SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

GANDHIGRAM RURAL INSTITUTE (DEEMED TO BE UNIVERSITY)

THE GANDHIGRAM RURAL INSTITUTE (DEEMED TO BE UNIVERSITY)
(MINISTRY OF EDUCATION, GOVT. OF INDIA) GANDHIGRAM - 624 302
DINDIGUL DISTRICT, TAMIL NADU, INDIA
624302
www.ruraluniv.ac.in

SSR SUBMITTED DATE: 28-10-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gandhigram Rural Institute (GRI), founded by the disciples of Mahatma Gandhi Dr. T.S. Soundram and Dr. G. Ramachandran, has emerged as a pioneering institute dedicated to the cause of rural higher education. The Institute, established in 1956, was elevated to the status of a Deemed University in 1976 and is being administered by the Ministry of Education, GoI.

The Institute is, in fact, one of the fourteen rural institutes of higher education started in India to take higher education to the doorsteps of the villages. Its mandate is to serve rural India and accordingly it has tailored its curricula, research and extension activities towards integrated rural development. The Institute is situated in a sprawling area of 207 acres of land nestled between Kodaikanal and Sirumalai Hills in a rural setting.

The Institute offers 25 UG programmes, 24 PG programmes, 6 PG Diploma programmes and 6 Diploma programmes besides PhD programmes in diverse disciplines. The academic programmes are offered through its 8 Schools, 19 Departments and 7 Centres. The Institute also has a Deen Dayal Upadhyay – Kaushal Kendra.

GRI introduced the semester pattern as early as 1976, the Choice Based Credit System in 1994, and NEP in 2023. Currently, 3632 students are enrolled in various programmes of the Institute. 339 research scholars have been admitted to the Institute's PhD programmes. While UGC introduced extension as the third dimension of education only in 1977, GRI had extension as its prime component of education since its inception.

The Institute has been accredited by NAAC with the Five Star status in the first cycle and 'A' grade in the second and third cycles. In view of the outstanding contribution made by the Institute in the domain of rural development, it was chosen as a National Level Monitor for the evaluation of the Rural Development programmes of Govt. of India.

Vision

Promotion of a casteless and classless society through instruction, research and extension.

The objectives of the institute are:

1. To provide instruction and training in such branches of learning as will promote a classless and casteless society;
2. To provide for research and advancement and dissemination of knowledge; and
3. To function as a centre for extension work leading to integrated rural development.

Mission

Providing knowledge support to rural sector to usher in a self-reliant, self-sufficient and self-governed society

Core Values of the Institute

Gandhigram Rural Institute is founded on Mahatma Gandhiji's rural reconstruction programmes. Communal harmony, removal of untouchability, prohibition, promotion of khadi and village industries, sanitation, adult education, women empowerment and economic equality are the priorities of the institution since its inception. Integrating the best elements of Gandhian philosophy with the changing trends in the educational arena, the Institute strives to create an inclusive society, foster free thinking through its academic programmes and produce global citizens.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Providing value-based education integrating the core elements of Mahatma Gandhi's philosophy
2. Powered by Government of India through Ministry of Education with the status of Deemed to be University
3. Strict adherence to the policies and programmes of Govt. of India including NEP-2020
4. Recognition as a National Level Monitor for evaluation of rural development schemes of Govt. of India
5. Excellent academic ambience with an inclusive gender-just environment.
6. Location of the university in a rural setting with villages serving as social laboratories
7. Experienced faculty with proven track record, including the inclusion of five of the faculty members in the Top 2% of the World Scientist by Elsevier
8. Periodic revision of curricula of all academic programmes
9. Introduction of skill-based vocational programmes
10. Adoption of Choice Based and Learning Outcome Framework in the curricular design
11. Practice-based, student-centric ICT based teaching methodologies including Learning Management System
12. Innovation-oriented advanced scientific research and society-driven action research
13. Extension forming the focus of the curriculum as an integral component
14. Adequate infrastructural facilities for teaching and research activities
15. Centralized library equipped with modern facilities
16. Development of customized Management Information System for academic, examination and administrative purposes
17. Avenues for development of innate talents of students through co- and extra-curricular activities
18. Excellent student support system
19. Capacity development and skill enhancement programmes for students
20. Tapping of non-conventional energy sources
21. Training village youth, women and children for national development
22. Effective collaboration with industries and organisations for training, research and placement
23. Status of nodal institution for the implementation of Unnat Bharat Abhiyan

Institutional Weakness

1. Inadequate financial support for augmentation of infrastructure for future needs
2. Lack of twinning programmes with national / international institutions
3. Constraints in the starting of new programmes and departments
4. Inadequate support from corporate bodies and industries

Institutional Opportunity

1. To start of academic programmes in cutting-edge areas of technology and health
2. To offer joint academic programmes with premier national institutions
3. To undertake transnational research projects
4. To start Centres for Excellence in areas like Rural Informatics and Organic Farming
5. To enrol foreign students in academic programmes
6. To train institutions across the country in the domain of integrated rural development
7. To undertake policy research pertaining to rural development towards social transformation
8. To enhance the enrolment of students from other States through CUET
9. To fully utilize alumni resources

Institutional Challenge

1. Augmentation of infrastructure through private participation
2. Promotion of Gandhian principles among the stakeholders in the era of liberalization, privatization and globalization
3. Provision of institutional fellowship to research scholars on par with governmental norms with the available resources
4. Enhancing the capabilities of rural students, among whom 70% are first-generation graduate students, to match the capabilities of their urban counterparts
5. Planning and execution of rural programmes with limited financial support
6. Enrolment in conventional disciplines in the wake of educational subsidies in State Government / State Government supported institutions

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute takes every effort to ensure that the curricula developed and implemented for various academic programmes is relevant to local, regional and global developmental needs. The programmes offered are largely unconventional and multi-disciplinary aimed at integrated rural development.

The academic programmes are need-based, society-driven and industry-compliant. The Institute has launched eight B.Voc. programmes after the third cycle of accreditation, responding to the call of Skill India Mission of GoI. The Institute adopted the Learning Outcomes-based Curriculum Framework (LOCF) of UGC in 2019 and has carefully designed outcome elements including Programme Outcome, Programme Specific Outcome and Course Outcomes. Out of the total of 2400 courses, 928 courses focus on employability, entrepreneurship (304) and skill development (1004). The curricula of all programmes are revised once in three years and need-based revisions are undertaken whenever required. All the academic programmes are in tandem with the GoI initiatives like Atma Nirbhar Bharat, Swachch Bharat and Swasth Bharat and are in alignment with Mahatma Gandhi's construction programmes and Sustainable Development Goals.

During the assessment period, the Institute introduced 23.33% new courses. 100 value-added courses were offered for UG and PG students. The institution has integrated Human Values and Professional Ethics in both UG and PG programmes. Environmental Studies and Gandhian Thought are mandatory courses for all UG

programmes. Shanti Sena, a unique course meant for spreading peace and harmony among the youth, is a compulsory course in the undergraduate programme. Students are encouraged to enrol in MOOC / SWAYAM / NPTEL courses and during the assessment period 1164 students enrolled in various online courses. The curricula of UG and PG programmes have project work / dissertation as mandatory components. Students of all PG programmes and some UG programmes undertake internships.

The institution benefits from the feedback obtained from its stakeholders - students, parents, teachers and employers. It is analysed and the report is submitted to the authorities. Appropriate action is initiated and ATRs are submitted to the authorities and displayed in the Institute website. Thus, the Institute has contributed substantially in the realm of curricular design and development during the assessment period.

Teaching-learning and Evaluation

The Institute admits students to all programmes online, based on merit and CUET score. The Govt. of India reservation policy is followed in toto for all admissions.

Every year, the Institute organises induction programme for the freshers. Based on the performance of the students in classrooms and laboratories and on the basis of their marks in internal tests, advanced and slow learners are identified. Special care is taken to mainstream the slow learners through remedial classes, provision of adequate learning resources through offline and online modes and monitoring their progress through mentor-mentee interactions and departmental committee meetings. Advanced learners benefit from Walk-with-the-Scholar programme where they get opportunities to interact with experts who visit the departments.

GRI has an ideal student-teacher ratio. Teachers adopt student-centric methods such as experiential learning, participatory learning and problem-solving methodologies. The institution has a Learning Management System and during the pandemic, classes were conducted online and resources were shared online. Teachers were trained in e-content development and 474 online lectures have been uploaded in the institutional LMS. The Institute follows the *Gurukula* system where the Gurus monitor the progress of their Shishyas.

The faculty are recruited as per GoI regulations. The faculty of the Institute are highly qualified with 22.0 as the average years of experience. 96% of the faculty are Ph.D. holders. Teachers have experience in handling funded projects and some have post-doctoral experience.

The Institute has a transparent and reliable examination system and publishes results within 12 days on an average. The examination system is fully automated and addresses the grievance of students, if any, in a time-bound manner. The students are made aware of the OBE elements through syllabus handbooks, notice boards and web displays. The Institute has a sound methodology for the calculation of outcomes through continuous formative assessment (CFA) and exit surveys. During the assessment period, students' pass percentage was 91.5%. The Institute is registered with NAD and ABC.

Qualified and experienced faculty and student-centric teaching-learning strategies based on the outcome-based model produce commendable results in examinations which pave the way for students' progression and placement.

Research, Innovations and Extension

The Institute has a well-defined research policy. It promotes research by providing support to the faculty through its R&D Cell and provision of seed money. 35% of the faculty received national / international support for advanced studies / research between 2019 and 2024. During the assessment period, the Institute established research facilities including NMR, HR-MS, TGA/DTA and XRD at a cost of Rs.8.58 crores for promoting research in basic and applied sciences.

Among the enrolled Ph.D. scholars 73% are JRF / SRFs. 102 research projects have been carried out with a financial outlay of Rs. 37.6 Crore during the assessment period. GRI organized 86 National / International conferences / seminars / workshops during the assessment period. As many as 1733 research articles in peer-reviewed national/international journals and 892 book chapters/books were authored by the faculty in the last five years. The h-Index of the Institute stands at 103 in SCOPUS. The faculty and scholars have won 78 research awards.

94.4% of faculty serve as research supervisors and during 2019-2024, 418 scholars received their doctoral degrees. The Institute has an IPR Cell and during the assessment period 48 patents were granted/published. Rs.37.57 crores have been generated through consultancy.

The Institute has a vibrant Centre for Entrepreneur Development and Institutional Innovation Council.

During the assessment period, the Institute organized 1234 outreach programmes through the departments/NSS/Shanti Sena/Youth Red Cross and UBA which included rallies, sensitization/awareness programmes and camps benefitting 52318 villagers and students.

GRI has adopted 32 villages as service villages where the students and the faculty carry out extension activities. Until recently, the Institute had 14 Balwadis funded by the State Social Welfare Board.

The contribution of GRI in the realm of extension has earned it the status of a National Level Monitor to assess the Govt. of India programmes across the country. The Institute has 53 functional MoUs which help faculty and students in internship, placement, research, organisation of academic and extension programmes. GRI has made a mark not only in the domain of research but also in extension which is a defining attribute.

Infrastructure and Learning Resources

Gandhigram Rural Institute has adequate infrastructure facilities to carry out teaching, research and extension activities. The Institute has 141 classrooms out of which 59 are equipped with ICT facilities and 77 laboratories. During the assessment period, 5 labs were set up at a cost of Rs.3.83 crores. There are 10 seminar halls which can totally accommodate 1785 persons. The Institute has installed an indigenously developed Learning Management System which is loaded with 474 video lectures. During the pandemic, the Institute conducted classes and examinations through the online mode. It has a multipurpose auditorium which can accommodate more than 1500 students and is used for both cultural activities and indoor sports activities. It has a multi-gym and a yoga centre as well.

Totally, Rs.961.78 lakhs were spent for infrastructure development and augmentation during the last five years. The Institute has a well-equipped library with 1,83,587 books, 6963 e-journals dend 149 print journals. In the last five years, 8306 books were added at a cost of Rs.48.22 lakhs. A total of Rs.241.64 lakhs was spent for the purchase of books and journals. The library has ICT facilities with RFID provision for accessing and returning of books. On an average, 159 students and staff visit the library every day. Almost all students visit

departmental libraries daily. The library frequently conducts awareness and sensitization workshops for students and scholars on various topics such as the use of digital sources. The institution has 1130 computers and periodically updates its IT facilities. It has a bandwidth of 1 GBPS. The student-computer ratio is 4:1. The Institute has two databases, a lab for e-content development, a media centre and a lecture capturing system. The Institute also has a central instrumentation lab, a business lab, Gandhi Museum, an animal house, theatre and art galleries.

The Institute has a well-defined and robust mechanism for the maintenance of its infrastructure. During the assessment period, Rs.734.47 lakhs were spent for the augmentation of infrastructure. Established system and procedures are in vogue for the upkeep of its physical facilities. Thus, the Institute ensures augmentation of its infrastructure and its upkeep.

Student Support and Progression

Nearly 85 per cent of the students hail from rural areas and belong to the disadvantaged sections of society. The Institute supports them through scholarships provided by the State Government (100% of the students are beneficiaries) and freeships from the Institute. Freeships are also given to *Divyangjan* students. Eighty students are supported through Earn While you Learn scheme. A student insurance scheme is in place. The Institute periodically conducts career counselling programmes through its departments, Placement Bureau, NSS, Career Guidance Club, Cent-SERV and other student clubs. To bring out the innate talents of students, capacity development programmes are organized regularly. Skill enhancement initiatives are also undertaken to prepare them for employment and further studies. All students are trained in soft skills and communication skills.

The Institute implements the regulations of its statutory bodies. A grievance redressal forum has been set up for the time-bound redressal of the grievances of students, faculty and scholars. The Institute also has an Internal Complaints Committee (ICC) constituted as per UGC norms for looking into complaints related to gender, caste and other issues.

GRI has an excellent student support system. 2064 students have been placed in government / non-governmental agencies. 32.19% of its students have progressed to higher education in the last five years. 246 students have cleared national level examinations such as NET/SLET/UPSC. The encouragement given to the students has resulted in the receipt of 219 awards for outstanding performance in sports / cultural activities in the last five years. Departmental Associations, IQAC, ICC, Student Clubs, Departmental Committees, library and sports committees have adequate representation from the student community.

The alumni association of the Institute, a registered body, is quite active and organises meets frequently, both inside and outside the campus. The alumni are included in the Board of Studies. They visit the institution and interact with the students during departmental association meetings and student festivals. In the last five years, an amount of Rs.31.08 lakhs has been donated by the alumni.

Governance, Leadership and Management

Gandhigram Rural Institute, a centrally funded institution, has a well-structured governance system. The Institute has adopted UGC regulations on Deemed to be Universities. It has statutory bodies like the Board of Management, the Planning and Monitoring Board, the Academic Council, the Finance Committee and the Board of Studies which meet at regular intervals and take policy decisions. For the execution of decisions and

policies, various administrative committees have been constituted which ensure decentralized governance. The Institute has a strategic and perspective plan for its comprehensive growth and it has been approved by the competent authorities. During the last five years, 89 faculty members were promoted under the Career Advancement Scheme (CAS) of UGC and 56 non-teaching staff were promoted under Modified Assured Career Progression (MACPS). During the last five years, 178 teachers underwent Faculty Development Programmes while 84 non-teaching staff members attended skill development programmes. The Institute follows General Financial Rules (GFR) of the Govt. of India for all its financial transactions and its accounts are audited by the Accountant General of India. Adequate checks and balances have been built into the system to ensure optimal and effective utilisation of financial and physical resources.

The Institute has a vibrant IQAC which contributes substantially for institutionalizing quality assurance strategies and processes. It monitors and reviews the teaching-learning process and ensures an incremental growth in all the quality metrics.

The Institute conducts periodic academic and administrative audits and takes appropriate follow-up action in a time-bound manner. IQAC has conducted four FDPs and two workshops on various quality related themes including a sensitization workshop organized with financial support from NAAC. So far, the institution has figured four times within the bracket of top 100 institutions of the country in NIRF.

Institutional Values and Best Practices

Nearly 55 per cent of the Institute's students are girls and a gender-just equitable environment prevails on campus. GRI, being a Gandhian institution, maintains communal harmony and follows an inclusive approach. There is no discrimination on the basis of gender, language, caste and creed among the staff and the students.

The Institute harnesses solar energy. Recently, it was sanctioned a grant of Rs.8.44 crores towards solar energy initiatives. A bio-digester has been installed in the hostel mess to ensure the conversion of food waste into wealth. Vermicomposting is in place for solid waste management. Laboratory and hostel effluents are recycled after adequate treatment. A three-bin system is in place for the collection of different kinds of segregated waste. The buy-back scheme and conversion of TFT monitors to LED monitors are effective strategies for managing e-waste. The usage of pen drives and the implementation of e-governance initiatives have reduced e-waste.

The Institute has water conservation facilities such as rainwater harvesting structures, tanks, bunds and borewell recharge. The water bodies are maintained by the estate office. An internal water distribution system is available for the provision of drinking water inside the campus. Green and Energy Audits are undertaken periodically. Facilities such as ramps, handrails, specially designed washrooms and battery-operated vehicle are available for the differently-abled faculty and students. The Institute has prescribed a code of conduct for all its students and faculty. Further, it imparts value-based education through Gandhian principles. ASPIRE (Advanced Skill Promotion for Impactful Rural Engineering) and GRI-CARES (Gandhigram Rural Institute - Community Advancement through Rural Extension Services) are projected as the best practices of the institution. Sustainable, Progressive and Holistic Education for Rural Empowerment (SPHERE) is the distinctiveness of the institution. The contribution of the Institute towards this cause has been duly endorsed by the former Prime Ministers and Presidents of India, which stand testimony to the exemplary services rendered by the Institute towards the cause of rural higher education in India.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	GANDHIGRAM RURAL INSTITUTE (DEEMED TO BE UNIVERSITY)
Address	The Gandhigram Rural Institute (Deemed to be University) (Ministry of Education, Govt. of India) Gandhigram - 624 302 Dindigul District, Tamil Nadu, India
City	DINDIGUL
State	Tamil Nadu
Pin	624302
Website	www.ruraluniv.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	N.PANCHANATHAM	0451-2452305	9443736780	0451-2454535	gridu@ruraluniv.ac.in
IQAC / CIQA coordinator	P.U.MAHALINGAM	0451-2452371	9445818371	0451-2454535	iqac@ruraluniv.ac.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	18-08-1956
Status Prior to Establishment,If applicable	Other
Establishment Date	01-01-1970
Any Other, Please Specify	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	08-09-2017	View Document
12B of UGC	08-09-2017	View Document

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

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	The Gandhigram Rural Institute (Deemed to be University) (Ministry of Education, Govt. of India) Gandhigram - 624 302 Dindigul District, Tamil Nadu, India	Rural	207	46477	Fifty five		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

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

SRA program	Document
AICTE	106990_10441_1_1723004556.pdf
NCTE	106990_10441_4_1723004565.pdf

Details Of Teaching & Non-Teaching Staff Of University

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	22				35				122			
Recruited	4	0	0	4	11	3	0	14	57	23	0	80
Yet to Recruit	18				21				42			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				149
Recruited	32	13	0	45
Yet to Recruit				104
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				78
Recruited	23	1	0	24
Yet to Recruit				54
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	1	0	0	0	0	0	0	0	0	1
Ph.D.	56	14	0	7	4	0	26	6	0	113
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	0	1	0	1	2	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	1	0	0	1
Adjunct Professor	0	0	0	0
Visiting Professor	1	0	0	1

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Department of Tamil	Bharathiar Chair	Government of Tamil Nadu Chennai
2	Department of Political Science and Development Administration	Rajiv Gandhi Chair	Rajiv Gandhi Foundation New Delhi

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	408	4	0	0	412
	Female	312	5	0	0	317
	Others	0	0	0	0	0
PG	Male	145	25	0	0	170
	Female	237	39	0	0	276
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	30	0	0	0	30
	Female	44	0	0	0	44
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	20	6	0	1	27
	Female	40	6	0	0	46
	Others	0	0	0	0	0
Diploma	Male	47	0	0	0	47
	Female	23	0	0	0	23
	Others	0	0	0	0	0
Post Doctoral (D.Sc , D.Litt , LLD)	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	14	0	0	0	14
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	10	0	0	0	10
Female	10	3	0	0	13
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-10-2018
Number of UGC Orientation Programmes	3
Number of UGC Refresher Course	2
Number of University's own Programmes	28
Total Number of Programmes Conducted (last five years)	33

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	Five Star	76.55	[Cycle 1 - Peer Team Report_compressed.pdf](#)
Cycle 2	Accreditation	A	3.09	[Cycle 2 - Peer Team Report_compressed.pdf](#)
Cycle 3	Accreditation	A	3.2	[Cycle 3 - Peer Team Report_compressed.pdf](#)

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Centre For Applied Geology	[View Document](#)
Centre For Futures Studies	[View Document](#)

Centre For Geoinformatics	[View Document](#)
Centre For Malayalam	[View Document](#)
Centre For Rural Energy	[View Document](#)
Centre For Rural Technology	[View Document](#)
Deen Dayal Upadhyay Kaushal Kendra	[View Document](#)
Department Of Applied Research	[View Document](#)
Department Of Biology	[View Document](#)
Department Of Chemistry	[View Document](#)
Department Of Computer Science And Applications	[View Document](#)
Department Of Cooperation	[View Document](#)
Department Of Economics	[View Document](#)
Department Of Education	[View Document](#)
Department Of Gandhian Thought And Peace Science	[View Document](#)
Department Of Hindi	[View Document](#)
Department Of Home Science	[View Document](#)
Department Of Lifelong Learning And Extension	[View Document](#)
Department Of Mathematics	[View Document](#)
Department Of Physics	[View Document](#)
Department Of Political Science And Development Administration	[View Document](#)
Department Of Rural Development	[View Document](#)
Department Of Rural Health And Sanitation	[View Document](#)
Department Of Rural Industries And Management	[View Document](#)
Department Of Sociology	[View Document](#)
Department Of Tamil	[View Document](#)
Physical Education And Yoga Centre	[View Document](#)
School Of Agriculture And Animal Sciences	[View Document](#)
School Of English And Foreign Languages	[View Document](#)

28-10-2024 12:11:09

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy 2020 (NEP) has introduced transformative changes that aim to revolutionize the Indian educational system. It emphasizes a holistic and multi-disciplinary approach to education promoting the integration of Sciences, Arts, Humanities, Sports and Vocational skills alongside core academic disciplines. This multi-dimensional approach nurtures the overall development of students and fosters their creativity, critical thinking and problem-solving skills. The Gandhigram Rural Institute (GRI), a pioneering institution of higher learning established in 1956, has been adopting a multi-disciplinary approach since its inception. The Institute offers various unconventional transdisciplinary programmes, aimed at Integrated Rural Development. They are diverse in nature and include Arts, Sciences, Humanities & Social Sciences, Engineering & Technology, Health and Agriculture. To cite an example, the Institute offers an integrated post-graduate programme in Political Science and Development Administration which includes Political Science, Economics, Sociology, Management and Extension Education components. Every Undergraduate programme offered by this Institute has unique, diverse components including Gandhian Thought, Rural Development, Extension Education, Languages, Fine Arts, Computer Science and Environmental Science. All programmes, both UG and PG, offer inter-disciplinary electives providing a choice for students to choose courses across the disciplines. The Institute has extension as an integral feature of the curriculum. All students undergo Village Placement Programme where they understand the ground realities, collect and analyse data to offer feasible solutions to rural issues as mandated by NEP-2020. The Institute, a centrally funded institution under the Ministry of Education, Govt. of India, adopts the policies of the government in toto. Accordingly, from the academic year 2024-25, as per the NEP, the existing three-year undergraduate programmes have been redesigned into four-year UG programmes with an Honours degree. Admission to all academic programmes is based on the performance of the applicants in Common University Entrance Test (CUET). Under CBCS, the curricular framework includes core major,

	core minor, multi-disciplinary, ability enhancement and skill development courses besides field visits, internships and project work. In fact, this Choice Based inter-disciplinary approach has been the hallmark of GRI for the last three decades. In tune with the focal theme "Skill India" of Govt. of India, GRI introduced eight B.Voc. programmes in hybrid disciplines relevant to the employment prospects of the rural populace. The multi-disciplinary nature of rural issues has led to the formulation of research projects cutting across the disciplines. More than 30% of the research scholars have embarked upon transdisciplinary studies, a distinctive feature of the Institute. As stated earlier, GRI offers multi-disciplinary education in tune with NEP-2020, covering a variety of subjects from Arts to Engineering and Computer Science.
2. Academic bank of credits (ABC):	The Gandhigram Rural Institute has enrolled itself as a member of the National Academic Depository, which is a Govt. of India initiative to bring all academic awards under the Digital India Programme. The ABC enables students to acquire credits through different avenues. The students are given a unique ID known as Automated Permanent Academic Account Registry (APAAR) ID. The credits earned by the students by undergoing courses in various institutions will be submitted by those institutions to ABC and will be credited to the students' account. These credits are valid for a period of seven years. Therefore, it is mandatory that a student completes a programme and earns his/her degree in seven years. When a student accumulates the required credits to earn a degree (120 credits for a UG degree and 88 credits for a PG degree), the degree-awarding institute will award him/her a degree. For this, he/she has to earn at least 50% of the required credits from the degree-awarding institution. The Institute encourages and demands the students to enroll in MOOC, SWAYAM and NPTEL courses and there is a standing policy on credit transfer for the credits earned through different modes of learning and students have already benefitted out of this policy. So far, 3007 students have created ABC IDs and 5500 Degree Certificates have been uploaded in the academic depository. The uploading of all the marksheets of the students in the Academic Depository will be completed by the year end.

3. Skill development:	The Gandhigram Rural Institute has put into practice the Nai Talim system of education advocated by Gandhiji. Experiential learning continues to be an essential component of the teaching-learning process. Every undergraduate programme adopts a campus plus camp approach, integrating the basic elements of teaching and learning resulting in an exemplary Attitude, Behaviour and Character. Every Science programme has practical components to hone the skills of the students. Field visits and placements, internship and project work provide avenues for students' skill development. Students acquire language skills through their regular classes and through the language laboratory in the School of English and Foreign Languages. Their coding skills are enhanced through Add-on and Certificate Courses. Domain-specific skill development courses are offered by the departments in addition to the skill development courses offered as inter-departmental electives. Leadership skills are inculcated in students through village extension programmes where students develop and display their skills acquired through community engagement initiatives. It is worth mentioning that most of the software used by the MIS of the Institute is home grown. GRI is one of first few institutions in the country to offer Vocational Degree programmes under the banner of Deen Dayal Upadhyay Kaushal Kendra with funding from UGC. As of today, eight Bachelor of Vocation programmes (B.Voc.) and two vocational Diploma programmes (D.Voc.) are being offered. During the current academic year, 1082 students have been enrolled in these programmes which are part of the Skill India initiative. The curriculum developed and training given for these programmes are in accordance with National Occupational Standards (NOS) developed by the Sector Skills Council. The programmes, with an emphasis on practice-based education, are aligned with National Skills Qualification Framework (NSQF) and meet the requirements of Industry 4.0. In fact, the skill attainment of these students is tested by the examiners from Sector Skill Council. The programme structure and contents adhere to the guidelines of UGC with multi-entry and multi-exit options which are linked to specific job roles as specified in NSQF. The Institute offers a Diploma programme in Two-wheeler Mechanism and Maintenance in

	collaboration with Yamaha India Motors Pvt. Ltd. The entrepreneurial outcome of the alumni stand testimony to the skill development initiatives of the Institute which are in tandem with the vision of Govt. of India to emerge as Vishwaguru and the World Skill Capital.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Being a Gandhian institution, GRI promotes Bharatiya Culture among the students, the faculty and the other stakeholders. It is the only public funded institution in Tamil Nadu that follows the three-language formula at the UG level. It is one of the few institutions in this State which offers an M.A. programme in Hindi. The Cell for Culture and Arts takes concerted efforts to document and popularize indigenous culture and traditions. The faculty and scholars of the School of Tamil and Indian Languages have taken efforts to popularize folk songs and folk traditions of the state. The ethnic practices of the tribals have been documented by the Cultural Studies group of the Schools of Languages. The Gandhi Museum at GRI, established in 1993, has displays related to indigenous practices. The School of Agriculture and Animal Sciences has a Centre for Indigenous Agriculture Knowledge Systems, set up a decade ago. It collects different indigenous varieties of food grains and helps students learn about different food storage systems as well. The Institute has a Krishi Vigyan Kendra supported by Indian Council of Agricultural Research (ICAR) which helps in propagating traditional and modern agricultural practices. A vocational programme on Organic Agriculture and Enterprises Development provides knowledge on various indigenous agricultural and eco-friendly practices which are adopted and promoted by various departments and centres. Traditional building technologies have been documented and displayed in the Centre for Rural Technology. Indigenous sanitary practices have been documented by the Department of Rural Health and Sanitation. The Institution follows the Gurukula system which takes care of the academic and personal needs of the students through counselling and mentoring. The Guru Shishya Parampara has reduced the gap between the teacher and the students. Thus, the Institute, through the practice and promotion of indigenous knowledge systems, instils in the students a patriotic fervour and makes them proud of their

	culture and heritage.
5. Focus on Outcome based education (OBE):	In tune with the UGC's directive on Learning Outcomes-based Curriculum Framework (LOCF) for offering a holistic experience for students focusing on knowledge delivery and application of knowledge through field and laboratory experiences, GRI adopted Outcome Based Education from the academic year 2018-19. The Curriculum Framework and Regulations-2018 of GRI has specified the various outcome-based elements such as Programme Educational Objective (PEO), Programme Outcome (PO), Programme Specific Outcome (PSO) and Course Outcome (CO) for all academic programmes. The outcomes specified have been duly validated through brainstorming sessions at the department level and in the meetings of various Boards of Studies of every department. After a thorough discussion in various statutory bodies, the LOCF framework was approved. The outcomes are measured and mapped through Continuous Formative Assessments and exit surveys. The outcomes are also validated through student placements and student progression in addition to quantitative assessment made by the course teachers. GRI has sensitized its faculty on outcome-based education through three seminars / workshops arranged by the IQAC. Question papers are based on the Revised Bloom's Taxonomy to test students' Higher Order Thinking Skills (HOTS). The syllabus and question papers specify the various cognitive levels that are being tested. Thus, the outcome-based approach adopted by the Institute has percolated down to the students and employees which has made GRI the desired destination for various recruiting agencies. The various skill development initiatives have enhanced the employability potential of the students which is the ultimate aim of the outcome-based system of education. Through Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT), the Institute has trained more than 300 teachers from various institutions on outcome-based education.
6. Distance education/online education:	The Institute offered Distance Education Programmes from 2003 to 2011. But now it is not in a position to offer any distance education programme, because of the UGC guidelines. The Institute proposes to offer people-centric programmes through the distance

mode after obtaining due clearance from appropriate statutory bodies. The Institute resorted to online teaching-learning during COVID-19. The teachers of the Institute were trained by the e-content Development Centre to skilfully use MS-Teams, Webex and Google Platforms. All theory classes were conducted online during the pandemic. Steps were periodically taken to bridge the gap between teaching and learning. As many as 484 video lectures have been uploaded in the Institute's Learning Management System so far. For the benefit of Science students, laboratory experiments were recorded and were made available online during the pandemic. Examinations and Ph.D. viva voces also were conducted through the online mode during Covid-19. 182 domain specific webinars were conducted in the last five years by various departments. Thus, the Institute shifted its teaching-learning online seamlessly and skilfully. The Institute has a Learning Management System (LMS) developed in-house by the Computer Centre of GRI. WhatsApp groups were formed at the class-level and learning materials and other resources were shared for the benefit of the students. An online grievance redressal portal was made available to address the grievances with regard to online teaching. Many of these groups are active even after the pandemic and share information and academic inputs. During the pandemic, the students were motivated to record their rural experiences through videos and short-films as part of their extension activities which enabled them to understand rural realities. This virtual exercise was carried out as an alternate to Village Placement Programme (VPP) during the pandemic. In the post-pandemic period too, the hybrid mode of teaching is continued to enable anytime-anywhere learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Institute, through the Department of Political Science and Development Administration, sensitizes students and the general public on electoral practices. The Department has been rewarded for its work on grassroots governance by the Ministry of Panchayati Raj and Rural Development through projects in the

	pre-NAAC assessment period. The Institute has a Rajiv Gandhi Chair for Panchayati Raj sponsored by Rajiv Gandhi Foundation, New Delhi which carries out work related to electoral literacy also.
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 Department of Political Science and Development Administration has a Students' Association with office bearers chosen by the students themselves. They carry out sensitization programme on electoral literacy during the village placement programmes and as part of the department's extension activities.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Department has motivated all the students to enroll as voters. They educate the general public on the right to vote and its significance. The students also help the district administration in the conduct of General and Panchayat Elections by serving as volunteers. The NSS units of the Institute have organized rallies on voter awareness in the city of Dindigul and in many villages.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Institute has been chosen as a nodal agency for the training of panchayat leaders, especially woman panchayat leaders. The elected representatives have been given leadership trainings. The roles and responsibilities of ward members, chairperson, etc. have been explained in detail. The details of various governmental schemes have been shared with the elected representatives.
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.	More than 90% of students have been enrolled as voters through special enrollment drives.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3521	3737	3900	3566	3489

File Description	Document
Institutional Data in prescribed format	[View Document](#)

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
1355	1318	1419	1007	1038

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

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
95	99	102	109	119

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

2.2

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

Response: 119

File Description	Document
Institutional data in prescribed fomat	View Document

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
474.37	369.56	316.75	303.93	642.41

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Gandhigram Rural Institute, founded with the vision of taking higher education to the villages, has carefully designed and periodically revised its academic programmes based on Mahatma Gandhi's 18-point constructive programme and in consonance with the changing development scenario at the local, national, regional and global levels.

The Institute offers 25 undergraduate programmes and 24 postgraduate programmes in various branches of study. All the academic programmes are need-based, society-driven and industry-compliant. The curricula for the various programmes have been designed keeping in mind the developmental needs and aspirations of the people and society. Focussing on global issues such as energy crisis, food security and information technology, the Institute offers academic programmes on Renewable Energy, Food Science and Nutrition, Food Processing, Food Testing and Quality Evaluation, Dairy Production and Technology, Organic Agriculture, Computer Science and Applications, Geoinformatics and Spatial Technologies.

During the post-accreditation period, the Institute launched eight B.Voc. programmes responding to the call of Skill India Mission of GoI. All the programmes have elements of national initiatives like *Atma Nirbhar Bharat*, *Swachch Bharat, Swasth Bharath* and *Digital India.* The PG Diploma in Sanitary Inspectors Course is aligned with Swachch Bharat while B.Tech. Civil Engineering programme is aligned with 'shelter for all' objective of GoI. M.A. Rural Development Studies, M.A. Gandhian Studies and Peace Science, M.A. Development Administration, M.A. Sociology and, M.A. Tamil and Indian Literature are aligned with the Bharatiya System of Education and aim at Viksit Bharat 2047. The academic programmes focus on addressing the manpower requirements for Science and Technology enabled integrated and sustainable rural development and effectively contribute towards the realization of Sustainable Development Goals such as No Poverty, Zero Hunger, Good Health, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth, Reduced Inequalities, Climate Action, Life Below Water, Life on Land, Peace, Justice and Strong Institutions.

Gandhigram is located in Dindigul district which is known for leather tanneries and the Institute has a vocational programme on Footwear Accessories and Design addressing the local needs. The Institute is situated near Chinnalapatti, the hub of handloom textiles and hence GRI has a Diploma programme in Textile Technology and Bachelor's and Master's programmes in Textiles and Fashion Design.

The Learning Outcomes based Curriculum Framework (LOCF) of UGC is being followed at GRI from 2018-19. OBE elements such as Programme Educational Objectives (PEOs), Programme Outcomes

(POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) have been articulated and duly validated through interaction with experts. The outcome-based approach of the curricular design and development followed at Gandhigram Rural Institute has resulted in the introduction of need-based, society-driven unique programmes that address the local, regional and global developmental needs.

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

1.1.2

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

Response:

Need-based, society-driven and industry-compliant academic programmes meeting the human resource requirements of specific sectors of development focussing on employability, entrepreneurship and skill development are the hallmark of the academic programmes of GRI. DDU-Kaushal Kendra, established with the support of Ministry of Education (MoE), Govt. of India in 2015, produces skilled manpower in specific sectors and motivates its students to become entrepreneurs.

The Diploma programmes in Textile Technology, Two Wheeler Mechanism and Maintenance (in collaboration with Yamaha Motors), Refrigeration and Air Conditioning, and Software Development and the Degree programmes on Farm Equipments Operation and Maintenance, Dairy Production Technology, Footwear Accessories Design, and Multimedia Production Technology focus on employability and entrepreneurship coupled with middle level skilled labour development.

Both the Diploma and Degree programmes in Agriculture are designed to meet the demand for agricultural personnel at the middle level management cadre. Various programmes such as MBA, MCA, M.Sc. Textiles and Fashion Design, M.Sc. Geoinformatics, M.Tech. Renewable Energy, PG Diploma in Spatial Technologies, M.Sc. Food Science and Nutrition, M.Sc. Chemistry, M.Sc. Physics and M.Sc. Applied Geology and Geoinformatics focus adequately on employability and entrepreneurship. These programmes also provide skilled manpower to take up research work and develop transdisciplinary projects. Besides the regular academic programmes, the students are enrolled in Add-on, Certificate and Value-added courses to hone their skills and enhance their employability.

All the departments enjoy academic freedom to design courses to meet the demands of the society / industry and as a result, the curricula of various programmes have been framed and revised based on needs as gathered from the feedback from various stakeholders. Every Board of Studies has alumni and industrial experts who enable the restructuring of the curricula in tune with the needs of the industry. All Science courses have built-in practical components. Project Work / Dissertation is mandatory for all UG and PG students. Internship is mandatory in almost all programmes. Thus, on an average, out of 2400

courses, 928 courses address the issue of employability and 304 courses focus on entrepreneurship and 1004 courses contribute to skill development.

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: 23.33

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

Response: 560

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

Response: 2400

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Gandhigram Rural Institute integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values and Environmental Sustainability. These issues are enshrined in the rural reconstruction programme of Mahatma Gandhi focussing on eradication of poverty, promotion of self-reliance, fostering community development, improving health and education, and encouraging local governance.

The Institute has a unique PG programme on Gandhian Studies and Peace Science dealing with Gandhian ideals and Philosophy. The Institute also offers value-based programmes like PG Diploma in Yoga, PG Diploma in Sustainable Social Development and M.A. Rural Development Studies besides M.A. (Integrated) Sociology.

Gandhigram Rural Institute, founded with the mission of taking Gandhi's ideals to the masses, has included Gandhian Thought as a mandatory course across all the academic programmes of the Institute. Shanti Sena (Peace Brigade) is offered as a course which trains students in conflict resolution and peace making. The Institute focuses on value-based and holistic education and courses like Gandhian Approach to Rural Development, Gandhian Alternatives to Educational Environmental Issues, Gandhian Perspectives on Society, Gandhian Tamil Literature, Science and Technology and Human Ethics, Religion, Civilization and Culture of Peace and Non-Violence offered at different levels focus on ethics and human values.

Courses on Welfare of Vulnerable Groups, Sociology of Development, Social Problems, Understanding Urban Sociology, Sociology of Gandhi, Social Institutions of India, Programme for Rural Families, Community Health and Nutrition, Gender and Development, Family Counselling, and Feminism and Tamil Literature focus on gender issues. The Institute, with a female student enrolment of 55%, ensures a gender-just environment. The Centre for Women's Studies sensitizes the students and takes up gender-related issues for research at both institutional and community levels.

Environmental Science is offered as one of the mandatory courses across all UG programmes. Besides this, department-specific environment-related courses like Agricultural Economics, Gandhian Alternatives to Educational and Environmental Issues, Science and Technology and Human Ethics, Global Terrorism, War and Peace, Gandhian Approach to Rural Development, Technologies for Rural Development, Healthcare and Sanitation, Folklore and Ethnography, Environmental Biology, Medical Botany, Plant Resource Utilization and Conservation, Mushroom Biotechnology, Applied Environmental Microbiology, Soil Science, Agronomy, Production Technology of Flower Crops, Medicinal and Aromatic Crops, Environmental Chemistry and Environmental Engineering are also offered.

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

1.3.2

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

Response: 235

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

1.3.3

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

Response: 98.15

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: 53

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

Response: 54

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.68

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

2023-24	2022-23	2021-22	2020-21	2019-20
1398	1432	1632	1469	1608

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

2023-24	2022-23	2021-22	2020-21	2019-20
1259	1289	1475	1338	1475

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

2.1.2

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

Response: 85.22

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

2023-24	2022-23	2021-22	2020-21	2019-20
583	588	695	618	704

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

2023-24	2022-23	2021-22	2020-21	2019-20
695	710	811	729	796

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

2.2 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:

Gandhigram Rural Institute organizes student induction programme as suggested by UGC and AICTE at

the beginning of every academic year. This enables the students to have a clear understanding of the vision, mission, objectives, policy, programmes of the Institute and the avenues and opportunities available for their academic advancements and holistic development. The Institute promotes an inclusive policy and facilitates the learning of students belonging to all sections of society through diverse strategies.

An ideal student-staff ratio facilitates free and frank interaction between the faculty and the students. Students are categorized as slow and fast-learners on the basis of interaction during the induction programme, their performance in the continuous formative assessment and classroom performance. Tutorials and additional sessions are organised at the department level for the benefit of slow-learners. The library is open for a specified period of time even on holidays for the benefit of such learners. Their performance is monitored by the subject teacher, their Guru and their HoD at both the personal and department levels. The Departmental Committee meetings provide avenues for mid-course interventions. Peer teaching also helps them to overcome difficulties in learning. During the assessment period, nearly 65% of the students have been mainstreamed due to the efforts of the faculty.

The School of English and Foreign Languages organizes bridge courses for the benefit of students from the vernacular medium of instruction and helps them to overcome language barriers. Teachers use a bilingual strategy to bridge the gap between teaching and learning. During the pandemic, special efforts were taken by teachers to share learning resources with their students through WhatsApp and institutional Learning Management System. Online lectures were made available so that students can play them beyond class hours also. The mentoring system of the Institute serves as an ideal platform for students to express their difficulties and resolve issues, if any.

Advanced learners, identified on the basis of classroom interactions and their performance in the continuous formative assessment, are motivated to raise the bar. They are encouraged to participate in intra- / inter-college competitions. The Institute organizes special programmes for the benefit of these learners to enable them to perform better in NET and SET. Advanced learners are given additional books in the department library. They are encouraged to interact with subject experts who visit the departments for seminars, symposia or Ph.D viva voce. The special lecture programmes organized as part of curriculum enrichment benefit especially the advanced learners.

Thus, the Institute caters to the differential needs of the students by adopting appropriate strategies. Adequate handholding is extended to mainstream the slow-learners and enhance their academic performance. The special centres of the Institute like Centre for Remedial Coaching, Centre for UGC-NET Coaching and Cent-SERV serve as platforms that enable both the slow and advanced learners perform better.

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: 37.06

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Gandhigram Rural Institute adopts student-centric methods for teaching and learning. The PMMMNMTT centre at GRI organizes programmes to empower teachers on diverse teaching-learning methodologies. The IQAC of the Institute has conducted programmes on teaching-learning practices. The e-content development centre of the Institute has trained teachers in the development of e-content, especially during the pandemic. The faculty, research scholars and students are encouraged to enrol in MOOC, SWAYAM and NPTEL courses.

Teachers of the Institute adopt diverse teaching-learning practices such as active learning, cooperative learning, game-based learning, focussed group discussion, brainstorming sessions, activity-based learning, ICT based learning, flipped classroom, role play, debates and case studies. Students are given adequate practical exposure in all subjects, especially in science, engineering and agriculture. Intensive field exposure is given through internship, on-the-job training, regular field visits and RAWE programmes. Students are taken for industrial and institutional visits which contribute to experiential learning.

Curriculum-based student seminars are organised in all disciplines. Students are given an orientation to rural realities during their extension programmes and village visits. The camp plus campus inputs contribute to the experiential learning of the students. Students of all programmes go for regular internships. Science students avail themselves opportunities to undergo internships organised by National Academies of Sciences and Indira Gandhi Centre for Atomic Research.

Science students are given special sessions on problem solving. Debugging and hackathons organized by

the Department of Computer Science and Applications enable the students to overcome problems in coding and software development. B.Com. Cooperation students are trained in solving accounts related problems. Students of Social Sciences and Home Science are trained to handle societal and family issues.

ICT enabled classrooms help the faculty to make multimedia presentations. During Covid, all the theory and practical sessions were handled online. Students are trained to use ICT-based research resources, including iThenticate and Grammarly. The Institute has an indigenously developed Learning Management System which has 484 video lectures, PowerPoints and lecture notes in PDF providing access to the students even beyond the working hours.

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 Gandhigram Rural Institute has a vibrant student mentoring and support system called 'Gurukula system' which is as old as the Institute itself. The gurukula system prepares the students for both life and career.

All the teachers and students, known as *Gurus* and *Shishyas,* constitute the Gurukula System. Every *Guru* is responsible for moulding the character of individual students and help in their holistic development. "Education without character" has been identified by Mahatma Gandhi as a social sin and hence Gandhigram Rural Institute emphasizes value-based education through the mentor-mentee system.

All the students admitted to the Undergraduate and Postgraduate programmes are allotted Gurus. The number of Shisyas allotted to each teacher is arrived at by dividing the total number of students in a class by the number of Gurus (Faculty) available in that department. The shisyas meet their gurus at the designated time (decided by each department and incorporated into the weekly time-table) every week to discuss their progress in studies, difficulties faced and other personal, inter-personal and career-related issues. Slow learners are advised to go for remedial classes by their Gurus.

Value-based courses like Gandhian Thought, Shanti Sena, Human Values and Professional Ethics and Yoga mould the character of the students. Shanti Sena provides opportunities for the students to cultivate values like non-violence, compassion and peaceful co-existence. Counselling sessions are arranged for the distressed students by the Dean, Student Welfare and the Coordinator, Placement Bureau. All the 19 units of NSS support students psychologically through special lectures and programmes. The Departmental Committee meetings serve as platforms to review and monitor the academic growth and psychological well-being of the students.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 59

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

2023-24	2022-23	2021-22	2020-21	2019-20
179	179	179	179	179

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

2.4.2

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

Response: 95.8

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/**

Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Response: 114

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

2.4.3

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

Response: 21.76

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

Response: 2067

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

2.5 Evaluation Process and Reforms

2.5.1

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

of declaration of results during the last five years

Response: 11.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	12	11	14	7

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

2.5.2

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

Response: 0.36

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	3	14	1	0

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

2023-24	2022-23	2021-22	2020-21	2019-20
1355	1318	1419	1007	1038

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

2.5.3

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

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

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Gandhigram Rural Institute has adopted the Learning Outcomes-based Curriculum Framework (LOCF) of UGC from the academic year 2018-19 and accordingly the Institute formulated its graduate attributes. In consonance with the graduate attributes of the Institute, the Programme Educational Objectives (PEOs) of all academic programmes have been duly spelt out. Further, the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) have been articulated after due deliberations. Course-wise Outcomes (COs) have been framed and validated. To frame these outcomes, the IQAC organised workshops on Outcome Based Education in 2018 and 2019. The PMMMNMTT centre attached to the Department of Education, GRI sensitised teachers from other institutions to Outcome Based Education through induction and orientation programmes. These outcomes were discussed thoroughly in the Board of Studies meetings and were validated through consultation with domain experts.

The various OBE elements such as PEOs, POs, PSOs and COs are displayed in the departments prominently. The syllabus booklet issued to all students has details regarding the outcomes. The website of the Institute also has details about the outcomes.

All students have been appraised of the various aspects of outcome-based education during the induction / orientation programmes conducted both at the Institute and department levels. Separate committees have been formed to work out the modalities of implementation of outcome-based education at GRI. Specific strategies have been formulated by the faculty to ensure the attainment of these outcomes through appropriate teaching-learning strategies. The Institute has also formulated a mechanism for the calculation of attainment. 80% weightage is given to marks scored in the Continuous Formative Assessment (CFA) and End Semester Examination (ESE) and 20% weightage is given to the Exit Survey. Question papers are set to test Higher Order Thinking Skills (HOTS) of the students. The revised Bloom's Taxonomy has been followed in question setting and the various cognitive levels have been clearly specified in the question paper itself. The CO-PO mapping matrix is included in the curriculum and has been uploaded in the Institute website.

The attainment of outcomes is validated through placement and student progression. The outcome attainment matches the pass percentage of the students. Wherever there is a shortfall in outcome attainment, appropriate steps are taken by individual departments and the Institute.

In the case of vocational programmes, outcomes are evaluated through the examination system which is aligned with the National Skills Qualification Framework (NSQF) in accordance with National Occupational Standards (NOSs) developed by the Sector Skills Council (SSC).

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

2.6.2

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

Response: 91.51

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

Response: 1240

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The Institute has been promoting scientific and action research among the faculty and students since its inception and has a well-defined Research Policy. Currently, the Institute offers PhD programmes in 27 disciplines and D.Litt/D.Sc programme in 2 disciplines. Students with NET qualification are enrolled throughout the year for Ph.D. programmes. The Institute supports Ph.D. scholars without any scholarship through institutional fellowships. In the past five years, 252 scholars received JRF, SRF and other research fellowships.

To inculcate a research aptitude among the students, the undergraduate and postgraduate curricula of all academic programmes offered by the Institute have a project component. Even before the pronouncement of UGC on the creation of R&D wings in Colleges and Universities, GRI had an exclusive wing known as Research and Development Cell headed by a senior academician as its Director. Project guidelines have been simplified and utilization certificates are submitted on time to the funding agencies. During the assessment period, the Institute handled projects worth Rs. 37.57 crores from various funding agencies like DST-SERB, CSIR and DRDO.

Admissions are made twice a year for Ph.D. programmes based on the UGC guidelines and the reservation policy of the Govt. of India. Admission is based on an entrance examination conducted by the Institute. The scholars enrolled are required to undergo coursework including a course on research ethics, as per UGC norms. Research colloquia are held every week in the departments which is one of the best practises in the domain of research. The Institute organised 86 research seminars /conferences during the assessment period. It has 53 functional MoUs for facilitating research activities and the faculty are given financial support for presentation of papers in national / international conferences. The congenial research environment prevailing in the campus for research has culminated in the inclusion of five of the faculty members of GRI in the Top 2% of the World Scientists compiled by Stanford University and Elsevier publications.

Research facilities are upgraded frequently depending upon the availability of grants. During the assessment period, the Institute could add a 500 MHz NMR spectrometer worth Rs.2.5 crores and an HR-MS facility at a cost Rs. 1.5 crores besides TGA-DTA and XRD facilities at a cost of Rs.1.00 crore. Five departments have been notified under the Special Assistance Programme (SAP) of UGC which has enabled the Institute to upgrade its research facilities. Four departments are being supported by DST-FIST initiative. Five proposals submitted for FIST grant are awaiting approval. The Mathematics Department has been funded under NBHM books scheme. The Institute library has purchased books worth Rs. 241.64 lakhs in the last five years. The Institute has added 339 computers which has contributed to the furtherance of research on campus. The Wi-Fi facility of the Institute has been upgraded to cater to the needs of the research scholars. Considering its research profile, the Institute has been chosen as a National Level Monitor (NLM) for the evaluation of the implementation of Govt.

supported rural development projects across the states of India.

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

3.1.2

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

Response: 68.75

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)**

2023-24	2022-23	2021-22	2020-21	2019-20
81.39	41.35	31.14	2.60	187.29

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

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various

agencies for advanced studies / research during the last five years.

Response: 33.61

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

Response: 40

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

3.1.4

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

Response: 74.34

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

Response: 252

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

Response: 339

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
E copies of fellowship award letters (mandatory)	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

3.2 Resource Mobilization for Research

3.2.1

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

Response: 3757.91

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**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: 0.86

3.2.2.1 **Number of research projects funded by government and non-government agencies during**

the last five years

Response: 102

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
E-copies of the grant award letters for research projects sponsored by government agencies.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 Institute promotes research and innovation among its faculty and students through diverse strategies and its R&D wing supports all research initiatives. To promote innovations, the curricula of all programmes have a project component which encourages students to innovate. Student-led innovative technical events have 'My Idea' programme as a vital component. The Institution Innovation Council set up during the assessment period is quite active and promotes innovation. Students are encouraged to participate in research conferences, seminars, hackathons, mobithons, and other events.

The School of Agriculture and Animal Husbandry, GRI has a Centre for Indigenous Knowledge System on agricultural practices. It has documented the indigenous varieties of food grains and food storage systems. The Rajiv Gandhi Chair for Panchayati Raj has documented the ancient grassroots governance practices. The Institute has prescribed Gandhian Thought, Shanthi Sena and Extension as mandatory courses across all programmes and these courses highlight the indigenous initiatives for peace and development.

The Institute has an IPR cell which supports IPR initiatives through the organisation of various seminars. It also offers financial assistance for filing patents. During the assessment period, 48 patents were filed by the Institute. The Institute has a DDU-KK which runs vocational courses and its alumni are given the required expertise by the faculty of the Kendra to set up entrepreneurial units. The KVK unit of the Institute has held 216 field-level demonstrations and has ensured transfer of technology in agriculture, animal husbandry, and food and nutrition. The faculty of the School of Agriculture and Animal

Husbandry regularly visit villages and participate in Kisan Melas and ensure transfer of knowledge / technology to the farmers. The Centre for Rural Technology, GRI has come out with low-cost building technologies using locally available building materials. The Department of Home Science runs a start-up project on production of seaweed-based plant growth promoters and edible coating blends supported by Pradhan Mantri Matsya Sampada Yojana Scheme (PMMSYS) where technology has been transferred to the fisherfolk and this has enhanced their livelihood opportunities. The Department of Chemistry has developed technologies for sensing small molecules and also for detecting veins for intravenous infusions which have been patented. The department has also worked extensively on the removal of heavy metals, dyes and fluoride. The Department of Computer Science has developed a technology for optimized medical image storage and retrieval standards, IoT based cloud management and fabricated a cloud based medical image processing device. A new optimizer for artificial neural network has been developed. The Centre for Rural Technology has evolved a high performance geopolymer concrete and high strength concrete using multi-blend mineral admixture. The Department of Physics has developed white light emitting, rare earth doped glasses for radiation shielding applications.

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

3.3.2

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

Response: 78

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
e- Copies of award letters issued by the awarding agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

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

3.4.2

Total number of Patents awarded during the last five years

Response: 48

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

3.4.3

28-10-2024 12:11:11

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

Response: 3.67

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

Response: 418

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

Response: 114

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

3.4.4

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

Response: 14.56

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

Response: 1733

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

3.4.5

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

Response: 7.5

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

Response: 892

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

3.4.6

E-content is developed by teachers :

    1.For e-PG-Pathshala
    2.For CEC (Under Graduate)
    3.For SWAYAM

4. For other MOOCs platform
5. Any other Government initiative
6. For institutional LMS

Response: A. Any 5 of the above

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

3.4.7

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

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.8

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

Response: 0

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

3.5 Consultancy

3.5.1

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

Response: 248.36

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

2023-24	2022-23	2021-22	2020-21	2019-20
106.45	42.88	32.4	15.39	51.24

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

3.6 Extension Activities

3.6.1

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

Response:

Extension forms the fulcrum of the Institute's activities. Extension does not remain a stand-alone component but has been integrated into the curriculum. GRI's pioneering extension work has won national recognition through the formulation of a course on Community Engagement by UGC with the expertise drawn from GRI. The Institute has been recognised as a Nodal Centre for the implementation of UBA to which more than 150 institutions have been tagged to contribute to village-level developmental activities involving students and faculty. The Institute has been chosen as a National Level Monitor for the assessment of implementation of Central Government schemes across the states of India.

The curricula of all undergraduate programmes has Rural Development and Extension Education as mandatory components. The Village Placement Programme (VPP) where the student and the faculty stay in a village for a specified period of time identifying the problems of the villages along with the formulation of viable solutions is one of the flagship programmes of GRI. The Department of Lifelong Learning and Extension has adopted 32 service villages and was running 13 Balwadis with the support of the Ministry of Social Welfare until recently.

During the assessment period, 66 rural camps were conducted as part of the Village Placement Programme (VPP). VPP has different components such as Health Camps (12), Veterinary Camps (26), Awareness Programmes (38), Technology Demonstrations (22), Awareness Rallies (42) and Science Teaching in Villages (28). Around 125 short films were made by the students on their village experiences.

The Institute has 19 NSS units, each with 100 students. In all, 35 special camps were conducted during the assessment period involving 1750 students. 274 units of blood were donated by the NSS volunteers during the assessment period. During COVID-19, student volunteers in P.G. Diploma of Sanitary Inspectors course formed a brigade in assisting the Governmental Agencies to fight against the pandemic. The Shanti Sena of the Institute has organised 24 programmes in villages promoting peace and harmony.

The Centre for Rural Energy has trained 1545 village youth under the Suryamitra Scheme of Ministry of Non-Conventional Energy Sources. The faculty and students of the Department of Gandhian Thought visited Madurai and Palayamkottai Central Jails and counselled the inmates on Gandhian values. The Computer Centre of the Institute works closely with the Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGA) in the deployment of computer personnel for Village Panchayats.

The KVK unit of GRI has organised more than 600 programmes during the assessment period benefiting more than 15,000 farmers. 216 field level demonstrations have been carried out and 5 Kisan Melas have been organised. Nearly 850 soil health cards have been distributed to the farmers. The students of Organic Farming and Farm Equipments Operation and Maintenance regularly visit villages and help the farmers. The students of Geoinformatics have prepared GI based modules for village-level planning and formulated appropriate strategies. The National Institute of Open Schooling at GRI enables the school drop-outs complete their school terminal examinations successfully.

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

3.6.2

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

Response: 1169

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.**

2023-24	2022-23	2021-22	2020-21	2019-20
358	265	264	45	237

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

3.7 Collaboration

3.7.1

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

Response: 53

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

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

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

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

Describe the adequacy of facilities within a maximum of 500 words

Response:

The Institute is situated in a rural setting with a total area of 207 acres which includes 45 acres of farm land and 20 acres of dairy farm. The administrative and academic buildings occupy 39,850 sq.m. while the staff quarters and hostels occupy 20,000 sq.m. Sports facilities are spread across nearly 15000 sq.m. The Institute has adequate infrastructure for the conduct of teaching, research and extension activities and it is being optimally used. Being a centrally-funded institution, the Institute assesses infrastructure requirements and approaches the Governmental Agencies for fulfilling them. Besides the UGC grant, the infrastructure requirements are met through DST-FIST, UGC-SAP and MP/MLA's funds. Science departments get project grants for the purchase of equipments.

The Departments are housed in separate blocks with cubicles for faculty members. The Institute has 141 classrooms, 10 seminar halls and 77 laboratories for teaching, learning and research. 42% of the classrooms are fitted with LCD Projectors and the campus is Wi-Fi enabled. During the assessment period, Rs. 961.78 lakhs were spent for the augmentation of infrastructure. Equipments worth Rs. 410 lakhs were added during the assessment period. The Institute has advanced instrumentation facilities *viz.* NMR laboratory and HR-MS laboratories. With the contribution of an alumnus, an instrumentation lab has been set up in the Department of Chemistry. A full-fledged examination hall with a seating capacity of 700 is in use. The Institute has purchased a mini bus and a bus under PMMMNMTT. A battery operated 12-seater vehicle is available for the use of the differently-abled.

The Institute has a multipurpose auditorium with projection facility and it can accommodate more than 3000 students. Seminars /Conferences are held in the Silver Jubilee Hall which can accommodate 280 persons. Yoga sessions are held in the Yoga centre.

The Institute has an athletic track (400 meters), two basketball courts, a football/hockey ground, a shuttle court, a volleyball court, handball and kho-kho courts. The hostels have indoor games facilities. Multigym facilities attract both boys and girls during the evenings and on holidays.

The GRI Central Library has 1,83,657 books. The Computer Centre not only maintains the computer systems but also supports e-Governance activities through the development of homegrown software. The

Institute has 1130 computers meant exclusively for students' use. 50 engineering workstations, 21 computer systems and 15 laptops were donated by Ford India Pvt. Ltd. to the Institute in 2023. A full-fledged Learning Management System (LMS) is available for effective ICT-based Teaching-Learning.

Separate hostel accommodation for boys and girls with a capacity of 640 and 753 respectively is available. A hostel exclusively for research scholars is also available. GRI has a working women's hostel as well. It was established with the support of TN Government. There is a Creche for the employees' children. Residential quarters are available for accommodating 95 families.

GRI has a branch of Canara Bank with ATM facility. Other facilities include Canteen, Health Centre, fully-furnished Guest House with 26 rooms, Xerox Centre and Student Cooperative stores. A Kendriya Vidyalaya is housed inside the campus.

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

4.1.2

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

Response: 45.65

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

2023-24	2022-23	2021-22	2020-21	2019-20
215.8	167.71	152.13	113.6	312.54

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Dr. G. Ramachandran Library of The Gandhigram Rural Institute, built in an area of 1700 sq.m with a seating capacity of 250, has 1,83,657 books, 579 e-books and 149 print journals and 5310 back volumes. Dewey Decimal Classification is used for cataloguing. During the assessment period, Rs. 241.64 lakhs were spent to buy books and journals and 8306 books were added. The library has computerised circulation service and is provided with OPAC facility. KOHA open-source software integrated with RFID technology is used for issuing and returning books with Kiosk and Drop Box facilities. The Institutional Repository has digitized Ph.D. theses and semester question papers, e-ShodhSindhu (Online Journals) and e-books including remote access for the benefit of users. The Digital Knowledge Centre in the library is provided with 40 computers for e-Journal access. The digital library is equipped with internet facility with a bandwidth of 1GB using VPN and Railnet facilities. The library has INFLIBNET and DELNET facilities.

The ground floor of the library houses the reference section, stack rooms, circulation desks, GRI publication gallery and the INFLIBNET access points. The first floor houses the periodical section and stack rooms. Reprographic and plagiarism checking facilities are available in the library. So far, 1401 PhD theses have been digitised. The library is equipped with adequate sign boards, fire alarms and access for the differently-abled. Facilities are available for the visually challenged as well. A separate section is available for helping students preparing for competitive examinations. The library alerts its users regarding new arrivals and journal publications through email. It features a dedicated section on the writings of Mahatma Gandhi and serves as an authentic repository for works on Mahatma Gandhi and Rural Development.

Besides the general library, each department has its own library. The library of the Department of Mathematics is funded by the National Board of Higher Mathematics and books worth Rs.9.50 lakhs were given to the department library during the assessment period.

The Institute has also established 13 rural libraries in select service villages.

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

4.2.2

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

Response: 11.47

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

2023-24	2022-23	2021-22	2020-21	2019-20
111.49	14.72	14.83	20.68	79.92

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Recognizing the growing importance of IT in education, GRI established 59 ICT-enabled classrooms, audio-visual and recording facilities, a lecture capturing system and Wi-Fi facility with high-speed Internet for seamless and uninterrupted connectivity. The Institute has a robust and vibrant IT policy to provide uninterrupted services to all its stakeholders. The Computer Centre serves as the central hub for all ICT-related services and training of the Institute. It has two laboratories with 120 computer systems to provide IT facilities for all the students. The Internet Browsing Centre with 30 systems provides browsing facility to all the students, including research scholars. All the academic buildings are Wi-Fi enabled. Secure Wi-Fi access (50 MBPS-250 MBPS), implemented totally on BSNL-Fi and local cable network mediated infrastructure, has been provided to all users on campus and it supports over 4000

users. The campus LAN connects 838 nodes in the departments and 60 nodes in the administrative sections using more than 100 switches that operate on manageable/unmanageable mode. 1 GBPS shared Internet connectivity is provided by the National Knowledge Network–BSNL, which connects the entire campus 24/7 through wire and Wi-Fi. Internet connectivity has been extended to the hostels as well.

E-governance initiatives have been undertaken by the Computer Centre through in-house software development using open-source software (OSS). The ERP modules for the automation of various administrative sections including examinations are covered by GRI-Information Management System (GRIIMS). The Computer Centre has developed and maintains the Institute website www.ruraluniv.ac.in. It has developed software modules based on internet and intranet services. The internet-based software modules are hosted in the GRI website itself. The web space is used as cloud space. For the internet-based software modules, a local server is being maintained with Windows Server-2008 R2 Standard, XAMPP 4.3.1 with Apache Server and MySQL. The campus LAN connects all the departments, sections and centres via 3 km network of Optical Fiber Cables (OFC), Untwisted Pair Cables (UTP) and Wi-Fi Modems. Totally 91 Wi-Fi devices have been fixed in the campus.

The Computer Centre also maintains various web portals for the Students, Scholars, Staff, Pensioners, Student Attendance, Learning Management System (LMS) and Hostels. It also maintains the digital payment gateway for the receivables of the Institute using Atom Payment Gateway. Besides this central facility, separate computer labs are available in most of the departments like Mathematics, Management, Political Science, English, Tamil, Cooperation, Geoinformatics, Applied Geology, Rural Energy and Rural Technology with a total of 1130 systems. The Learning Management System (LMS) of GRI serves as the digital backbone providing a centralized platform for course management, content delivery, collaboration, and assessment fostering a dynamic and inclusive learning environment. GRI has a YouTube channel for teaching, learning, education and entertainment.

The whole campus is centrally monitored by the computer centre with the help of 51 surveillance cameras. Data privacy and data security based on the Institute's security policies are ensured through user authentication.

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: 3.12

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

Response: 1130

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

4.3.3

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

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

Response: A. Any 7 or more of the above

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 34.86

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

2023-24	2022-23	2021-22	2020-21	2019-20
118.30	156.51	110.53	130.59	218.54

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

4.4.2

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

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

Response:

The Gandhigram Rural Institute is committed to ensuring optimal utilization of all its physical facilities and periodic updates of all available facilities. The Institute has scrupulous procedures, protocols and ethical guidelines for the maintenance and utilization of available resources by the stakeholders and society at large. The estate officer is the caretaker of all physical facilities and is in-charge of the maintenance of academic and administrative buildings. The estate office undertakes repair works wherever necessary (civil, electrical, plumbing, carpentry and related works). It is adequately manned and takes care of the routine maintenance work. The physical facilities of the departments and

laboratories are maintained by the Heads of respective departments whereas the common classrooms are maintained by the Dean, Students' Welfare. Guest house maintenance is looked after by the Public Relations Officer (PRO) while the hostel wardens take care of the maintenance of the hostels. The Computer Centre maintains the computing facilities. The University Science Instrumentation Centre renders a helping hand in the maintenance of equipments and laboratories. Annual Maintenance Contract (AMC) has been signed for the maintenance of sophisticated instrumentation facilities like NMR, HR-MS, XRD and SEM. Separate maintenance manuals are available for guidance.

A grievance box is available in the hostels to report any maintenance requirement. An online portal is also available for lodging complaints against repairs/breakdown of the machinery. The vehicle section takes care of the maintenance of Institute vehicles. The School of Agriculture and Animal Sciences maintains the Orchard and Agriculture Farms. Sports facilities are maintained by the Director of Physical Education. The cleanliness of the campus is the responsibility of outsourced workers and it is monitored by the students and faculty of the Department of Rural Health and Sanitation.

Gandhiji remarked, "So long as you do not take the broom and the bucket in your hands, you cannot make your towns and cities clean." In line with Babuji's words, cleanliness of the classrooms is the responsibility of the students and staff of individual departments. Ex-service personnel act as security guards. Solar power facilities are maintained with the help of M.Tech. students in Renewable Energy. Students of vocational programmes help in the maintenance of Air Conditioners and energy devices. Annual stock-taking and physical verification of assets ensure the proper maintenance of stock. This enables the Institute to plan for servicing and augmentation of resources. Farm animals / livestock are maintained by the School of Agriculture and Animal Sciences through a livestock assistant. Fire extinguishers are available in all laboratories and are monitored / serviced regularly. Separate log books are maintained to monitor sophisticated instruments and their utility.

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: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
3521	3737	3900	3566	3489

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority	[View Document](#)
Upload Sanction letter of scholarship and free ships (in English).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

Response:

Gandhigram Rural Institute ensures the employability of its students. The curriculum is need-based and industry / society-compliant. During the orientation programme / student induction programme, students are briefed on the career opportunities available for various academic programmes. Career mapping is done as an exercise in many departments to sensitize the students on the options available for

employment, entrepreneurship and further studies.

The Institute has a good student support system. A senior faculty member is appointed as Dean, Student Welfare. Under his / her able guidance, various student support initiatives are undertaken. As many as eighteen student clubs function motivating the students and striving to bring out their innate talents.

The Institute has a full-fledged Placement Bureau which liaisons with NGOs / CBOs / organisations and institutions in finding suitable placement for its students and alumni. It organizes capacity development and career guidance programme for the benefit of the students. During the assessment period, 45 programmes were organised benefitting 2093 students.

The Student Associations of various departments and the NSS and the Shanti Sena units also organised career counselling programmes. Department festivals / student symposia organised every year have special sessions on career counselling. Departments like Computer Science and Applications, Chemistry and Biology invite their alumni as chief guests for the student symposia / festivals which motivates the current students. In the past five years, 74 programmes were organised benefitting all students. The alumni help in finding appropriate placement for the current students. The Cent-SERV of GRI offers career counselling for both UG and PG students. Many departments train their students to clear NET / SET. The School of Tamil and Indian Languages, the Department of Chemistry and the School of English and Foreign Languages organised NET coaching programme for three years.

The vocational programmes of the Institute focus on skill development. The B.Voc. programmes on Dairy Production Technology and Organic Agriculture and Enterprises Development and the Diploma programme in Two-Wheeler Mechanism and Maintenance prepare students for a career in the skill sector. The Institute's Centre for Entrepreneurship Development (CED) conducted eight training programmes during the assessment period. Special sessions are organised during the village placement programme in which panchayat leaders and other community leaders address the students. Students get trained to become professionals in NGOs / CBOs. Thus, the Institute ensures the employability of its students through its academic programmes, co-curricular and extra-curricular activities. The motivation and input given to the students make GRI a preferred destination for students because of its employability quotient.

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

5.1.3

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

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial**

skills)

4.Awareness of trends in technology

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	[View Document](#)
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	[View Document](#)
Report with photographs on Language & communication skills enhancement programs	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.4

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

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

Response: A. All of the above

28-10-2024 12:11:11

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

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 42.77

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

2023-24	2022-23	2021-22	2020-21	2019-20
372	488	529	344	331

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

5.2.2

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

Response: 32.19

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

2023-24	2022-23	2021-22	2020-21	2019-20
376	324	275	177	159

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

5.2.3

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

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

Response: 4.01

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

Response: 246

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

5.3 Student Participation and Activities

5.3.1

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

Response: 219

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

2023-24	2022-23	2021-22	2020-21	2019-20
79	70	22	4	44

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

5.3.2

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

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

Response:

Gandhigram Rural Institute involves its students in the formulation and implementation of various co-curricular and extra-curricular activities through formal and non-formal mechanisms. The curricula of various academic programmes are revised based on the feedback of students and other stakeholders. Every department has a departmental committee consisting of teachers and student representatives who collectively evaluate the academic programme, the availability of infrastructure, grievances on the assessment practices, if any, and student support initiatives. From each class there will be two student representatives, usually one male and one female. Action is taken on students' feedback and action taken reports are deliberated in the Dean's Council. 18 student clubs are functioning in this Institute which provide platforms for students to take up leadership roles and organise programmes year-wise.

The departmental associations besides organising programmes at the department level also organise student festivals. *Resonance* organised by the students of the Department of Chemistry, *Interface* organised by the Department of Computer Science and Applications, *Biofest* organised by the Department of Biology, *Festophys* organised by the Department of Physics, *Integration* organised by the Department of Mathematics and *Sahitya* by the School of English and Foreign Languages attract students from colleges across the State. The students also organise *Gramfest* which is an intra-university student festival.

The village placement camps also provide avenues for nurturing and showcasing students' leadership skills. During the assessment period, 66 village camps were organised by different departments with student representatives at the forefront. Co-curricular initiatives like NSS and Shanti Sena also have student leaders taking up responsibilities for the conduct of different programmes. During the assessment period, 38 special camps were organised in which leadership roles were taken up by the students. The organisation of Bala Shanti Sena by the Shanti Sainiks of the Institute involving rural children and

training them in village development activities and also in singing, dancing and story-telling is worth mentioning. The IQAC of the Institute also has student representatives who participate in the deliberations of the IQAC and contribute for quality enhancement. The Internal Complaints Committee has two student representatives. They serve as gender champions ensuring gender parity.

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

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 31.08

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:**

2023-24	2022-23	2021-22	2020-21	2019-20
10.12	2.87	11.02	4.76	2.31

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

5.4.2

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

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

Response:

Gandhigram Rural Institute has a registered Alumni Association under the banner 'GRI Alumni Association'. The alumni contribute to the growth and development of the Institute through various initiatives. They have instituted medals for the toppers in various disciplines. Five endowments have been created with alumni contribution. Under their banner, lectures are delivered by eminent experts and during the assessment period many endowment lectures were organised.

In the Department of Chemistry, an instrument lab has been set up with the liberal donation from one of its alumni. The alumni have also donated chairs worth Rs.1.00 lakh for the Chemistry conference hall. With the contribution from the alumni, the *Samathi* of the Institute's founder Dr. G. Ramachandran has been renovated at a cost of Rs.3.29 lakhs. In the Department of Computer Science and Applications, alumni have donated 10 computers worth Rs.5.00 lakhs and the alumni of the Department of Physics have gifted books and electronic items worth Rs.2.00 lakhs.

In addition to the mega alumni meet organised on 24th February 2024, several batch reunions have taken place at the department and school level. The training programmes offered by the alumni of the Department of Rural Health and Sanitation are popular among the students.

The alumni of the department are involved in curricular design by serving as members of the Board of Studies. The alumni also serve in the IQAC and contribute to quality enhancement initiatives. They are periodically invited to interact with students and motivate them. 46 lectures were delivered by the alumni in the past five years. Some of them served as chief guests for student festivals and offered career guidance. The alumni sensitize the graduating students on the avenues for employment in the core domains and beyond.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Gandhigram Rural Institute, founded in 1956 by two dedicated disciples and contemporaries of Mahatma Gandhi, focuses on rural-centric and inclusive development. The vision of the Institute is "Promotion of a casteless and classless society through instruction, research and extension" and its mission is "providing knowledge support to the rural sector to usher in a self-reliant, self-sufficient and self-governed society". The founders and the successive Vice-Chancellors had adopted the basic tenets of good governance viz., transparency, accountability, autonomy and participatory decentralized governance.

GRI has a well-established system of governance. It was declared a Deemed to be University under Section 3 of UGC Act 1956 in 1976. The Institute has been recognized under Sections 2f and 12B of UGC. As per the UGC Regulations on Deemed to be Universities promulgated in 2019, GRI Society, Board of Management, Planning and Monitoring Board, Finance Committee, Academic Council and Board of Studies are the statutory bodies of the Institute. The Vice-Chancellor is the Academic Head and Chief Executive Officer of the Institute. The other officers include Registrar, Deans, Controller of Examinations, Finance Officer, Heads of the Departments and Directors of various Centres / Cells who report to the Vice-Chancellor.

The powers, functions and responsibilities of various bodies and personnel are clearly stated in the by-laws of the Institute. The GRI Society serves as the apex body with the Union Minister of Education serving as the Chairperson of the Society. The proceedings of all statutory bodies are recorded and effectively followed up and action taken reports are submitted in the subsequent meetings.

Besides the statutory bodies, various committees such as Admission Committee, Disciplinary Committee, Prospectus and Fees Revision Committee, Purchase Committee, Examination Reforms Committee, Calendar Committee, and Research Advisory Committee have been constituted as part of decentralized governance. Most decisions are taken following the bottom-up approach and are based on consensus in the periodic meetings of Deans of Schools, Heads of Departments and Directors of Centres and implemented at School / Department levels. The Heads of Departments play a leading role in the implementation of administrative decisions and also in curricular design and delivery. The Institution, being a centrally funded one, implements all the policies of the Govt. of India in letter and spirit. Over the years, the Institute has registered a significant growth in terms of student strength, number of programmes, number of scholars, number of publications, etc.

The Institute has clearly articulated its short- as well as long-term goals. While the short-term goals of the Institute include obtaining the A++ Grade from NAAC and a rank in the top 50 position in NIRF, the

long-term goal is to emerge as an Institution of Eminence with the Central University status. Thus, GRI has a dynamic system of governance which is in accordance with the vision, mission and objectives of the Institute.

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:

GRI was founded on the principle of implementation of the rural reconstruction programmes of Mahatma Gandhi. The various programmes of study were formulated to translate the Gandhian ethos into reality. In tune with the growth and the priorities of the nation, GRI too expanded in terms of the number and nature of departments, programmes and centres to implement the goal of Science and Technology enabled integrated rural development. The Institute has a Planning and Monitoring Board which recommends various plans of action and articulates the strategies to be deployed for the overall growth of the institution.

The Institute has expanded its research facilities through the augmentation of NMR and HR-MS facilities through FIST and SAP funding. It has introduced eight vocational degree programmes and two diploma programmes, aligned with Skill India, to generate manpower. The Institute focuses on Outcome Based Extension activities through innovative initiatives such as partnership with Murugappa Group and Yamaha Motors to train rural youth for employability and entrepreneurship initiatives. Thus, the Institute through its Schools and Departments has formulated action plans for robust academic, research and extension activities.

The Institute has short- and long-term goals. The short-term goals include the award of the A++ Grade by NAAC, a rank within the top 50 position in NIRF, and the augmentation of infrastructure through PURSE, STRIDE and other major schemes. The Institute also proposes to start academic programmes in cutting-edge areas like AI, IoT, AR, VR, Stem Cell Research, Bio-nanotechnology, Forecasting and Disaster Mitigation and Management. It also has formulated a strategic plan of growth to become a full-fledged Central University. The strategic plan includes harnessing manpower through diverse strategies, augmentation of major facilities without compromising on Bhartiya culture and tradition by adopting inclusive practices.

The various statutory and non-statutory bodies meet, strategize, implement, monitor and review their

action plans from time to time. With regard to the appointment of faculty and their promotion, the Govt. of India guidelines are adhered to in toto. The teachers are governed by UGC rules and regulations while the CCS rules are followed in the case of the non-teaching staff of the Institute. Wherever required, the Institute frames its own policies such as the research policy, IT policy, infrastructure policy and consultancy policy. Academic activities are supported by well-structured administrative sections viz., Establishment Section, Academic Section, Authorities Section and Development Section function with the Registrar as the administrative Head.

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

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

GRI, a centrally funded institute, follows UGC guidelines for the recruitment and promotion of its teaching cadre. The Institute mandates its faculty members to submit duly filled-in Performance Based Appraisal Reports every year. The submitted data is collated by IQAC and based on the faculty's credentials and their performance in the interview, CAS promotions, as stipulated by UGC regulations, are given to them. During the assessment period, 30 Professors were promoted as Senior Professors, 9 Associate Professors were promoted as Professors and 50 Assistant Professors were elevated to the next higher grade.

The Institute has a robust mechanism for the recruitment and promotion of non-teaching and technical staff based on Central Civil Service Rules. For the promotion of non-teaching staff, Modified Assured Career Progression Scheme (MACPS) as applicable to Central Government employees is followed. During the assessment period, promotions through MACPS were given to 56 non-teaching staff. The non-teaching and technical staff are required to submit Annual Performance Appraisal Report which is duly assessed by their reporting and reviewing officers on a 10-point scale. Promotion is based on a written test and an interview.

The Institute implements all the welfare measures of the Govt. of India including leave facilities (medical, maternal and paternal leave), medical reimbursement, children's education assistance, leave travel concession, earned leave encashment, gratuity, provident fund, housing loan, incentive for small family norms, study leave, child care leave and uniform stitching allowance for select cadres of non-teaching staff. Faculty members are given extraordinary leave for their foreign visits for academic pursuits. Festival advance is given to Group C employees. Admission quota for the direct children of GRI faculty and staff is also available. During the last five years, four teaching and two non-teaching women employees have availed themselves child care leave and 75 staff members have benefitted from Children Education Allowance with a financial outlay of Rs.160.99 lakhs. Two faculty members were sanctioned study leave to enable them to complete their doctoral programmes. The Institute has an effective Grievance Redressal Cell for the timely redressal of the grievances of its teaching, non-teaching and technical staff. It also has an Internal Complaints Committee to take care of the grievances related to gender, caste, etc. Thus, the Institute has a performance appraisal system, effective welfare measures for all staff members and adequate avenues for career advancement / progression.

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: 11.83

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	9	14	1	29

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

6.3.3

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

Response: 39.31

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**

2023-24	2022-23	2021-22	2020-21	2019-20
23	20	19	114	30

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
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:

Gandhigram Rural Institute, a centrally-funded institution, is fully supported by UGC. The Institute has a Finance Committee with Govt. of India and UGC representatives. It deliberates on the recommendations of the Planning and Monitoring Board, analyses the growth projections of the Institute and recommends the quantum of assistance needed for the growth of the Institute. In the last five years, Rs.362 crores were received for the growth and development of GRI, including salary and pension. Apart from Govt. of India grants, the Institute applies for major infrastructural grants like FIST and UGC-SAP. It is supported by PMMMNMTT with an infrastructural grant of Rs.3.75 crores. The Institute has also benefitted from the development grants under MP / MLA's constituency development fund.

A nominal fee is charged as tuition fee. However, as per the Govt. of India regulations, fee waiver is given to SC and ST students. Teachers apply for research grants to various funding agencies for carrying out specific research projects. A portion of the project grant goes to the project overhead which is used for the augmentation of infrastructure and enhancement of facilities. During the assessment period,

Rs.25.64 crores were mobilised through research grants. Consultancy projects are also undertaken by individual faculty members and a portion of the amount earned goes into the Institute account. During the assessment period, an amount of Rs.267.5 lakhs was mobilized from consultancy projects and training programmes. Funds have been mobilized from governmental and non-governmental agencies for specific purposes like Science Day celebrations. Endowments are created out of donation from philanthropists and alumni. The alumni also donate for the augmentation of facilities and to cater to the needs of students. As of now, the Institute has a corpus fund of Rs.7.63 crores.

The Institute accounts are audited by an internal auditor and are also subjected to AG Audit annually. Appropriate checks and balances have been introduced into the system to ensure transparency in resource utilisation and management. Optimal utilisation of resources is ensured through periodic monitoring. Govt. of India rules and procedures are meticulously followed for purchase and construction purposes. Computerisation of the finance sections through an in-house software developed by the Computer Centre ensures the timely submission of utilisation certificates and income expenditure statements. All receipts and payments are made online for effective financial management. Thus, the Institute adopts various strategies for mobilisation of financial resources and ensures the optimal utilisation of these resources.

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

6.4.2

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

Response: 300

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	300

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The Institute adopts the General Financial Rules (GFR) of Govt. of India issued from time to time and ensures financial accountability through appropriate checks and balances. The income is properly accounted and receipts are given. Direct cash handling is not encouraged and all the payments and receipts are made only through banks. The Institute has prepared a financial code of conduct in line with the Govt. of India guidelines and the Institute Finance Manual has clear guidelines on financial transactions. Govt. of India rules are followed in toto with regard to all expenditure. The Institute has bifurcated the Finance Section – one section takes care of the general development grants and the other focuses on project grants. The creation of a separate section for project grants serves as a fast track green channel mode for the disbursement and expenditure of project grants which facilitates the project holders in a big way.

Periodic meetings are held to prepare the annual budget based on the needs and aspirations of various Schools/ Departments and the faculty and the students. Funds are allocated on the basis of needs assessment and prioritized on the basis of demand and urgency. Proper procedures including the rules for purchase and calling of tenders are available for incurring of expenditure. Payment of GST and tax deduction at source are done as per the rules.

The Institute accounts are audited by a separate audit section. A chartered accountant is hired after due approval from the Board of Management for the purpose of internal audit. The annual audit by the AG team is undertaken to ensure adherence to Govt. of India guidelines on income and expenditure. Any pending paragraph by the AG team is subjected to reconciliation with the finance section. For auditing the funds from the State Government, Local Fund Audit is undertaken. Thus, financial transparency and accountability are very much insisted upon and ensured as well.

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:

GRI has a vibrant IQAC which has contributed substantially for institutionalizing quality assurance strategies and processes through the review of teaching-learning and research and extension outcomes. The IQAC meets frequently and deliberates on curricular innovations which are necessary to create a quality ambience. Realising the need for the formulation of appropriate strategies in tune with the UGC's LOCF, the IQAC paved the way for the implementation of Outcome Based Education.

Outcome Based Education: The GRI model of Outcome Based Education has integrated the essential components of Mahatma Gandhi's Rural Reconstruction Programme and the elements of the Washington Accord combined with UGC's LOCF. Accordingly, as per the direction of the Vice-Chancellor, a core committee was constituted at the Institute level for the formulation of OBE. Two sensitization programmes were conducted on various outcome-based elements such as PEO, PO, PSO and CO along with the mapping of CO with PO. The OBE framework, customized to meet the requirements of GRI, was approved in the Academic Council meeting. All departments held several brainstorming sessions to prescribe the OBE elements for their programmes and courses. These OBE elements were validated in the Board of Studies meetings. The IQAC, with the help of local experts, examined the various OBE elements and the Outcome Based Education was implemented from the academic year 2019-20. Subsequently, question papers were framed on the basis of the Revised Bloom's Taxonomy and the knowledge levels ranging from K1 to K5 and the course outcomes were

specified. The attainment calculations have been made at the level of departments to check the outcomes. Student progression and pass percentage vouch for the attainment of outcome. The institutional OBE model has a unique component which mandates the fulfilment of (N–2) value-added courses for completing UG and PG programmes of study. It also has modular courses and a course on Professional Ethics for UG and PG programmes.

Implementation of NEP 2020: Against the backdrop of NEP-2020, the IQAC sensitized the GRI community on the salient features of the National Education Policy. At the instance of IQAC, an NEP-2020 Implementation Committee was formed at the Institute level. Major, minor, multi-disciplinary and ability enhancement courses were formulated and designed through in-depth discussions at the School and Department levels. At the Institute level, a common NEP framework was designed for various streams such as Sciences, Humanities, Social Sciences and Engineering and Technology.

GRI is one of the first Institutions to have come out with effective strategies for the implementation of NEP-2020 in Tamil Nadu. The IQAC's role in the implementation of NEP-2020 through the organisation of sensitization programmes, brainstorming sessions and department level workshops is quite significant.

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

6.5.2

Institution has adopted the following for Quality assurance*:*

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

Response: A. Any 5 or more of the above

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

6.5.3

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

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

Response:

The Institute has been taking continuous efforts to design and deploy appropriate strategies for the enhancement of quality. It has taken quality conscious measures in all spheres of activity encompassing teaching, research and extension.

Academics

During the post-accreditation period, the Institute introduced eight B.Voc. programmes as a skill development initiative in tune with the Skill India programme.

As a quality enhancement measure, the Institute has prescribed generic and discipline-centric electives in the curricula of all UG and PG programmes. Additionally, the curricula has vital components on Soft Skills, Gandhian Thought, Professional Ethics, NSS and Shanti Sena which help in developing the holistic personality of the students. N–2 number of value-added courses have been prescribed to enhance students' employability potential.

During Covid-19, classes were conducted online and an effective monitoring mechanism was in place to check and bridge the gap between teaching and learning. The institutional LMS had all the resources to facilitate online learning during the pandemic. Examinations were conducted online and appropriate supervisory measures were in place.

The Institute adopted UGC's LOCF in 2019. Question papers are based on the Revised Bloom's Taxonomy and are scrutinized to check their adherence to the quality standards prescribed.

Research

The insistence of two publications in UGC CARE listed / Peer-reviewed journals and plagiarism check in line with the UGC Guidelines are the quality initiatives in research taken after the third cycle of accreditation. All research scholars have to make presentations in the Research Quality Circle prior to the approval of their synopsis by the Doctoral Committee. The departments are encouraged to apply for funding through special assistance and FIST programmes and during the assessment period five departments were supported through FIST / SAP grants through which advanced facilities like NMR, HR-MS and XRD could be installed resulting in the enhancement of quality research papers. Four departments have submitted fresh proposals for support from FIST and are awaiting approval.

Extension

The review of the village camp activities through workshops has enhanced the outcome of extension activities. In fact, even during Covid-19 students were instructed to submit audio, video materials reflecting their rural experiences. The various initiatives taken as part of Unnat Bharat Abhiyan have sensitized the faculty on the need for rendering quality service to the development of rural areas. The Institute, as a National Level Monitor (NLM), oversees the implementation of the rural development programmes of GoI across the country. It also has the honour of being chosen as the Regional Coordinating Institute for the implementation of Unnat Bharat Abhiyan. The IQAC has conducted academic and administrative audits to ensure quality enhancement. Besides these audits, Green, Gender and Environmental audits have also been undertaken. While the institutional statutory bodies monitor the implementation of quality policies and strategies, the various committees ensure quality in all spheres at the Department / School level.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gandhigram Rural Institute is very much committed to creating a safe environment for women - an environment which is gender-just and free of violence, harassment, exploitation and intimidation. To ensure the safety of women, an Internal Complaints Committee has been set up in pursuance of UGC Guidelines. The Institute has adopted the criteria outlined in the National Policy for Women 2016.

Gender Sensitization and Empowerment through Curricular Integration

GRI has integrated gender-related concepts and themes into the curricula across 21 departments for an effective understanding of gender dynamics focussing on issues faced by women and emphasizing their empowerment through education. As many as 277 courses are offered on gender-related topics. The Institute has a vibrant Centre for Women's Studies which strives for gender sensitization and empowerment through curricular integration. Thirty two PhD theses have dealt with women-related issues during the assessment period. Research projects undertaken by the faculty also aim at improving the socio-economic status of the rural women.

Gender Equity

In the last five years 3658 women students were enrolled in the academic programmes of the Institute. Out of the 339 PhD scholars 198 are women. A sizeable number of women faculty have taken up key responsibilities and contributed to the growth and development of the Institute and the society. The Institute has zero tolerance towards gender-based discrimination and all female students are encouraged to participate in academic, co-curricular and extra-curricular activities. The Institute conducts gender sensitization programmes for the freshers every year to create awareness on gender parity and equity. It has Anti-Ragging and Grievance Redressal Committees which monitor and address any gender-related issue.

Safety and Security

The administration gives top priority to the safety of girl students and has taken a number of steps including the installation of 51 CCTV cameras at strategic locations inside the campus and the regular patrolling and deployment of security guards including female security personnel to ensure the security of women on campus. Girl students are accommodated in the women's hostels which have adequate facilities including a small department store and facilities for indoor games. There is also a separate sick room in the hostel. Essential services including a Bank with an ATM are provided in the campus

adjoining the women's hostel. The Institute has a Health Centre with a doctor and nursing care available 24x7. Additionally, a Working Women's Hostel and a Day Care Centre function in the women's hostel premises.

The Institute has undertaken a gender audit to monitor gender-related issues. Through regular extension programmes, it empowers rural women by organising programmes on microfinance management, evils of dowry, alcohol abuse, women's rights, etc. Thus, the Institute empowers women and promotes gender equity through teaching, research and extension. The gender audit reveals the active participation of women faculty and students in various spheres of activities.

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

7.1.2

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

Response: A. Any 4 or more of the above

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

7.1.3

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

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

Response:

GRI is the preferred destination for students and faculty in view of its excellent academic atmosphere. The Institute takes care to implement the Sustainable Development Goals of the United Nations by reducing, recycling and reusing waste. Being a Gandhian institution, the Institute believes in sustainable development strategies and takes measures for recycling and reusing all kinds of wastes, be it solid waste, liquid waste or e-waste. It has adopted appropriate strategies for solid waste management, liquid waste management, e-waste management, waste water recycling and bio-medical waste management.

Solid Waste Management

The Institute has adopted the triple bin system for the collection of wastes from departments, academic units and staff quarters. The wastes are segregated as biodegradable and non-biodegradable. The biodegradable wastes are subjected to vermicomposting and the manure generated is used for agricultural purposes. The non-biodegradable wastes are disposed of through authorised vendors. The Institute runs a B.Voc. programme on Organic Farming and Enterprise Development where the students are trained to generate manure and vermicompost for agricultural purposes. Solid food waste is recycled through biodigesters available in the Women's Hostels which are used for green energy production.

Liquid Waste Management

The effluents from the laboratories are tested for their pH values periodically and neutralization methodologies are adopted before disposing them through soak pits. Liquid wastes from the hostels are treated and channelized to the kitchen gardens in the vicinity of the hostels.

Bio-medical Waste Management

Bio-medical wastes accumulated in the Health Centre of the Institute are categorized as per ICMR norms and are sent to the nearby Kasturba Hospital which, in turn, sends them to a private agency as per the Tamil Nadu Government Medical Waste Disposal Regulations. The Women's Hostel has napkin incinerators.

E-Wastes

The Institute takes care to reduce e-wastes by banning the use of CDs and encouraging the use of pen drives. All TFT monitors have been replaced with LED monitors. New computers are purchased only through the buy-back scheme.

Waste Water Recycling

The Institute uses the water available on campus optimally by preparing a water budget for the whole

year and drawing strategies for the optimal use of water, both during summer and monsoon. The waste water from the households, hostels and canteen are channelized appropriately for agricultural purposes. These recycling strategies have increased the green cover of the campus to a significant extent.

Hazardous Chemical and Radioactive Waste Management

Laboratory chemical wastes are appropriately segregated and toxic wastes are separated, treated and disposed of using approved methodologies. The Institute does not have any radioactive material as such.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

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

7.1.5

Green campus initiatives include

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

Response:

The Institute is located in a rural setting, nestling between the green Sirumalai Hills on one side and the Kodaikanal Hills on the other. In fact, situated at the foothills of Sirumalai, the Institute shares many bio- and geo-characteristics of the Sirumalai hills. The greenery of the hills is mirrored in the thick vegetation on campus with an impressive flora and fauna. The campus benefits out of both the northeast and the southwest monsoons. The Institute periodically undertakes green audits and has taken steps to conserve the environment and effect a growth plan which is in tandem with the serene environment prevailing in the campus. Students are sensitized on the need to preserve the green campus. Massive tree planting was undertaken resulting in an increase of green cover by over 12 per cent in the past five years.

Students and faculty are involved in Shramdhan activities and keep the campus clean and tidy. The NSS units also undertake campus cleaning drives, especially during the monsoon. The students of the School of Agriculture maintain the agriculture farms inside the campus and are also involved in the landscaping of the campus. The faculty and students of the Department of Economics have developed an arboretum named Dr. T.S. Soundram Eco Garden. The students of Biology have labelled the trees on campus with QR codes and detailed information on the names of the species, their ecological significance, economic importance and medicinal uses can be gathered through the QR codes. The Department of Biology houses a garden with rare and endangered species numbering over 163. A total of 863 species of plants and 151 species of animals have been spotted on GRI campus. The post Covid-19 period has witnessed an increase in the peacock population on campus and they extend a warm welcome to the visitors.

The campus is tobacco and plastic-free. A triple bin system is followed for the collection of wastes from the departments and other academic units. Vermicomposting is done to convert waste into wealth. The serenity of the campus is maintained by allowing limited access to automobiles. The use of bicycles by the students is encouraged. The Institute has a battery-powered vehicle for the benefit of *divyangjans*. Students and staff use pedestrian friendly pathways for their movement within the campus.

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

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

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

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

Response:

The Gandhigram Rural Institute has implemented reservation for the differently abled, both staff and students. It provides the differently-abled access to higher education through its Higher Education for Persons with Special Needs (HEPSN) scheme. This initiative highlights the Institute's commitment to a barrier-free educational environment, both architecturally and attitudinally.

Environment: The campus features thoughtfully designed ramps and slopes to ensure that students with special needs access classrooms and other facilities easily. These architectural enhancements underline the university's dedication to promoting a disabled-friendly environment.

Disabled-Friendly Washrooms: The Institute has prioritised the construction of disabled-friendly washrooms. They cater to the needs of students with disabilities.

Signage and Navigation: The Institute has provided signage in Braille. There are tactile paths, illuminated signposts, and display boards as well to facilitate the navigation of the differently-abled on campus.

Assistive Technology and Facilities: The Institute has provided a variety of assistive technologies to aid the educational pursuits of students with disabilities. This includes an accessible website, screen-reading software, and specialised equipments designed to enhance the divyangjan's academic participation.

Enquiry and Information: Comprehensive support services ensure that students with disabilities have access to necessary information and assistance. These services include tuition fee assistance, hostel fee waiver, motivational talks, exclusive Internet and sports facilities, and battery-operated vehicles for campus mobility.

The HEPSN scheme has introduced over 100 flagship activities to improve the educational and professional prospects of students with disabilities. These include counselling, skill training, entrepreneurship workshops, and emotional intelligence development. HEPSN also helps students to secure scholarships from the National Handicapped Finance and Development Corporation (NHFDC) and other entities and supports the divyangjan's educational pursuits.

These efforts comply with and advance legislative and policy frameworks, reinforcing Gandhigram Rural Institute's role as a benchmark for inclusivity in higher education. Through these integrated facilities and services, the Institute ensures that students with disabilities are empowered both academically and professionally.

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

7.1.8

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

Response:

The Gandhigram Rural Institute offers a multi-cultural, multi-lingual environment to its faculty and students. Admission and recruitment are open to applicants across the country. The Institute promotes the holistic development of its students by designing appropriate academic programmes, conducting action research projects, and organising camps and other extension activities. The programmes of the Institute enhance the spirit of patriotism, fraternity, stewardship, environmental and social consciousness, gender sensitization, etc. The policies of the institution are inclusive and the Institute has zero tolerance towards any kind of discrimination on the basis of religion, caste, colour and gender. Scholarships for students from marginalised sections of the society ensure their access to higher education.

For fostering tolerance and communal harmony among students, the Institute organises a number of programmes which include inter-religious community prayer and the celebration of cultural festivals of different states. In fact, a typical day at Gandhigram starts with an inter-religious prayer. The hallmark of Gandhigram community life is the organisation of inter-religious prayer on Friday evenings which promotes tolerance and communal harmony among all the stakeholders. The Department of Gandhian Thought and Peace Science offers courses on Gandhian principles to all students and Shanti Sena advocates tolerance and communal harmony. The Institute's unique practice of campus plus camp approach fosters fraternity among the students despite their linguistic, communal, cultural and socio-economic diversities.

The Centre for Culture and Arts organises student programmes to celebrate religious festivals including Pongal, the harvest festival of Tamil Nadu. Republic Day, Independence Day and Gandhi Jayanthi are celebrated to promote the nationalistic spirit among the students. Inter-institutional programmes organised by the Departments of Computer Science, Chemistry, Biology, Physics, Mathematics, Economics, Cooperation, Geoinformatics, Tamil and English attract students across the state and promote fraternity among peer groups. The Centre for the Study of Social Exclusion and Inclusive Policy (CSSEIP) and the Department of Sociology conduct special programmes in villages to foster unity among various groups. The Institute's efforts to mainstream transgenders are worth mentioning. The Centre for Women's Studies promotes women's rights including legal awareness, protection of girl children and infants, and the rights of the elderly through its activities, both on and off campus. The Department of Gandhian Thought and Peace Science specializes in conflict resolution and has devised interventional strategies to address caste conflicts.

Various departments organise skill development programmes to train the tribal and rural youth. Some of the special programmes are: Zero Discrimination Day, Leaving No One Behind, Indigenous People and Call for New Social Contract, Challenges of the Marginalized Rural Labour in India and Social Exclusion of Elderly People in India. The efforts taken by the Institute in fostering a plural and inclusive environment have earned a special mention in the report submitted to the Govt. of India on Institutions of Eminence. The programmes organised at the Institute level are a prelude to the policy change at both the state and national levels.

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:

The Institute strives to underline and promote the rights, duties and responsibilities of its stakeholders as citizens of India. The Institute, during the orientation programme arranged for the freshers, creates awareness among them on their constitutional obligations as citizens of this country. The integration of extension programmes into the curriculum itself is a bold move to instil values and social responsibilities in the students. The Institute has made it mandatory for all its undergraduate and postgraduate students to be a part of National Service Scheme which vouches for its efforts to transform the students as change agents, especially at the grassroots level. The Department of Political Science and Development Administration has taken the lead in organising Constitution Day, National Integration Day, National Voters Day, Kargil Vijay Diwas, etc. The students of the School of Social Sciences and Rural Development and Health Sciences take up student projects pertaining to rural issues which sensitize them on the rights, duties and responsibilities of the citizens of this country.

The employees of the Institute help in conducting the general elections. A good percentage of the faculty have served as micro-observers and polling officers. The institution has conducted special drives for the enrolment of students as voters. General awareness among the public to exercise their franchise has been created through rallies and interactions with the villagers.

The Department of Political Science and Development Administration offers courses like Indian Constitution, Issues in Indian Polity, Transformational Leadership, Governance Theory and Concepts, Decentralisation in India and Administrative Change. It also offers courses on Citizenship Building, Good Governance and Ethics and Values in Public Administration. These courses not only sensitize students on their constitutional obligations but also groom them as good citizens.

During the assessment period, the Institute celebrated the sesquicentenary of Gandhi Jayanti and the 75th year of Independence (Azadi Ka Amrit Mahotsav).

The NSS units of the Institute regularly organise programmes on blood donation, environment awareness, Swachch Bharat, health and hygiene programmes, road safety awareness, Digital India campaigns, awareness on Right To Information Act, alcohol abuse, child marriages and female infanticide. Under Unnat Bharat Abhiyan, the Institute has networked with 108 institutions across South

India and organised various awareness and action-oriented programmes on social issues and rural empowerment.

The Department of Gandhian Thought and Peace Science celebrates Gandhi Jayanti inside the campus and also in its surrounding villages. The faculty and students attend gram sabha meetings in the nearby villages.

The students and the faculty take pledges on Anti-Terrorism Day, Rashtriya Ekta Diwas and Martyrs' Day which inculcate values in them. The Department of Physical Education organised Fit India Marathon for educating the community on physical fitness. Every year the International Yoga Day is celebrated by inviting school students especially those from rural pockets to GRI campus. Thus, GRI takes a number of initiatives for inculcating values and groom the students as responsible citizens.

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

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICES OF GRI

The Gandhigram Rural Institute is progressing in its mission of "providing knowledge support to usher in a self-reliant, self-sufficient and self-governed society" through its three-pronged strategy of instruction, research and extension.

While the Institute boasts of many best practices in its pursuit of providing higher education to the masses, its two best practices are: Skill Promotion and Rural Extension.

The two Best Practices are:

1. **ASPIRE –** Advanced Skill Promotion for Impactful Rural Engineering

2. **GRI-CARES** – Gandhigram Rural Institute – Community Advancement through Rural Extension Services

Best Practice 1

ASPIRE – Advanced Skill Promotion for Impactful Rural Engineering

In line with the Gandhian principles of Gram Swaraj and self-reliance, the Gandhigram Rural Institute, aligning its vision with national initiatives like Skill India and Atmanirbhar Bharat, has devised programmes and courses to further skill promotion, focusing on the empowerment of students from marginalized and disadvantaged backgrounds. The programmes offered through the academic units of GRI are forerunners to many governmental initiatives, including many aspects of NEP 2020.

Answering the call to upskill India, the Institute's DDU-Kaushal Kendra offers vocational training in various sectors, including food processing, renewable energy, information technology, dairy science and agriculture through its B.Voc. and D.Voc. programmes under the National Skill Qualification Framework (NSQF). These programmes are offered with the option of multiple entries-multiple exits with their prime focus on practice over theory.

GRI collaborates with premier industries and research institutes to provide hands-on training to students, ensuring that they gain relevant skills for the job market. The placement records indicate a strong success rate, with many graduates opting to become entrepreneurs while the rest secure positions in reputed companies or pursue further education in India and abroad. The Institute has 24 functional MoUs exclusively for Skill Promotion with local and multinational companies including Yamaha Motors, L&T, Amul, Aavin, TAFE, Adani Energy and CUMI Murugappa Group of Companies. It also works together with industries, corporate bodies and other higher educational institutions for internships, field visits, placement, and higher education opportunities for its students and graduates. A significant percentage of the graduates from the skill development programmes are women.

During the assessment period, 947 students graduated from DDU-KK. More than 40% of the students from these programmes have secured employment in various companies/establishments including Nike, TAFE, ITC, Reliance, Phoenix Kothari, Lotus Footwear, Walkaroo, Hatsun Dairy, VKC, Adani Energy, and Dairy Day. Around 31% are pursuing higher studies in India as well as USA and the UK. The students have won multiple prizes and awards at the regional and national levels.

Despite facing challenges such as limited industry presence and financial constraints, the Institute continues to focus on skill promotion utilizing industry experts for training and fostering a supportive alumni network for job placements. This model of skill development offers a replicable framework for similar initiatives across India, contributing significantly to rural engineering and employment generation.

The Institute envisages this model to be developed into a School of Vocational Studies with active support from the various ministries of the Government of India.

Best Practice 2

GRI-CARES – Gandhigram Rural Institute – Community Advancement through Rural Extension Services

The Gandhigram Rural Institute has been a pioneer in promoting extension as the third pillar of higher education, right from its inception. While national bodies and other higher education institutions focused on instruction and research, GRI incorporated social outreach programmes as part of its regular curriculum, providing a bridge between the campus on the one hand and the field on the other.

While India's emergence as a global superpower has generated jobs leading to progress, it has also caused significant gaps in the society. The extension programmes of the Institute work towards identifying and addressing these gaps to create an equitable and inclusive society.

The Institute's extension and outreach activities are carried out through Village Placement Programme, Research Based Extension Activities, National Service Scheme, Shanti Sena, Unnat Bharat Abhiyan, and Krishi Vigyan Kendra. The Institute, during the assessment period, organised 66 rural camps apart from hundreds of regular village visits with follow-up actions through its departments.

The Institute's faculty and research scholars have taken up 48 extension-based research projects to the tune of Rs. 4.66 crores, focusing on rural issues such as water and energy conservation, value addition of food products, and nutrition in line with Sustainable Development Goals.

During the assessment period, the NSS units of GRI organised 35 special camps involving 1750 volunteers. Additionally, more than 150 programmes including rallies, capacity building programmes, blood donation camps, exposure visits and career guidance for school children, tree plantation programmes, awareness programmes, observances of days of national importance, polio vaccination drives and eye camps were organised. The Shanti Sena of the Institute organised 24 programmes in villages promoting peace and harmony.

GRI is a Regional Coordinating Institution (RCI) of the Unnat Bharat Abhiyan, coordinating the activities of 159 participating institutions. It is also a Participating Institution (PI) that conducts programmes on livelihood development, skill promotion, and societal peace.

The KVK organised more than 600 programmes, 216 field level demonstrations and 12 Kisan Melas during the assessment period benefitting more than 25,000 farmers. 850 soil health cards have been distributed to the farmers.

The multifaceted and multipronged extension activities of GRI provide the vital link between the institution and the society, thus preparing its students to be transformative social agents for community advancement.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Sustainable, Progressive and Holistic Education for Rural Empowerment

(SPHERE)

The Gandhigram Rural Institute, established in 1956 to bring higher education to the villages, is fulfilling its mandate through provision of quality education to the rural populace by undertaking society-based action research projects and rural-oriented extension programmes.

National leaders have acknowledged the Institute's role in nation building through rural empowerment. The Institute was conferred the status of a Deemed to be University in 1976 in recognition of its excellent contribution to rural India through its holistic, rural-oriented three-pronged strategy of education, namely, instruction, research and extension.

While the Institute embarked on extension activities since its inception, UGC included extension as the third component only in 1976. The various departments and programmes of the Institute have been structured largely on the rural reconstruction programmes of Mahatma Gandhi. Departments like Rural Development, Rural Industries and Management, Rural Health and Sanitation, Cooperation, Political Science and Development Administration, and Lifelong Learning and Extension and centres like Rural Technology Centre and Rural Energy Centre are unique in demonstrating the Institute's commitment towards rural transformation.

Twenty nine out of the sixty two academic programmes including Diploma and Certificate programmes are rural-oriented and unique, and many of them aim at rural empowerment. The Institute works to empower the rural masses through courses on sustainable farming practices, better rural health and sanitation, decentralised governance, rural housing, appropriate rural technology, and renewable energy sources among others. Its DDU-Kaushal Kendra offers skill training for rural empowerment through its eight B.Voc. and two D.Voc. programmes.

During the assessment period, 5770 students graduated from the Institute. More than 85 per cent of these graduates are from rural areas; nearly 55 per cent of them are first generation graduates; and 58% students are women. In fact, 25,477 graduates have emerged out of the portals of this institution since it became a Deemed to be University and the alumni of GRI occupy pivotal positions both in India and

abroad. The alumni have contributed to national development by serving as Central Minister, MPs and MLAs, IAS / IPS / IFS officers, Planning Commission Members, District Collectors, Heads of Institutions and Laboratories, Scientists, Teachers, State and District Level Officers, Writers, Film Directors, and Heads of NGOs / CBOs.

The research projects undertaken by the faculty and their scholars highlight rural social issues and offer viable solutions. During the assessment period, 147 research scholars received their PhDs for research on rural issues and faculty members carried out 51 research projects focusing on rural issues with a financial outlay of Rs. 13.91 crores. As many as 217 research articles, 42 books and 173 book chapters contributed by the faculty and research scholars focus on rural empowerment.

The Institute plays a major role in policy-making of the Govt. of India. It was a nodal agency for the training of World Bank officials under Village Immersion Programme (VIP) and the training of elected Panchayat leaders and water and sanitation personnel. The Institute worked in tandem with Central and State Governments in the implementation of projects like Hunger Free project, Comprehensive Watershed Programme, Drought Prone Area programme, Women empowerment programmes, and Integrated Child Development Programme. Currently, faculty members of the Institute serve in the Task Force for drafting the New National Cooperation Policy, National Executive Committee of Unnat Bharat Abhiyan, and the expert committee on Supplementation of Weaning Foods of ICDS, Tamil Nadu.

The Institute's key role in the domain of rural development has earned it the status of a Nodal Agency for the implementation of Unnat Bharat Abhiyan of the Govt. of India. Under Unnat Bharat Abhiyan, the Institute supervises 159 institutions across South Tamil Nadu by organising programmes impacting rural lives.

The Institute has been recognised as a National Level Monitor for monitoring the implementation of government sponsored rural development programmes of the Ministries of Rural Development, Panchayati Raj, Drinking Water and Sanitation across various states.

The Institute has a Krishi Vigyan Kendra which advises farmers with regard to new farming practices. Since its inception, it has reached out to nearly 85000 farmers with 3451 field demonstrations, 53 Kisan Melas, 5423 training programmes and 137 animal health camps. It has won prestigious awards for cluster level frontline demonstration on oil seeds, training programmes, and for documenting the success stories of farmers.

The Centre for the Study of Social Exclusion and Inclusive Policy takes up issues pertaining to the disadvantaged sections of the society and takes efforts to mainstream them. Significant contributions include the creation of a district-level database of transgenders and a report on the health status of sanitation and cremation workers.

To facilitate lifelong learning, the Institute offers avenues for school drop-outs to complete their school education through the National Institute of Open Schooling (NIOS) of which GRI is a nodal centre. During the assessment period, 378 rural students benefitted from NIOS.

The Institute, through its 32 adopted villages and 14 Balwadis, has worked closely with the villagers in the implementation of National Literacy Mission and has been honoured with the NLM-UNESCO award for adult literacy. The Institute, through its collaboration with national and international organisations like Ford Foundation, Rajiv Gandhi Foundation, Petroleum Conservation Research Association, National

Council for Rural Institutes, and Live with Friends on Earth, Tokyo, has conducted collaborative research, training and outreach activities empowering villagers in the districts of Madurai, Theni and Dindigul. The Institute has received the Best Suryamitra Skill Development Institute award for training 217 village youth and has been adjudged the NIWE-IREDA Best Institute of Higher Learning in Wind Energy with a cash award of 1.0 lakh. It has been empanelled for the implementation of GIZ funded iRISE Upskilling Training Programme.

GRI, started with the objective of rural empowerment, has been continuously working towards realising its mandate by offering unique academic programmes, undertaking rural-oriented research projects and programmes, and carrying out rural extension activities. The Gandhigram Rural Institute serves the nation by focussing on science and technology enabled Integrated Rural Development, thus validating its vital role in building Viksit Bharat.

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

5. CONCLUSION

Additional Information :

One of the first institutions to be crowned with the Deemed to be University status as early as 1976, GRI was awarded the 'Five Star' status and 'A' Grade in all its previous accreditations by NAAC. It was categorized as an 'A' Grade Deemed to be University by a government-appointed review committee in 2009. The Institute has been recognized as a research centre by the Department of Scientific and Industrial Research (DSIR). It has also been recognized as a nodal institution for the implementation of Unnat Bharat Abhiyan and has been chosen to be a National Level Monitor for the evaluation of rural development programmes of the Govt. of India across the country.

The Institute has an impressive publication profile with a h-index of 103, with a total publication of 4769 research articles, 245 books / chapters. Five of the departments have been chosen for funding under the Special Assistance Programmes (SAP) of UGC, while four departments have been selected for funding under DST-FIST. Five of the faculty members of GRI have been included in the Top 2% of the World Scientists by Elsevier publications. One of its faculty members has been included in the National Task Force Committee for the formulation of Policy on Cooperation by the Govt. of India while another faculty member has the honour of being included in the Committee constituted for the modification of supplementation of weaning foods of ICDS by the Govt. of Tamil Nadu. The faculty members of the Institute also serve as nominees of Govt. of India / Governor-Chancellor and Chairman, UGC in the statutory bodies of HEIs. Several faculty members serve as Chairperson / Member Coordinator of NAAC Peer Teams.

The Centre for Rural Energy has been adjudged the Best Suryamitra Skill Development Institute and the Best Institute of Higher Learning in Wind Energy by GoI, and received the Green Award from the Govt. of Tamil Nadu. The activities of the Centre for Women's Studies, the Centre for the Study of Social Exclusion and Inclusive Policy, Krishi Vigyan Kendra and PMMMNMTT of GRI are noteworthy.

Concluding Remarks :

To sum up, the Institute has taken concerted efforts to align its academic programmes with local and national goals and initiatives. The curricula is need-based, society-driven, and industry-compliant and is transacted through effective student-centric teaching-learning practices and an efficient and transparent examination system. The Institute generates knowledge by undertaking action and scientific research through various funded projects and Ph.D. programmes in basic and applied disciplines. It has established effective links with the local community and works for their welfare through village camps, rallies, awareness programmes, and other strategies. It has augmented its infrastructure with limited grants to promote teaching, research and extension and help in student progression and placement. Inspired by the Gandhian ethos and powered by the dynamism of NEP-2020, the Institute is marching ahead with strategic and perspective plans in all the three spheres of education and is surging ahead in its mission of empowering the rural masses towards building a vibrant India. With ASPIRE (Advanced Skill Promotion for Impactful Rural Engineering) and GRI-CARES (Gandhigram Rural Institute - Community Advancement through Rural Extension Services) projected as the best practices of the Institute and Sustainable, Progressive and Holistic Education for Rural Empowerment (SPHERE) as the distinctiveness of the Institute, GRI envisions to emerge as a national leader, especially in the domain of science and technology based integrated rural development to realise a Viksit Bharat.