



## YEARLY STATUS REPORT - 2023-2024

### Part A

#### Data of the Institution

##### 1.Name of the Institution

THE GANDHIGRAM RURAL INSTITUTE  
(DEEMED TO BE UNIVERSITY)

- Name of the Head of the institution Prof. N.Panchanatham
- Designation Vice-Chancellor
- Does the institution function from its own campus? Yes

- Phone no./Alternate phone no. 04512452305
- Mobile no 9442105116
- Registered e-mail gridu@ruraluniv.ac.in
- Alternate e-mail address vc@ruraluniv.ac.in
- City/Town Dindigul
- State/UT Tamil Nadu
- Pin Code 624302

##### 2.Institutional status

- University Deemed
- Type of Institution Co-education
- Location Rural

- Name of the IQAC Co-ordinator/Director **Dr.P.U.Mahalingam**
- Phone no./Alternate phone no **04512452371**
- Mobile **9445818371**
- IQAC e-mail address **iqac@ruraluniv.ac.in**
- Alternate Email address **ruraliqac@gmail.com**

**3.Website address (Web link of the AQAR (Previous Academic Year)**

<https://www.ruraluniv.ac.in/academics?content=iqacaqar>

**4.Whether Academic Calendar prepared during the year?**

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

[https://www.ruraluniv.ac.in/includes/academics/calendar/Calendar2024\\_2025.pdf](https://www.ruraluniv.ac.in/includes/academics/calendar/Calendar2024_2025.pdf)

### 5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>Five Star</b>	<b>75 &amp; Above</b>	<b>2002</b>	<b>12/02/2002</b>	<b>11/02/2007</b>
<b>Cycle 2</b>	<b>A</b>	<b>3.09</b>	<b>2010</b>	<b>04/09/2010</b>	<b>03/09/2015</b>
<b>Cycle 3</b>	<b>A</b>	<b>3.20</b>	<b>2016</b>	<b>16/09/2016</b>	<b>15/09/2021</b>

**6.Date of Establishment of IQAC**

**15/12/2003**

**7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Department of Mathematics	DST-FIST	DST	2014; 5 years	4700000
Department of Chemistry	DST-FIST	DST	2014; 5 years	16500000
Department of Physics	DST-FIST	DST	2015; 5 years	12200000
Department of Computer Science and Applications	DST-FIST	DST	2015; 5 years	4500000
Department of Tamil	SAP DRS-I	UGC	2018; 5 years	7000000
Department of Computer Science and Applications	SAP DRS-I	UGC	2018; 5 years	4100000 + One Project Fellow (actual)
Department of Chemistry	SAP DRS-II	UGC	2018; 5 years	15000000
Department of Mathematics	SAP DSA-I	UGC	2018; 5 years	6035000 + Two Project Fellows (actual)
Department of Political Science & Development Administration	SAP DSA-II	UGC	2015; 5 years	3250000 + Two Project Fellows (actual)
Department of Education	PMMMNTT	MHRD	2018; 3 years	95000000
Centre for Rural Energy	Vayumitra	NISE	2020; 1 year	2053563
Centre for Rural Energy	Varunmitra	NISE	2021; 1 year	294120

The Gandhigram Rural Institute	Regional Coordinating Institute, Unnat Bharat Abhiyan	MoE	2019; 2 years	1000000
Department of Mathematics	NBHM Library Grant	Department of Atomic Energy	1999 onwards	4933000
Centre for Geoinformatics	DST	DST	2019; 4 years	3529900
The Gandhigram Rural Institute	Unnat Bharat Abhiyan	NCI, UBA	2019; Continuous	3000000
Department of Biology	DBT	DBT	2019; 4 years	2639600
Department of Mathematics	CSIR	CSIR	2017; 3 years	1754333
Department of Chemistry	SERB	DST-SERB	2018; 3 years	3206500
Department of Chemistry	DBT	DBT	2018; 3 years	2030800
Department of Chemistry	SERB	DST-SERB	2018; 4 years	2023000
Department of Chemistry	SERB	DST-SERB	2017; 3 years	3390508
Department of Chemistry	DBT	DBT	2017; 3 years	2323200
The Gandhigram Rural Institute	NLM	Ministry of Rural Development	2021; 1 year	90000

**8. Whether composition of IQAC as per latest NAAC guidelines** Yes

- Upload latest notification of formation of [View File](#)

## IQAC

**9.No. of IQAC meetings held during the year** **4**

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

**10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** **No**

- If yes, mention the amount

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

GRI submitted data for NIRF 2024 Ranking under the Overall category, and the institute was not placed in the rank band among universities of the country in NIRF 2024 Ranking. Also, GRI participated in NIRF 2024 under Innovation and Research category.

**12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

Plan of Action	Achievements/Outcomes
Participation in NIRF 2023 overall category.	The data submitted to NIRF 2023 overall category.

**13.Whether the AQAR was placed before statutory body?** **Yes**

- Name of the statutory body

Name	Date of meeting(s)
IQAC Committee & Heads Meeting	09/01/2025

**14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?**  No

**15. Whether institutional data submitted to AISHE**

**Part A****Data of the Institution**

<b>1.Name of the Institution</b>	THE GANDHIGRAM RURAL INSTITUTE (DEEMED TO BE UNIVERSITY)
• Name of the Head of the institution	Prof. N.Panchanatham
• Designation	Vice-Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	04512452305
• Mobile no	9442105116
• Registered e-mail	gridu@ruraluniv.ac.in
• Alternate e-mail address	vc@ruraluniv.ac.in
• City/Town	Dindigul
• State/UT	Tamil Nadu
• Pin Code	624302
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• University	Deemed
• Type of Institution	Co-education
• Location	Rural
• Name of the IQAC Co-ordinator/Director	Dr.P.U.Mahalingam
• Phone no./Alternate phone no	04512452371
• Mobile	9445818371
• IQAC e-mail address	iqac@ruraluniv.ac.in

• Alternate Email address	<a href="mailto:ruraliqac@gmail.com">ruraliqac@gmail.com</a>
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://www.ruraluniv.ac.in/academics?content=iqacaqar">https://www.ruraluniv.ac.in/academics?content=iqacaqar</a>
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.ruraluniv.ac.in/includes/academics/calendar/Calendar2024_2025.pdf">https://www.ruraluniv.ac.in/includes/academics/calendar/Calendar2024_2025.pdf</a>

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The Gandhigram Rural Institute	NLM	Ministry of Rural Development	2021; 1 year	90000
<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Yes</b>	
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>			<a href="#">View File</a>	

<b>9.No. of IQAC meetings held during the year</b>	<b>4</b>	
<ul style="list-style-type: none"> <li>The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
GRI submitted data for NIRF 2024 Ranking under the Overall category, and the institute was not placed in the rank band among universities of the country in NIRF 2024 Ranking. Also, GRI participated in NIRF 2024 under Innovation and Research category.		
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year</b>		
Plan of Action	Achievements/Outcomes	
Participation in NIRF 2023 overall category.	The data submitted to NIRF 2023 overall category.	
<b>13.Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>		
Name	Date of meeting(s)	
<b>IQAC Committee &amp; Heads Meeting</b>	<b>09/01/2025</b>	
<b>14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?</b>	<b>No</b>	

**15. Whether institutional data submitted to AISHE**

Year	Date of Submission
2023	09/11/2023

**16. 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 also 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 multi-disciplinary approach since its inception. The Institute offers various unconventional transdisciplinary programmes, aiming 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 integrated 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. The 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 interdisciplinary 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 that are relevant to the employment prospects of the rural populace. The multi-disciplinary nature of the rural issues has led to the formulation of research projects cutting across the disciplines. More than 30% of the research scholars embark on 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.

#### **17.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 in 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 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 a degree in seven years. When a student earns 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 that student a degree. For this, a student has to earn at least 50% of the required credits from the degree-awarding institution. The institute encourages and demands the students to enrol 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 been benefitted out of this policy. So far, 3007 students have created ABC IDs and 5500 Degree Certificates have been uploaded into the academic depository. It is aimed to complete the loading of all the marksheets of the students in the Academic Depository by the year end.

#### **18.Skill development:**

The Gandhigram Rural Institute has put into practice Nai Talim system of education advocated by Gandhiji. Practice-based and experiential learning continue to be the essential components 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 among students. 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 utilizing the language laboratories in the School of English and Foreign Languages. The coding skills of the students 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 acquired skills 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 Vocational programmes (B.Voc.), 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 through 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.

**19.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 the indigenous practices. The School of Agriculture and Animal Sciences has a Centre for Indigenous Agriculture Knowledge Systems, set up a decade ago where different indigenous varieties of food grains have been collected. 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 the 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 a patriotic fervour among the students and makes them proud of their culture and heritage.

## **20.Focus on Outcome based education (OBE):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

Board of Studies meetings 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 Revised Blooms Taxonomy to elicit Higher Order Thinking Skills (HOTS) among students. The syllabus and question papers specify the various cognitive levels that are being delivered and 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 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 (PMMMNTT), the Institute has trained more than 300 teachers from various institutions on outcome-based education.

#### **21.Distance education/online education:**

The Institute offered Distance Education Programmes from 2003 to 2011 But now GRI is not in a position to offer any distance education programme as of now, because of the UGC guidelines. The Institute proposes to offer people-centric programmes through distance mode after obtaining due clearance from appropriate statutory bodies. The Institute has 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 have been 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 made 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.

## Extended Profile

### 1.Programme

1.1 Number of programmes offered during the year:	<b>92</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

1.2 Number of departments offering academic programmes	<b>30</b>
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### 2.Student

2.1 Number of students during the year	<b>3521</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

2.2 Number of outgoing / final year students during the year:	<b>1240</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

2.3 Number of students appeared in the University examination during the year	<b>1355</b>
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File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of revaluation applications during the year	4
<b>3.Academic</b>	
3.1 Number of courses in all Programmes during the year	2987
File Description	Documents
Data Template	<a href="#">View File</a>
3.2 Number of full time teachers during the year	95
File Description	Documents
Data Template	<a href="#">View File</a>
3.3 Number of sanctioned posts during the year	179
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	
4.1 Number of eligible applications received for admissions to all the Programmes during the year	9552
File Description	Documents
Data Template	<a href="#">View File</a>
4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	1398

File Description	Documents
Data Template	<a href="#">View File</a>
4.3 Total number of classrooms and seminar halls	151
4.4 Total number of computers in the campus for academic purpose	1130
4.5 Total expenditure excluding salary during the year (INR in lakhs)	474.37
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Design and Development</b>	
1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University	
<p>The Gandhigram Rural Institute (GRI), inspired by Mahatma Gandhi's 18-point constructive programme, aims to bring higher education to rural areas while addressing local, national, and global developmental challenges. Offering 25 undergraduate and 24 postgraduate programmes, GRI's curricula are society-driven, industry-aligned, and focused on critical global issues like energy, food security, and technology. Its academic offerings include programmes on Renewable Energy, Organic Agriculture, Geoinformatics, Food Science, and Spatial Technologies. To support the Skill India Mission, GRI introduced eight B.Voc programmes and aligned courses with national initiatives such as AtmaNirbhar Bharat, Swachh Bharat, and Digital India. Specialised programmes like M.A. Rural Development Studies and PG Diploma in Sanitary Inspection target sustainable rural development and contribute to achieving Sustainable Development Goals (SDGs) like Zero Hunger, Gender Equality, and Clean Energy. Addressing regional needs, GRI offers vocational courses on Footwear Accessories for Dindigul's leather industry and textile programmes in Chinnalapatti, a handloom hub. Since 2018, GRI has adopted the Learning Outcomes-Based Curriculum Framework (LOCF), ensuring that Programme Educational Objectives (PEOs), Programme Outcomes (POs), and Course Outcomes (COs) align with developmental goals. This outcome-</p>	

based design fosters innovative, need-specific, and sustainable educational programmes, addressing local and global challenges comprehensively.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 1.1.2 - Number of Programmes where syllabus revision was carried out during the year

54

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	<a href="#">View File</a>

### 1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

#### 1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

2179

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 1.2 - Academic Flexibility

### 1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

92

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

#### 1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The Gandhigram Rural Institute (GRI) integrates cross-cutting issues such as Professional Ethics, Gender, Human Values, and Environmental Sustainability into its academic framework, inspired by Mahatma Gandhi's rural reconstruction ideals. The institute emphasizes eradicating poverty, promoting self-reliance, fostering community development, enhancing health and education, and supporting local governance. Its unique academic offerings include a PG programme in Gandhian Studies and Peace Science and value-based courses like PG Diplomas in Yoga and Sustainable Social Development, and M.A. Rural Development Studies.

Mandatory courses in Gandhian Thought and Shanti Sena (Peace Brigade) focus on conflict resolution, ethics, and holistic education. GRI offers specialized programmes on topics like Gender and Development, Feminism and Tamil Literature, Sociology of Gandhi, and Community Health and Nutrition, addressing gender issues and promoting a gender-just environment, supported by the Centre for Women's Studies. Female students comprise 55% of the enrollment.

Environmental education is integral, with Environmental Science as a mandatory UG course. Department-specific environment-related courses span topics like Agricultural Economics, Environmental Biology, and Sustainable Rural Technologies. These programmes reflect GRI's commitment to sustainability, ethical values, and inclusive development, ensuring alignment with societal needs and Gandhian principles.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 1.3.2 - Number of value-added courses for imparting transferable and life skills offered

**during the year****160**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.3.3 - Total number of students enrolled in the courses under 1.3.2 above****1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year****2794**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.3.4 - Number of students undertaking field projects / research projects / internships during the year****3521**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**1.4 - Feedback System****1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni**

- All 4 of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**1.4.2 - Feedback processes of the institution may be classified as follows**

- Feedback collected, analysed and action taken and feedback available on website

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Demand Ratio</b>	
<b>2.1.1.1 - Number of seats available during the year</b>	
1398	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)</b>	
<b>2.1.2.1 - Number of actual students admitted from the reserved categories during the year</b>	
583	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>2.2 - Catering to Student Diversity</b>	
2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners	
<p>The Gandhigram Rural Institute (GRI) conducts a student induction programme as per UGC and AICTE guidelines at the start of each academic year, providing students with a clear understanding of the Institute's vision, mission, objectives, policies, and opportunities for academic and holistic development. GRI adopts an inclusive approach, supporting students from all backgrounds through diverse strategies. An optimal student-staff ratio encourages open interactions. Learners are categorized as slow or advanced based on induction programme interactions, formative assessments, and classroom performance. Tutorials, additional</p>	

sessions, and library access on holidays benefit slow learners. Performance is monitored by subject teachers, mentors, and HoDs, with mid-course interventions discussed in Departmental Committee meetings.

Peer teaching supports slow learners, and bridge courses are offered to students from vernacular mediums to overcome language barriers. During the pandemic, teachers shared resources through WhatsApp and an institutional Learning Management System. Advanced learners are motivated to excel through competitions, interaction with experts, and curriculum enrichment lectures. Special centres like Remedial Coaching and UGC-NET Coaching aid in student development. GRI's tailored strategies mainstream 65% of slow learners while empowering advanced learners to achieve higher goals, ensuring academic excellence for all.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link For Additional Information	Nil

### 2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
3521	95

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

Gandhigram Rural Institute (GRI) emphasizes student-centric teaching and learning methods. Through the PMMMNMTT centre and IQAC, the Institute conducts programmes to empower teachers with diverse teaching methodologies and e-content development, especially during the pandemic. Faculty, scholars, and students are encouraged to participate in courses like MOOC, SWAYAM, and NPTEL.



GRI employs active and participative learning approaches, including brainstorming, flipped classrooms, game-based learning, role play, and case studies. Practical exposure is prioritized, particularly in science, engineering, and agriculture, through internships, field visits, and RAWE programmes. Industrial and institutional visits enrich experiential learning, while student seminars and extension activities familiarize students with rural realities. Specialized sessions like debugging and hackathons enhance technical skills for computer science students, while B.Com. Cooperation students focus on account-solving and Home Science students address societal challenges.

ICT-enabled classrooms support multimedia presentations, and an indigenously developed Learning Management System provides 484 video lectures, PDFs, and PowerPoints accessible beyond class hours. During the pandemic, online resources and ICT-based tools like iThenticate and Grammarly were integrated into teaching. GRI's commitment to innovative methodologies, hands-on learning, and ICT integration ensures a comprehensive educational experience for its students.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

Gandhigram Rural Institute (GRI) employs student-centric teaching methodologies to enhance learning experiences. Through the PMMNMTT centre, the Institute empowers teachers with diverse methodologies, and the IQAC promotes innovative teaching practices. During the pandemic, the e-content development centre trained faculty to create digital learning materials, and students, faculty, and scholars were encouraged to enroll in MOOC, SWAYAM, and NPTEL courses.

Teaching methods include active, cooperative, and game-based learning, along with ICT-based approaches like flipped classrooms, role play, and case studies. Practical exposure is prioritized across disciplines, with internships, on-the-job training, field visits, and RAWE programmes providing hands-on learning opportunities. Industrial visits and rural extension activities further enrich experiential learning. Specialized sessions, such as debugging and hackathons for computer science students and problem-solving sessions for B.Com. Cooperation students, prepare

students for practical challenges. Social sciences and home science students are trained to address societal and family issues.

ICT-enabled classrooms enhance multimedia teaching, while the Institute's Learning Management System provides 484 video lectures and other resources accessible anytime. During Covid, all sessions were conducted online, leveraging ICT tools like iThenticate and Grammarly. These strategies ensure a holistic, practical, and innovative educational experience for all students.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.3.3 - Ratio of students to mentor for academic and other related issues during the year

#### 2.3.3.1 - Number of mentors

95

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.4 - Teacher Profile and Quality

#### 2.4.1 - Total Number of full time teachers against sanctioned posts during the year

95

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

90

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.4.3 - Total teaching experience of full time teachers in the same institution during the year****2.4.3.1 - Total experience of full-time teachers**

2086

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year**

42

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.5 - Evaluation Process and Reforms****2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year**

14

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

14

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year**

4

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

The examination procedures and processes have seen near hundred per cent automation. From the registration of the candidates to the declaration of results, all processes are automated, using the indigenous software available at the Office of the Controller of Examinations. All these reforms have resulted in zero error, speedy processing of results, transparency and reduction in paper work. During the Covid -19 period the institute conducted the online examination and entrance examination for various programmes were conducted through proctored system.

Several reforms have been introduced to elicit higher order thinking skills among the students through the enhancement of quality of the question paper by duly adopting revised Bloom's Taxonomy norms.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**2.5.4 - Status of automation of Examination division along with approved Examination Manual**

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

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

The Gandhigram Rural Institute (GRI) adopted the Learning Outcomes-Based Curriculum Framework (LOCF) from 2018-19, aligning its

programmes with UGC guidelines. Graduate attributes, Programme Educational Objectives (PEOs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs) were defined through extensive deliberations. Course Outcomes (COs) were framed and validated via workshops organized by the IQAC and PMMMMNMTT centre, which also trained teachers in Outcome-Based Education (OBE).

Key OBE elements are prominently displayed in departments and included in syllabus booklets and the Institute's website. Students are introduced to OBE during induction programmes, and dedicated committees oversee its implementation. Faculty adopt specific strategies to ensure outcome attainment, with 80% weightage given to Continuous Formative Assessment (CFA) and End Semester Examinations (ESE), and 20% to Exit Surveys. Question papers are designed based on Revised Bloom's Taxonomy, targeting higher-order cognitive skills.

Outcome attainment is validated through student placement and progression. Shortfalls are addressed with corrective measures by departments. Vocational programmes align outcomes with the National Skills Qualification Framework (NSQF) and National Occupational Standards (NOSs). This structured approach ensures academic rigor, skill development, and alignment with national standards.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

The Gandhigram Rural Institute (GRI) implemented the Learning Outcomes-Based Curriculum Framework (LOCF) in 2018-19, aligning its programmes with UGC guidelines. Graduate attributes, Programme Educational Objectives (PEOs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs) were defined and validated through workshops organized by the IQAC and the PMMMMNMTT centre. These sessions also trained faculty on Outcome-Based Education (OBE) and facilitated discussions in the Board of Studies.

Key OBE elements are displayed prominently in departments, included in syllabus booklets, and detailed on the Institute's website. Students are introduced to OBE during induction programmes, while dedicated committees oversee its implementation. Faculty ensure outcomes are achieved through targeted teaching-

learning strategies. Outcome attainment is calculated using 80% weightage from Continuous Formative Assessment (CFA) and End Semester Examinations (ESE) and 20% from Exit Surveys. Question papers follow Revised Bloom's Taxonomy, emphasizing higher-order cognitive skills.

Outcome achievement is assessed via placement and student progression, with corrective actions implemented for shortfalls. Vocational programmes adhere to the National Skills Qualification Framework (NSQF) and National Occupational Standards (NOSs). GRI's structured approach ensures educational excellence, skill development, and alignment with national benchmarks.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.6.3 - Number of students passed during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

1240

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.7 - Student Satisfaction Survey

#### 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

[https://ruraluniv.ac.in/academics?content=IQAC\\_FeedBack](https://ruraluniv.ac.in/academics?content=IQAC_FeedBack)

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

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

The Gandhigram Rural Institute (GRI) actively promotes scientific and action research, supported by a robust Research Policy. It offers Ph.D. programmes in 27 disciplines and D.Litt/D.Sc in two disciplines, enrolling students twice annually based on UGC guidelines and government reservation policies. Scholars with NET

qualifications are admitted year-round, and institutional fellowships support those without scholarships. Over five years, 252 scholars have received JRF, SRF, and other fellowships.

Research is integral to undergraduate and postgraduate curricula, with a dedicated Research and Development Cell coordinating activities. During the assessment period, GRI managed projects worth ₹37.57 crores, funded by DST-SERB, CSIR, DRDO, and others. Weekly research colloquia, 86 research seminars, and 53 MoUs foster a thriving research culture. Faculty are financially supported for presenting papers nationally and internationally, and five GRI faculty members rank among the top 2% of global scientists.

Facilities have been upgraded, adding a 500 MHz NMR spectrometer, HRMS, TGA-DTA, and XRD equipment. Five departments benefit from UGC's Special Assistance Programme (SAP), with four supported under DST-FIST. Library resources worth ₹241.64 lakhs and 339 new computers enhance research capabilities. GRI's recognition as a National Level Monitor for rural development projects underscores its impactful research profile.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

80.6

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

7

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

84

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.1.5 - Institution has the following facilities to support research**  
**Central Instrumentation Centre**  
**Animal House/Green House Museum**  
**Media laboratory/Studios**  
**Business Lab**  
**Research/Statistical Databases**  
**Moot court**  
**Theatre**  
**Art Gallery**

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

20

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

## 3.2 - Resource Mobilization for Research

**3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)**

8.00



File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

550.35

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

0.86

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

## 3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

The Institute promotes research and innovation through diverse strategies, including project components in curricula, student-led events like the "My Idea" program, and an active Institution Innovation Council. The School of Agriculture and Animal Husbandry documents indigenous agricultural knowledge and practices, while the Rajiv Gandhi Chair for Panchayati Raj explores grassroots governance. Gandhian Thought, ShanthiSena, and Extension are mandatory courses across all programs, emphasizing indigenous peace and development practices.

The Institute's IPR cell supports innovation by organizing seminars and assisting with patent filings, resulting in 48 patents during the assessment period. The DDU-KK offers vocational training and helps alumni set up entrepreneurial ventures. The KVK

unit has conducted 216 field-level demonstrations, facilitating technology transfer in agriculture and allied sectors. The Department of Home Science, supported by PMMSYS, runs a start-up focused on seaweed-based plant growth promoters, enhancing fisherfolk livelihoods. The Departments of Chemistry, Computer Science, and Physics have developed various technologies in areas such as medical sensing, image processing, environmental remediation, and construction materials. The Centre for Rural Technology has introduced low-cost building technologies, high-performance geopolymer concrete, and innovations for radiation shielding.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

119

#### 3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

119

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

#### 3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

20

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

<b>3.4 - Research Publications and Awards</b>	
<b>3.4.1 - The institution ensures implementation of its stated Code of Ethics for research</b>	
<b>3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following</b>  <b>1. Inclusion of research ethics in the research methodology course work</b> <b>2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)</b> <b>3. Plagiarism check</b> <b>4. Research Advisory Committee</b>	<b>A. All of the above</b>
<b>File Description</b>	<b>Documents</b>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards</b> <b>Commendation and monetary incentive at a University function</b> <b>Commendation and medal at a University function</b> <b>Certificate of honor</b> <b>Announcement in the Newsletter / website</b>	
<b>A. All of the above</b>	
<b>File Description</b>	<b>Documents</b>
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.3 - Number of Patents published/awarded during the year</b>	
<b>3.4.3.1 - Total number of Patents published/awarded year wise during the year</b>	
<b>48</b>	
<b>File Description</b>	<b>Documents</b>
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

<b>3.4.4 - Number of Ph.D's awarded per teacher during the year</b>	
<b>3.4.4.1 - How many Ph.D's are awarded during the year</b>	
86	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year</b>	
427	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.6 - Number of books and chapters in edited volumes published per teacher during the year</b>	
<b>3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year</b>	
300	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS</b>	<b>A. Any 5 or all of the above</b>
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed**

Scopus	Web of Science
826	7396

File Description	Documents
Any additional information	<a href="#">View File</a>
Bibliometrics of the publications during the year	<a href="#">View File</a>

**3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University**

Scopus	Web of Science
19	15

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**3.5 - Consultancy**

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

Gandhigram Rural Institute (GRI), a centrally-funded institution supported by UGC, has a Finance Committee with representatives from the Government of India and UGC. This committee reviews recommendations from the Planning and Monitoring Board, analyzes growth projections, and recommends the financial assistance required for the Institute. Over the past five years, GRI received Rs. 362 crores, including funds for salaries and pensions. The Institute applies for major infrastructural grants like FIST and UGC-SAP and has received Rs. 3.75 crores from PMMMNMTT for infrastructure. It also benefits from development grants under the MP/MLA's constituency development fund.

GRI charges a nominal tuition fee, with fee waivers for SC and ST students as per government regulations. Faculty members apply for

research grants, a portion of which is used for infrastructure improvement. During the assessment period, Rs. 25.64 crores were mobilized through research grants, and Rs. 2.67 crores from consultancy projects and training programs. Additional funds are raised from government and non-government agencies for specific purposes and from alumni donations, resulting in a corpus fund of Rs. 7.63 crores.

The Institute's accounts are audited by an internal auditor and subject to annual AG audits. The finance section is computerized for transparency, and all receipts and payments are made online to ensure efficient financial management.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

#### 3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

106.45

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Extension is central to the Institute's activities and is seamlessly integrated into the curriculum. GRI's pioneering work in extension has earned national recognition, including the development of a Community Engagement course by UGC and its selection as a Nodal Centre for UBA, involving over 150 institutions in village development activities. It has also been appointed as a National Level Monitor for assessing the implementation of Central Government schemes.

All undergraduate programs include Rural Development and Extension Education. The Village Placement Programme (VPP), where students

and faculty live in villages to address problems and find solutions, is a flagship initiative. The Department of Lifelong Learning and Extension has adopted 32 service villages and runs 13 Balwadis with support from the Ministry of Social Welfare. During the assessment period, 66 rural camps were conducted, covering health, veterinary, awareness, and technology programs. Students produced 125 short films documenting their village experiences.

The Institute has 19 NSS units, conducting 35 special camps and donating 274 units of blood. During COVID-19, volunteers assisted governmental efforts. The Shanti Sena organized 24 peace programs, and the Centre for Rural Energy trained 1,545 youth under the Suryamitra Scheme. Faculty and students also engaged with jail inmates, promoting Gandhian values. The KVK unit conducted 600 programs benefiting 15,000 farmers, and students supported rural development through organic farming, soil health, and GIS-based planning.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year**

**3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year**

2

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

358

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

**3521**

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

### 3.7 - Collaboration

#### 3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

##### 3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

**293**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

**396**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### INFRASTRUCTURE AND LEARNING RESOURCES



## 4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

The Institute is situated on a 207-acre rural campus, including 45 acres of farmland and 20 acres of dairy farm. The administrative and academic buildings span 39,850 sq.m., while the staff quarters and hostels occupy 20,000 sq.m. The sports facilities cover nearly 15,000 sq.m. It has well-equipped infrastructure to support teaching, research, and extension activities. The Institute secures infrastructure funding through UGC grants, DST-FIST, UGC-SAP, MP/MLA funds, and project grants.

The campus includes 141 classrooms, 10 seminar halls, and 77 laboratories, with 42% of classrooms equipped with LCD projectors. The campus is Wi-Fi enabled, and during the assessment period, Rs. 961.78 lakhs were spent on infrastructure upgrades, including Rs. 410 lakhs for new equipment. Advanced facilities include NMR and HR-MS laboratories. The Institute has a 700-seat examination hall, and transport includes a mini-bus and battery-operated vehicle for the differently-abled.

The multipurpose auditorium accommodates 3,000+ people, and sports facilities include an athletic track, courts, and a gym. The GRI Central Library holds 183,657 books, and the Computer Centre supports e-Governance. Hostels with a capacity of 640 for boys and 753 for girls are available, along with accommodation for research scholars and a women's hostel. Additional amenities include a canteen, health centre, guest house, and more.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

The Institute has a multipurpose auditorium with projection facility which 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. Multi Gym facilities attract both boys and girls during the evenings and on holidays.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 4.1.3 - Availability of general campus facilities and overall ambience

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. 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 which 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. Multi Gym facilities attract both boys and girls during the evenings and on holidays.

Separate hostel accommodation for boys and girls with a capacity of 640 and 753 respectively is available. GRI has also a working women's hostel established with the support of TN Government and a Creche for the children of its employees.

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. Residential quarters facility available for accommodating 95 families. A hostel exclusively for research scholars is also available. A Kendriya Vidyalaya is housed inside the campus.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)**

215.8

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**4.2 - Library as a Learning Resource**

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Dr. G. Ramachandran Library at The Gandhigram Rural Institute covers 1700 sq.m. with a seating capacity of 250. It holds 183,657 books, 579 e-books, 149 print journals, and 5,310 back volumes. The library uses Dewey Decimal Classification for cataloguing. During the assessment period, Rs. 241.64 lakhs were spent on books and journals, and 8,306 books were added. The library features computerized circulation, OPAC, and RFID technology integrated with KOHA open-source software for issuing and returning books via Kiosk and Drop Box facilities.

The Institutional Repository includes digitized Ph.D. theses, semester question papers, e-Shodhsindhu journals, and e-books with remote access. The Digital Knowledge Centre offers 40 computers for e-journal access and is equipped with 1GB internet bandwidth using VPN and Railnet. The library also has INFLIBNET and DELNET facilities.

The library is organized with reference sections, circulation desks, periodicals, and reprographic services. It offers plagiarism checking and has digitized 1,401 Ph.D. theses. Accessible for the differently-abled, the library has facilities for the visually challenged and a section for competitive exam preparation. It also alerts users about new arrivals. Additionally, each department has its own library, and 13 rural libraries are set up in service villages.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<b>4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases</b>	<b>A. Any 4 or all of the above</b>						
<table border="1"> <thead> <tr> <th data-bbox="76 387 539 465">File Description</th> <th data-bbox="539 387 1445 465">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 465 539 568">Upload relevant supporting document</td> <td data-bbox="539 465 1445 568" style="text-align: center;"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Upload relevant supporting document	<a href="#">View File</a>			
File Description	Documents						
Upload relevant supporting document	<a href="#">View File</a>						
<b>4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)</b>							
<b>111.49</b>							
<table border="1"> <thead> <tr> <th data-bbox="76 763 539 842">File Description</th> <th data-bbox="539 763 1445 842">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 842 539 904">Upload the data template</td> <td data-bbox="539 842 1445 904" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 904 539 1010">Upload relevant supporting document</td> <td data-bbox="539 904 1445 1010" style="text-align: center;"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	<a href="#">View File</a>	Upload relevant supporting document	<a href="#">View File</a>	
File Description	Documents						
Upload the data template	<a href="#">View File</a>						
Upload relevant supporting document	<a href="#">View File</a>						
<b>4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)</b>							
<b>171</b>							
<table border="1"> <thead> <tr> <th data-bbox="76 1205 539 1283">File Description</th> <th data-bbox="539 1205 1445 1283">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1283 539 1379">Upload relevant supporting document</td> <td data-bbox="539 1283 1445 1379" style="text-align: center;"><b>No File Uploaded</b></td> </tr> </tbody> </table>	File Description	Documents	Upload relevant supporting document	<b>No File Uploaded</b>			
File Description	Documents						
Upload relevant supporting document	<b>No File Uploaded</b>						
<b>4.3 - IT Infrastructure</b>							
<b>4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year</b>							
<b>151</b>							
<table border="1"> <thead> <tr> <th data-bbox="76 1653 539 1731">File Description</th> <th data-bbox="539 1653 1445 1731">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1731 539 1794">Upload the data template</td> <td data-bbox="539 1731 1445 1794" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 1794 539 1883">Upload relevant supporting document</td> <td data-bbox="539 1794 1445 1883" style="text-align: center;"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Upload the data template	<a href="#">View File</a>	Upload relevant supporting document	<a href="#">View File</a>	
File Description	Documents						
Upload the data template	<a href="#">View File</a>						
Upload relevant supporting document	<a href="#">View File</a>						
<b>4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility</b>							
<b>The Gandhigram Rural Institute (GRI) has embraced the growing role</b>							

of IT in education by establishing 59 ICT-enabled classrooms, along with audio-visual and recording facilities, a lecture capturing system, and high-speed Wi-Fi connectivity for seamless service. The Institute has a comprehensive IT policy to ensure uninterrupted services, with the Computer Centre serving as the central hub for ICT support and training. It has two laboratories with 120 computer systems and an Internet Browsing Centre with 30 systems for all students and research scholars.

The campus is fully Wi-Fi enabled, offering secure internet access (50-250 MBPS) for over 4,000 users. The LAN network connects 838 nodes in departments and 60 nodes in administrative sections, while 1 GBPS shared Internet connectivity is provided by the National Knowledge Network-BSNL. E-governance initiatives are implemented via the GRI-Information Management System (GRIIMS), automating administrative functions, including examinations.

The Computer Centre maintains the Institute's website, web portals for various stakeholders, and a digital payment gateway. It also operates a Learning Management System (LMS) that supports content delivery, collaboration, and assessment. The campus is monitored by 51 surveillance cameras, and data security is ensured through user authentication. Additional computer labs are available in various departments with a total of 1,130 systems.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.3.3 - Student - Computer ratio during the year**

Number of students	Number of Computers available to students for academic purposes
3632	1130

**4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)**

- ?1 GBPS

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing**

A. All of the above

**System(LCS) Mixing equipment's and softwares for editing**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Upload the data template	No File Uploaded

**4.4 - Maintenance of Campus Infrastructure****4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year**

474.37

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

The Gandhigram Rural Institute ensures the optimal utilization and periodic updates of its physical facilities through well-defined procedures, protocols, and ethical guidelines. The estate officer is responsible for maintaining academic and administrative buildings, addressing repair needs in areas such as civil, electrical, plumbing, and carpentry. Departments and laboratories are maintained by respective department heads, while common classrooms are managed by the Dean of Students' Welfare. Maintenance of guest houses and hostels is handled by designated staff, including the Public Relations Officer and hostel wardens. The Computer Centre manages IT facilities, and the University Science Instrumentation Centre assists with equipment upkeep. The Institute has signed Annual Maintenance Contracts (AMC) for specialized equipment like NMR, HRMS, XRD, and SEM, with maintenance manuals available for guidance.

To report maintenance needs, a grievance box and an online portal are available. The vehicle section oversees Institute vehicle maintenance, and the School of Agriculture maintains the orchard and farms. The Director of Physical Education manages sports facilities, while cleanliness is the responsibility of outsourced workers, monitored by students and faculty of the Department of

Rural Health and Sanitation. Students also contribute to maintaining classrooms and energy devices, ensuring regular stock-taking and asset verification. Additionally, the maintenance of livestock, fire extinguishers, and instruments is handled by designated staff and systems.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)**

3632

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year**

1244

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology**

**A. All of the above**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<ul style="list-style-type: none"> <li>• All of the above</li> </ul>
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>5.2 - Student Progression</b>	
<b>5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)</b>	
<b>5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year</b>	
23	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>5.2.2 - Total number of placement of outgoing students during the year</b>	
372	



File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

376

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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 year

79

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

#### 5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

Gandhigram Rural Institute actively involves students in the formulation and execution of co-curricular and extracurricular activities through both formal and informal mechanisms. The curricula of various academic programs are regularly revised based on feedback from students and other stakeholders. Each department has a committee of teachers and student representatives who assess academic programs, infrastructure, assessment practices, and student support initiatives. Two student representatives from each class, typically one male and one female, contribute to the decision-making process. Feedback is acted upon, and reports are discussed in the Dean's Council.

The Institute has 18 student clubs that offer platforms for

leadership development and organizing events. These clubs facilitate various student festivals such as Resonance (Chemistry), Interface (Computer Science), Biofest (Biology), Festophys (Physics), Integration (Mathematics), and Sahitya (English). The students also organize Gramfest, an intra-university festival. Village placement camps, led by students, offer opportunities for leadership development, with 66 camps organized during the assessment period. Co-curricular activities like NSS and Shanti Sena also see students in leadership roles, conducting special camps and training rural children in village development, arts, and storytelling. The IQAC and Internal Complaints Committee include student representatives, contributing to quality enhancement and gender parity.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

26

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services during the year

Gandhigram Rural Institute has a registered Alumni Association, the GRI Alumni Association, which plays a vital role in the growth and development of the Institute through various contributions and initiatives. Alumni have established medals for the toppers in different disciplines and created five endowments. Several endowment lectures, delivered by eminent experts, have been organized under the association's banner.

The Department of Chemistry benefited from a generous donation by an alumnus to set up an instrument lab and the donation of chairs worth Rs. 1.00 lakh for the Chemistry conference hall. Alumni also funded the renovation of the Samathi of the Institute's founder, Dr. G. Ramachandran, at a cost of Rs. 3.29 lakhs. In the

Department of Computer Science and Applications, alumni donated 10 computers valued at Rs. 5.00 lakhs, and the Department of Physics received books and electronic items worth Rs. 2.00 lakhs.

In addition to the mega alumni meet organized on 24th February 2024, several batch reunions are held at the department and school level. The alumni of the Department of Rural Health and Sanitation contribute by offering popular training programs for students. They are also actively involved in curricular design as members of the Board of Studies, as well as in the IQAC, where they contribute to quality enhancement.

The alumni regularly interact with students, delivering 46 lectures over the past five years. They also serve as chief guests for student festivals and offer career guidance, helping sensitise graduating students to employment opportunities both within and beyond their core domains.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<b>5.4.2 - Alumni contribution during the year (INR in Lakhs)</b>	<b>A. ? 5Lakhs</b>
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 - Institutional Vision and Leadership**

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

Gandhigram Rural Institute (GRI), established in 1956 by disciples of Mahatma Gandhi, is focused on rural-centric and inclusive development. Its vision aims to promote a casteless and classless society, while its mission supports self-reliant, self-sufficient, and self-governed rural communities. The Institute follows principles of good governance, including transparency, accountability, and participatory decentralized governance.

GRI operates with a well-established governance system. Declared a Deemed to be University in 1976, it is recognized under UGC

Sections 2f and 12B. The governance structure includes the GRI Society, Board of Management, Finance Committee, Academic Council, and Board of Studies, with the Vice-Chancellor as the academic head and CEO. Other officers, such as Deans, Heads of Departments, and Directors, report to the Vice-Chancellor.

Decentralized decision-making is facilitated by various committees, including the Admission, Disciplinary, and Research Advisory Committees. Most decisions are made through a bottom-up approach, ensuring participation from stakeholders.

The Institute's short-term goals include achieving A++ grade from NAAC and ranking in the top 50 in NIRF, while its long-term aim is to become an Institution of Eminence and gain Central University status. GRI has grown significantly in terms of student strength, programs, and research.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

Gandhigram Rural Institute (GRI), established in 1956 by disciples of Mahatma Gandhi, emphasizes rural-centric and inclusive development. Its vision aims for a casteless, classless society through education, research, and extension, while its mission supports self-reliant and self-governed rural communities. The Institute adheres to principles of transparency, accountability, autonomy, and participatory decentralized governance.

GRI was recognized as a Deemed to be University in 1976 and is governed by statutory bodies including the GRI Society, Board of Management, Finance Committee, and Academic Council. The Vice-Chancellor is the academic and executive head, supported by officers like Deans, Registrars, and Heads of Departments.

Governance is decentralized, with committees such as the Admission, Disciplinary, and Research Advisory Committees facilitating decision-making through a bottom-up approach. The Institute implements all government policies and has seen significant growth in students, programs, and research.

GRI's short-term goals include achieving A++ Grade from NAAC and ranking in the top 50 in NIRF, while its long-term goal is to

become an Institution of Eminence with Central University status. The Institute's governance system aligns with its mission and vision.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

Gandhigram Rural Institute (GRI) was founded to implement Mahatma Gandhi's rural reconstruction principles. The Institute has evolved to include a range of departments, programs, and centres focused on Science and Technology-enabled rural development. A Planning and Monitoring Board guides the strategic growth of the institution, with an emphasis on research and vocational training.

GRI has enhanced its research facilities, including NMR and HR-MS through FIST and SAP funding, and introduced vocational degree and diploma programs aligned with Skill India. The Institute fosters rural youth employability and entrepreneurship through partnerships with companies like Murugappa Group and Yamaha Motors. These initiatives are part of GRI's broader commitment to academic, research, and extension activities.

Short-term goals include earning an A++ Grade from NAAC, ranking in the top 50 in NIRF, and expanding infrastructure via initiatives like PURSE and STRIDE. Long-term plans aim to introduce cutting-edge programs in AI, IoT, AR, and other emerging fields, along with transforming GRI into a Central University. The Institute follows Government of India guidelines for faculty and staff appointments, while maintaining its own policies for research, IT, infrastructure, and consultancy. Academic and administrative activities are supported by a well-structured system under the Registrar's leadership.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Gandhigram Rural Institute (GRI) was established to implement

Mahatma Gandhi's rural reconstruction programs, with study programs designed to reflect Gandhian principles. As the nation evolved, GRI expanded its departments, programs, and centres to focus on Science and Technology-enabled rural development. The Institute's Planning and Monitoring Board guides its overall growth.

GRI has enhanced research facilities, adding NMR and HR-MS through FIST and SAP funding. It has introduced eight vocational degree programs and two diploma programs aligned with Skill India, aiming to create skilled manpower. The Institute also emphasizes Outcome-Based Extension activities, partnering with Murugappa Group and Yamaha Motors to train rural youth for employability and entrepreneurship.

The Institute has clear short- and long-term goals. Short-term objectives include earning an A++ Grade from NAAC, ranking in the top 50 in NIRF, and expanding infrastructure through schemes like PURSE and STRIDE. Long-term goals include launching programs in AI, IoT, AR, Stem Cell Research, Bio-nanotechnology, and more, with an aim to become a Central University. The Institute adheres to Govt. of India guidelines for faculty and staff appointments and promotes inclusive practices through diverse growth strategies. Academic operations are managed by well-structured administrative sections under the Registrar.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 6.2.3 - Institution Implements e-governance in its areas of operations

<b>6.2.3.1 - e-governance is implemented covering following areas of operation</b> <ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Finance and Accounts</li> <li>3. Student Admission and Support</li> <li>4. Examination</li> </ol>	A. All of the above
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File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

Gandhigram Rural Institute (GRI) follows UGC guidelines for the recruitment and promotion of its teaching staff, requiring faculty to submit Performance Based Appraisal Reports annually. The IQAC compiles the data, and faculty promotions are granted based on credentials and interview performance, in line with UGC regulations. During the assessment period, 30 Professors were promoted to Senior Professors, 9 Associate Professors to Professors, and 50 Assistant Professors were elevated to the next grade.

The Institute also follows Central Civil Service Rules for non-teaching and technical staff recruitment and promotion, with the Modified Assured Career Progression Scheme (MACPS) used for non-teaching staff promotions. In the assessment period, 56 non-teaching staff received promotions through MACPS. Staff promotions are based on a written test, interview, and performance appraisal on a 10-point scale.

GRI implements government welfare measures, including various types of leave, medical reimbursement, education assistance, and study leave. In the past five years, several staff members benefited from child care leave, children's education allowance, and study leave for academic purposes. The Institute has grievance redressal mechanisms and an Internal Complaints Committee for gender, caste, and other issues. The performance appraisal system, welfare measures, and career advancement opportunities ensure effective staff management.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

9

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

12

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

12

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 6.4 - Financial Management and Resource Mobilization

### 6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Gandhigram Rural Institute (GRI), a centrally-funded institution supported by UGC, has a Finance Committee with representatives from the Government of India and UGC. This committee reviews recommendations from the Planning and Monitoring Board, analyzes growth projections, and recommends the financial assistance required for the Institute. Over the past five years, GRI received Rs. 362 crores, including funds for salaries and pensions. The Institute applies for major infrastructural grants like FIST and UGC-SAP and has received Rs. 3.75 crores from PMMMNMTT for infrastructure. It also benefits from development grants under the MP/MLA's constituency development fund.

GRI charges a nominal tuition fee, with fee waivers for SC and ST students as per government regulations. Faculty members apply for



research grants, a portion of which is used for infrastructure improvement. During the assessment period, Rs. 25.64 crores were mobilized through research grants, and Rs. 2.67 crores from consultancy projects and training programs. Additional funds are raised from government and non-government agencies for specific purposes and from alumni donations, resulting in a corpus fund of Rs. 7.63 crores.

The Institute's accounts are audited by an internal auditor and subject to annual AG audits. The finance section is computerized for transparency, and all receipts and payments are made online to ensure efficient financial management.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

#### 6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

#### 6.4.4 - Institution conducts internal and external financial audits regularly

The Institute follows the General Financial Rules (GFR) issued by the Government of India, ensuring financial accountability with appropriate checks and balances. Income is properly accounted for, and receipts are issued, with all payments and receipts made through banks to avoid direct cash handling. The Institute has a

financial code of conduct aligned with government guidelines, and the Institute Finance Manual provides clear rules for financial transactions. Government rules are strictly adhered to regarding all expenditures.

The Finance Section is divided into two: one handles general development grants, while the other focuses on project grants, ensuring efficient and fast disbursement of project-related funds. Annual budgets are prepared through periodic meetings with Schools, Departments, faculty, and students, prioritizing funds based on needs assessment and urgency. Proper procedures, including rules for purchasing and tendering, are followed, and GST payments and tax deductions are made according to the rules.

The Institute's accounts are audited by an internal section, with a chartered accountant appointed for internal audits. The annual audit by the AG team ensures compliance with Government of India guidelines, and any pending audit issues are reconciled. Local Fund Audits are conducted for State Government funds, ensuring transparency and accountability in financial management.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 6.5 - Internal Quality Assurance System

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

Gandhigram Rural Institute (GRI) has a dynamic Internal Quality Assurance Cell (IQAC) that has played a key role in institutionalizing quality assurance strategies. The IQAC meets frequently to discuss curricular innovations aimed at enhancing the quality of teaching, learning, research, and extension outcomes. In line with the UGC's Learning Outcomes-based Curriculum Framework (LOCF), the IQAC initiated the implementation of Outcome Based Education (OBE) at GRI, integrating Mahatma Gandhi's Rural Reconstruction Programme with the Washington Accord principles. A core committee was formed to develop the OBE model, which was customized for the Institute and approved by the Academic Council.

The OBE framework includes elements such as Programme Educational Objectives (PEO), Programme Outcomes (PO), and Course Outcomes

(CO), with assessments based on Bloom’s Taxonomy. The implementation of OBE began in 2018-19, with question papers framed accordingly, and attainment calculations made to track progress. A unique aspect of the GRI OBE model is the requirement for value-added courses and a course on Professional Ethics.

Additionally, the IQAC played a pivotal role in the implementation of NEP-2020 by sensitizing the GRI community and establishing an NEP-2020 Implementation Committee. GRI became one of the first institutions in Tamil Nadu to effectively implement NEP-2020, with comprehensive strategies developed at both the institutional and departmental levels.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

A. Any 5 or all of the above

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

The Institute has made continuous efforts to enhance quality across teaching, research, and extension activities. In academics, it introduced eight B.Voc. programmes as part of the Skill India initiative and incorporated both generic and discipline-specific electives into UG and PG curricula. Additionally, it included courses on Soft Skills, Gandhian Thought, Professional Ethics, NSS, and Shanti Sena, which promote holistic student development.

Value-added courses were introduced to enhance employability. During the COVID-19 pandemic, online classes were effectively conducted using the institutional Learning Management System (LMS), and exams were held online with appropriate monitoring.

In research, the Institute has implemented quality measures such as requiring publications in UGC CARE listed or peer-reviewed journals and plagiarism checks. Research scholars are also required to present their proposals to the Research Quality Circle before final approval. The Institute has encouraged departments to seek funding through FIST and SAP, resulting in enhanced research facilities.

In extension, the Institute improved village camp activities and leveraged Unnat Bharat Abhiyan to engage faculty in rural development. It serves as a National Level Monitor for GoI's rural programs and as the Regional Coordinating Institute for Unnat Bharat Abhiyan. The IQAC has also conducted academic, administrative, and various environmental audits to ensure quality enhancement, with quality policies being monitored at both institutional and departmental levels.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

#### 7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Gandhigram Rural Institute is committed to creating a gender-just and safe environment for women, free from violence, harassment, and exploitation. An Internal Complaints Committee has been established to ensure the safety of women, in accordance with UGC Guidelines and the National Policy for Women 2016. Gender sensitization and empowerment are integrated into the curricula across 21 departments, with 277 courses on gender-related topics. Faculty research projects focus on improving the socio-economic status of rural women.

The Institute promotes gender equity with a focus on women's participation. Over the last five years, 3658 women students were enrolled, and 198 out of 339 PhD scholars were women. Women faculty contribute significantly to the Institute's growth. Gender sensitization programs are conducted for new students, and an Anti-

Ragging and Grievance Redressal Committees address gender-related issues. Safety and security are top priorities, with 51 CCTV cameras, regular security patrols, and female security personnel. The women's hostels offer various facilities, including a store, sick room, and health services. A Women's Hostel, Day Care Centre, and Working Women's Hostel further enhance the support provided.

Gender audits monitor progress in gender-related matters. The Institute organizes rural empowerment programs on microfinance, dowry, alcohol abuse, and women's rights, ensuring women's active participation in academics, co-curricular activities, and extension programs.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Annual gender sensitization action plan(s)	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	Nil

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

**A. Any 4 or All of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Gandhigram Rural Institute (GRI) focuses on sustainable development, aligning with the United Nations' Sustainable Development Goals through waste reduction, recycling, and reusing.

**Solid Waste Management:** The Institute uses a triple bin system for waste segregation. Biodegradable waste is composted for agricultural use, while non-biodegradable waste is handled by authorized vendors. The Women’s Hostels recycle food waste into green energy using biodigesters.

**Liquid Waste Management:** Laboratory effluents are neutralized and disposed of through soak pits. Hostel liquid waste is reused for kitchen gardens.

**Bio-medical Waste Management:** Medical waste is categorized and disposed of as per ICMR norms, with napkin incinerators in the Women’s Hostels.

**E-Waste Management:** E-waste is minimized by promoting pen drives over CDs, replacing TFT monitors with LEDs, and using a buy-back scheme for new computers.

**Waste Water Recycling:** Wastewater from hostels and canteens is repurposed for agricultural use, enhancing the campus’s green cover.

**Chemical and Radioactive Waste Management:** Laboratory chemical waste is segregated and treated, and no radioactive materials are used.

These initiatives promote environmental sustainability and green practices across the campus.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<b>7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus</b>	A. Any 4 or all of the above
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**7.1.5 - Green campus initiatives include**

<p><b>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</b></p> <ol style="list-style-type: none"> <li><b>1.Restricted entry of automobiles</b></li> <li><b>2.Use of bicycles/ Battery-powered vehicles</b></li> <li><b>3.Pedestrian-friendly pathways</b></li> <li><b>4.Ban on use of plastic</b></li> <li><b>5.Landscaping</b></li> </ol>	<p><b>A. Any 4 or All of the above</b></p>
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

<p><b>7.1.6.1 - The institution’s initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3.Environment audit</b></li> <li><b>4.Clean and green campus recognitions/awards</b></li> <li><b>5.Beyond the campus environmental promotional activities</b></li> </ol>	<p><b>A. Any 4 or all of the above</b></p>
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

<p><b>7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</b></p>	<p><b>A. Any 4 or all of the above</b></p>
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

Gandhigram Rural Institute fosters a multi-cultural, multi-lingual environment, open to applicants nationwide. The Institute promotes holistic student development through academic programs, action research, camps, and extension activities, emphasizing patriotism, environmental awareness, social consciousness, and gender sensitization. It maintains an inclusive policy with zero tolerance for discrimination based on religion, caste, color, or gender, offering scholarships to marginalized students.

The Institute promotes communal harmony through inter-religious prayers, cultural celebrations, and courses on Gandhian principles. The campus plus camp approach fosters unity among students from diverse backgrounds. The Centre for Culture and Arts organizes cultural events, while national events like Republic Day and Gandhi Jayanthi promote national spirit. Departments organize inter-institutional programs, and the Centre for the Study of Social Exclusion and Inclusive Policy works in villages to promote unity.

The Institute mainstreams transgenders, and the Centre for Women's Studies advocates for women's rights and protection. The Department of Gandhian Thought focuses on conflict resolution, including caste-related conflicts. Skill development programs for rural youth and marginalized groups are also a key focus. These efforts contribute to fostering a plural, inclusive environment, earning recognition in the report submitted to the Govt. of India on Institutions of Eminence.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

GRI emphasizes the rights, duties, and responsibilities of its stakeholders as Indian citizens. During the orientation for



freshers, students are made aware of their constitutional obligations. The Institute integrates extension programs into the curriculum to instill values and social responsibility. Participation in the National Service Scheme (NSS) is mandatory for all undergraduate and postgraduate students, fostering them as change agents, particularly at the grassroots level.

The Department of Political Science and Development Administration organizes events like Constitution Day, National Integration Day, and Voters Day. Students engage in projects focused on rural issues, raising awareness of citizens' rights and responsibilities. Faculty members actively participate in conducting general elections, with many serving as micro-observers and polling officers.

Courses on Indian Constitution, Governance, Ethics, and Citizenship Building equip students with an understanding of their constitutional duties. The Institute also celebrates significant events like Gandhi Jayanti and the 75th year of Independence. NSS units organize various social awareness campaigns, including blood donation, environmental protection, and digital literacy.

Through initiatives like Unnat Bharat Abhiyan and celebration of Anti-Terrorism Day and Martyrs' Day, the Institute fosters values in students. The Department of Physical Education also promotes physical fitness through events like Fit India Marathon and International Yoga Day. These efforts help groom students as responsible citizens.

<p><b>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. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized</b></p>	<p>All of the above</p>
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File Description	Documents
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7.1.11 - Institution celebrates / organizes national and international commemorative days, events

and festivals

- World Youth Skill Day
- International Youth Day
- Independence Day
- Teachers Day Celebrations
- Bharathiar Memorial Day
- Surgical Strike Day
- Gandhi Jayanthi Celebrations
- National Handloom Day
- The Founder's 116th Birthday
- Dr.T.S.Soundaram Memorial Day
- National Integration Day
- National Unity Day (Sardhar Vallabhabhai Patel Birth Anniversary)
- National Education Day
- International Human Rights Day
- Ramanujan's 134th Birthday
- Smriti Day
- Republic Day
- Martyr's Day Celebrations & 75th Gandhiji's Smriti Day
- Gandhi Smriti Day
- Mother Tongue Day
- National Science Day Celebrations
- International Women's Day
- 71st Constitution Day
- World Environmental Day
- International Yoga Day
- All India Cooperative Week Celebration
- Anti-Drug Abuse Day
- National Librarian's Day
- Nutritive Organic and Safe Food

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

**ASPIRE - Advanced Skill Promotion for Impactful Rural Engineering** Aligned with Gandhian principles and national initiatives like Skill India, ASPIRE focuses on skill promotion for marginalized students. The DDU-Kaushal Kendra offers vocational training in food processing, renewable energy, IT, dairy science, and

agriculture through B.Voc. and D.Voc. programs under the National Skill Qualification Framework (NSQF). These programs emphasize practical skills and multiple entry-exit options. GRI collaborates with industries like Yamaha Motors, L&T, and Adani Energy for hands-on training and internships. Over 40% of graduates from these programs secure employment in companies such as Nike, TAFE, and ITC, while 31% pursue higher studies. The Institute aims to expand this model into a School of Vocational Studies with support from government ministries.

### 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The Gandhigram Rural Institute (GRI) has a long-standing commitment to rural empowerment through sustainable, progressive, and holistic education. Established in 1956, it integrates instruction, research, and extension activities to promote rural development. With a focus on Gandhian principles, the Institute offers 29 rural-oriented academic programs, emphasizing sustainable farming, rural health, decentralised governance, and renewable energy.

The DDU-Kaushal Kendra provides vocational training through B.Voc. and D.Voc. programs, empowering rural youth with skills in various sectors. During the assessment period, over 85% of graduates were from rural areas, with significant participation of women. The Institute's faculty and research scholars have undertaken numerous research projects addressing rural issues, with 147 PhDs awarded in rural studies.

GRI plays a key role in policy-making, collaborating with the Government of India on projects like the Hunger-Free project and Unnat Bharat Abhiyan. It also serves as a Nodal Agency for rural development programs, impacting thousands of farmers through its KrishiVigyan Kendra. The Institute's efforts extend to marginalized communities, promoting social inclusion through programs for the disadvantaged and adult literacy initiatives. Its unique programs and outreach activities continue to foster rural empowerment, contributing to national development.

7.3.2 - Plan of action for the next academic year

- Implement National Education Policy 2020 during 2024-25 with reference to the vision and mission of GRI.
- Conduct faculty development programme on NEP-2020 and its implementation at GRI.

- Conduct of Seminars / Conferences at National and International levels by various Schools / Departments / Centres
- Prepare SSR and submit GRI data for NAAC 4th Cycle accreditation.
- Creation of discipline wise incubation centres to cater the need and support for emerging entrepreneurs.
- Mobilize more funds from Government and Non Government agencies for research and development.
- Strengthen the alumni network and support.
- Conduct skill based short term training on the campus / off the campus for the literate and semi literates
- Create advanced research centres on par with institutions of national importance.
- Inter-network GRI with national and international institutions and industries for academic and research collaboration.
- Sign MoU with International and National Institutions and Agencies for collaborative academic and research tie-ups.
- Promote consultancy services through inter and intra disciplinary based research.
- Augment infrastructure facilities for teaching and research.
- Create virtual social science laboratory to promote field based research and extension.
- Develop computerized PBAS for GRI.
- Develop and institutionalize Learning Management System (LMS)
- Develop integrated all-in-one Management Information System (MIS) for consistent data access.
- Strengthen networking with NGOs and Governmental organizations
- Ensure cent percent student registration in ABC portal