18
2021-22	2020-21	2019-20	2018-19	2017-18		

45	95	213	47	41
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	61	125	42	32

Remark : DVV has made changes as per the report shared HEI.

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

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

Answer before DVV Verification : 11

Answer after DVV Verification: 08

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

3.6.2 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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	26	34	45	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	23	28	41	30

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

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

4.2.2.1. Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
98336.60	0	128914.3	11550.00	11450.00

		0		
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.97	00	1.28	0.11	0.11

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

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

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

Answer before DVV Verification : 43

Answer after DVV Verification: 30

Remark : DVV has made changes as per the report shared HEI.

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

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1776218. 28	1477014. 00	3674690. 88	4492016. 00	3695784. 97

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.84	00	2.88	1.36	00

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

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

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above
Remark : DVV has made changes as per the report shared HEI.

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : DVV has made changes as per the report shared by HEI.

5.3.1 **Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	5	8	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	5	8	13

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

5.3.3 **The institution conducts / organizes following activities:**

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

Answer before DVV Verification : B. Any three of the above
Answer After DVV Verification: C. Any two of the above
Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1972451.26	1407630.42	7061439.55	8031171.78	6149945.27

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
204.34	204.07	43.44	38.04	37.92