

# GANDHIGRAM RURAL INSTITUTE - DEEMED UNIVERSITY

(Fully funded by Ministry of Human Resource Development, Govt. Of India)

GANDHIGRAM-624 302, DINDIGUL DISTRICT, TAMIL NADU



INTERNAL QUALITY ASSURANCE CELL

ANNUAL QUALITY ASSURANCE REPORT

2015- 16

## Part – A

### I. Details of the Institution

1.1	Name of the Institution	The Gandhigram Rural Institute – Deemed University
1.2	Address Line 1	Gandhigram
	Address Line 2	
	City/Town	Dindigul
	State	Tamil Nadu
	Pin Code	624 302
	Institution e-mail address	gridu@ruraluniv.ac.in
	Contact Nos.	0451-2452305 /(0)9442105116
	Name of the Head of the Institution:	Dr. S.Natarajan
	Tel. No. with STD Code:	0451-2452305
	Mobile:	9442105116

Name of the IQAC Co-ordinator:

Mobile:

IQAC e-mail address:

1.3 NAAC Track ID (*For ex. MHC0GN 18879*)

1.4 NAAC Executive Committee No. & Date:

1.5 Website address:

Web-link of the AQAR:

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	Five star level	75 and above	2002	2002-2007
2	2 <sup>nd</sup> Cycle	A	3.09	2010	2010-2015
3	3 <sup>rd</sup> Cycle	A	3.20	2016	2016-2021

1.7 Date of Establishment of IQAC : DD/MM/YYYY

1.8 AQAR for the year (*for example 2010-11*)

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*for example AQAR 2010-11 submitted to NAAC on 12-10-2011*)

i. AQAR 2014- 15 submitted on 27/11/2015

1.10 Institutional Status

University State  Central  Deemed  Private

Affiliated College Yes  No

Constituent College Yes  No

Autonomous college of UGC Yes  No

Regulatory Agency approved Institution Yes  No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education  Men  Women

Urban  Rural  Tribal

Financial Status Grant-in-aid  UGC 2(f)  UGC 12B

Grant-in-aid + Self Financing  Totally Self-financing

1.11 Type of Faculty/Programme

Arts  Science  Commerce  Law  PEI (Phys Edu)

TEI (Edu)  Engineering  Health Science  Management

Others (Specify)

Faculty of Agriculture

Not applicable

1.12 Name of the Affiliating University (*for the Colleges*)

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc.

Autonomy by State/Central Govt. / University

Deemed to be University

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme

DST-FIST

UGC-Innovative PG programmes

Any other (*Specify*)

- KAUSHAL KENDRA
- GIAN
- NLM

UGC-COP Programmes

## **2. IQAC Composition and Activities**

2.1 No. of Teachers

2.2 No. of Administrative/Technical staff

2.3 No. of students

2.4 No. of Management representatives

2.5 No. of Alumni

2.6 No. of any other stakeholder and community representatives

2.7 No. of Employers/ Industrialists

0

2.8 No. of other External Experts

0

2.9 Total No. of members

14

2.10 No. of IQAC meetings held

6

2.11 No. of meetings with various stakeholders:

No.

19

Faculty

2

Non-Teaching Staff Students

1

Alumni

6

Others

10

2.12 Has IQAC received any funding from UGC during the year? Yes

No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos.

4

International

-

National

-

State

-

Institution Level

4

(ii) Themes

1. Quality Sustenance
2. Benchmarks and Best practices
3. Sensitization Programme
4. Faculty Development Programme

#### 2.14 Significant Activities and contributions made by IQAC

<ol style="list-style-type: none"> <li>1. Faculty Development Programme arranged for Assistant and Associate Professors</li> <li>2. Review of the performance of the Departments through outside experts</li> <li>3. Review of the Administrative functions of the Institute by two member committee</li> <li>4. Study on the academic growth of SC/ST students</li> <li>5. Scopus index publications complied</li> <li>6. Ph.D. Abstracts complied</li> <li>7. Documentation and scrutiny of Self Assessment Report of teachers</li> <li>8. Analysis on student feedback on courses and teachers</li> <li>9. Abstracts of research projects</li> <li>10. Students profile analysis</li> </ol>
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#### 2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year \*

Plan of Action	Achievements
Submission of LoI	Applied for LoI to NAAC accreditation
Submission of AQAR	ARAQ (2014-15) was uploaded in the Institute website as well as NAAC website
Submission of Self Study Report	Prepared and submitted the SSR report o NAAC during Feb. 2016.
Compilation of staff profile	Staff profile prepared and printed
Stock taking of the Green measures	Green audit undertaken. Flora and Fauna of GRI compiled.
Unnat Bharat Abhiyan	Programme charted out.
No. of Seminars/Workshops	62 Seminars/Workshops/Symposia/Training Programmes have been organized by the departments
Revamping of CBCS and major, non-major electives, skill based and modular courses offered	CBCS regulations were revised, new regulations developed and major, non-major electives, skill based and modular courses to be implemented for all programmes
Village Placement Programme to be made more focussed	New Village Placement Programme guidelines framed.

\* Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body Yes  No

Management  Syndicate  Any other body

Provide the details of the action taken

AQAR approved by Planning and Monitory Board in its meeting held on 28/09/2016.

## Part – B

### Criterion – I

#### I. Curricular Aspects

##### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	26	-	-	-
PG	26	-	-	-
UG	10	-	-	-
PG Diploma	3	-	-	-
Advanced Diploma	-	-	-	-
Diploma	3	-	-	-
Certificate	40	-	-	-
Others (M.Phil. Integrated master, B.Ed., M.Ed., Post Diploma and B.Voc.)	20 (14+1+1+1+1+2)	M.Phil.- 1 B.Voc. - 2	-	-
<b>Total</b>	128	3	-	-

Interdisciplinary	5	-	-	-
Innovative	4	-	-	-



1.2 (i) Flexibility of the Curriculum: CBCS  Core  Elective option  Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	53
Trimester	Nil
Annual	Nil

1.3 Feedback from stakeholders\* Alumni  Parents  Employers  Students   
(On all aspects)

Mode of feedback : Online  Manual  Co-operating schools (for PEI)

\*Please provide an analysis of the feedback in the Annexure

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

M.Phil. in Computer Science was introduced. B.Voc. programmes in Footwear and Accessories Design and Farm Equipment Operation and Maintenance was started. Revamping of CBCS and complete syllabus revision of all programmes were undertaken. Provision for major electives, non-major electives, modular courses and skill based courses were introduced.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

DDU KAUSHAL Kendra was started.

## Criterion – II

### 2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
161	111	26	18	6

2.2 No. of permanent faculty with Ph.D.

139

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
108	03	19	07	12	06	05	01	144	17

2.4 No. of Guest and Visiting faculty and Temporary faculty

3	-	41
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2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	15	42	3
Presented papers	34	54	2
Resource Persons	8	31	4

2.6 Innovative processes adopted by the institution in Teaching and Learning:

1. Brainstorming Sessions
2. Assistive Technology
3. Smart Classes Room
4. Flipped Class room
5. Experiential Learning
6. Use of Mobile phone technology

2.7 Total No. of actual teaching days during this academic year

180

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

- In order to optimize and economize, the Examinations for PG Programmes of GRI were conducted in a decentralised manner by forming clusters of the Departments and Faculties together. The valuation of answer scripts of PG Programmes by both Internal and External Examiners in decentralized manner on trial basis was extended to many Departments. This arrangement facilitated the Examination Section to publish the results in time.
- As per the CBCS regulations implemented from the academic year 2015-16, new Grade system were adopted for grading the students. To avoid fractions, the practical marks have been modified into 60:40 instead of 75:25.
- As per the UGC norms, atleast 60%, external setting of question papers, all major papers are set by External Examiners and evaluated by Internal Examiners while all Allied and Languages Question Papers are set by Internal Examiners and Answer Scripts are evaluated by External Examiners.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

All	All	All
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2.10 Average percentage of attendance of students

90%

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	No. of Students Passed	Division			Pass %
			Distinction	I class	II class	
M.A.(5Yr. Integrated) Development Administration	15	15	-	15	-	100%
M.A. Hindi	5	5	2	3	-	100%
M.A. Sociology	5	5	2	3	-	100%
M.A. Rural Development	5	5	2	3	-	100%
M.A. Tamil & Indian Literature	19	19	3	16	-	100%
M.A. Eng. & Communicative Studies	20	16	1	13	2	80%
MBA Cooperative Management	15	10	-	9	1	67%
MBA Rural Industries and Management	14	13	1	11	1	92.85%

MBA Rural Project Management	14	14	-	13	1	100%
MBA Small Business Management	15	15	1	13	1	100%
M.Sc. Mathematics	23	11	8	3	-	47.82%
M.Sc. Physics	34	13	4	9	-	38.23%
M.Sc. Chemistry	34	11	2	9	-	32.35%
M.Sc. Micro Biology	21	21	11	10	-	100%
M.Sc. Zoology	15	12	6	7	-	80%
M.Sc. Botany	18	10	5	5	-	55.56%
M.Sc. Dairy Science	23	20	12	8	-	86.95%
M.Sc. Food Science & Nutrition	12	10	-	10	-	83.33%
M.Sc. Information Technology	37	18	3	15	-	48.65%
M.Sc. Geoinformatics	25	19	5	14	-	76%
M.Sc..Applied Geology	17	16	6	10	-	94.11%
Master of Computer Applications	54	40	10	30	-	74.07%
M.Tech.. Renewable Energy	16	16	14	2	-	100%
BBA Rural Industries & Management	47	30	-	21	9	63.83%
B.A. Gandhian Social Work	18	10	-	-	10	55.56%
B.Com. Cooperation	56	36	-	15	21	64.29%
B.Sc. Mathematics	46	41	16	24	1	89.13%
B.Sc. Physics	32	25	4	20	1	78.13%
B.Sc. Chemistry	38	35	10	23	2	92.11%
B.Sc. Home Science	35	21	3	6	12	60%
B.Sc. Textiles & Fashion Design	23	15	-	13	2	65.22%
B.Sc. Agriculture	31	31	28	3	-	100%
B.Tech	36	32	7	25	-	80%
PG Diploma in Sanitary Inspector	81	81	29	52	-	100%
PG Diploma in Commercial Horticulture	16	16	12	4	-	100%
PG Diploma in Spatial Tech	2	2	-	2	-	100%
Diploma in Agriculture	67	24	12	12	-	35.82%
Diploma in Textile Technology	25	21	4	17	-	84%

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- Workload assessment of teachers carried out to monitor the teaching/learning processes
- Student Profile Analysis is done by IQAC
- Filled-in Feedback forms collected from student are sent to the departments for further action
- Departmental Committee analyses/monitors the Teaching & learning process. The minutes of the Departmental Committee meeting are perused and appropriate action initiated
- The feedback on teachers analyzed and submitted to authorities for perusal and action.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	5
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	7
Faculty exchange programme	
Staff training conducted by the university	134
Staff training conducted by other institutions	8
Summer / Winter schools, Workshops, etc.	6
Others	8

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	98	48	--	82
Technical Staff	62	29	--	21

## Criterion – III

### 3. Research, Consultancy and Extension

#### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

- Scopus indexed publications of GRI are compiled.
- List of journals with impact factor sent to departments
- Sensitisation of staff on Research funding
- Faculty Development Programme organized
- Materials on Research Quality Metrics compiled and sent to various Departments.

#### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	10	77	19	57
Outlay in Rs. Lakhs	66.50 lakhs	1758.23 lakhs	968.86	3570.69 lakhs

#### 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--	8	--	8
Outlay in Rs. Lakhs	--	10.66 lakhs	--	7.72 lakhs

#### 3.4 Details on research publications

	International	National	Others
Peer Review Journals	329	50	12
Non-Peer Review Journals	15	18	55
e-Journals	-	-	-
Conference proceedings	12	77	10

#### 3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Sl. No.	Nature of the Project	Name of the Project Holder & Department	Duration Year	Name of the funding Agency	Total grant sanctioned
	<b>Major projects</b>				
1.	Evaluation of Tamil Language Development Contribution via Smart Phones	Dr. S. Chidambaram	2015 - 2018	UGC	9.84
2.	Documentation, Preservation and Dissemination of Folk and Tribal lore in Southern Districts of Tamil Nadu	Dr. B.Padmanabhapillai	2015 - 2020	UGC -SAP	70
3.	A Study on the Role of PACS in Ensuring Access to Institutional Credit to Rural Women through SHGs in Tamil Nadu	Dr.K.Ravichandran	2014 - 2016	ICSSR	9.00
4.	Export Potential in the Rural Economy with Special Reference to Agriculture – A Case Study of Dindigul District in Tamil Nadu	Dr.S.Nehru	2013 - 2015	ICSSR	7.00
5.	Evaluating the Rural Infrastructure Building Scheme THAI in Tamil Nadu.	Dr. G. Palanithurai	In Progress	State Planning Commission, Tamil Nadu	4.7
6.	Research on MGNREGA in Kerala: An Assessment	Dr. G. Palanithurai	In progress	SIRD, Kerala	10.8
7.	Impact of MGNREGA at Household Decision Making	Dr. G. Palanithurai	In progress	IRMA, Gujarat	12.0
8.	Special Assistance Programme of UGC, DRS level II	Dr. G. Palanithurai	In Progress	UGC	32 .0
9.	Inclusion of the Excluded: Empowering the Powerless through Panchayati Raj in Manipur	Dr.Sonkhogin Haokip	2013-2014	ICSSR	6.0
10.	MGNREGs on Sustainable Livelihood and Ecological Security	Dr.L. Rathakrishnan	2012 - 2014	ICSSR	7.28
11.	Access to Finance and Inclusive Growth of SC and ST Women Entrepreneurs: The Role of Micro Finance Institutions in Tamil Nadu	Dr.L. Rathakrishnan	2012 - 2014	UGC	6.54
12.	Employment Conditions and Employment Risks among Street Vendors in the Cities of Tamil Nadu	Dr.WellHaorei	2014 - 2015	ICSSR	15.52
13.	Social Exclusion of Transgender in Dindigul District: A Diagnostic Study	Dr. A. Mani	2012 -2014	UGC	6.39
14.	Livelihoods of Coastal	Dr. C. Ramanujam	2013 - 2015	UGC	7.32

	Fisherfolk: An Excluded Group in Tamil nadu.				
15.	An Analytical Study of Health Status among the Arunthatiyars in Tamil Nadu: A Vulnerable Case of Social Exclusion	Dr. Anjuli Chandra	2013 - 2016	UGC	6.75
16.	Network Analysis of Social Technological and Biological Networks	Dr. P.Balasubramaniam	2011-2016	HIR	20.82
17.	Existence, Controllability and Stability Analysis of Fractional Semi-linear Differential Inclusions	Dr. P.Balasubramaniam	2013-2016	CSIR	18.14
18.	Mathematical Modeling of Multi-Item, Multi- Echelon Supply Chain System in Stochastic Environment	Dr.R. Uthayakumar	2014-2017	DST	12.00
19.	Mathematical Modelling for Optimizing the Inventory Costs in a Stochastic Environment with Trade Credit and Service Level Constraint	Dr.R. Uthayakumar	2014-2017	NBHM	9.84
20.	Fractal Analysis of Brain Tumour Detection and Growth Estimation	Dr.R. Uthayakumar	2013-2016	UGC	9.26
21.	Optimal Decision Making Through Inventory and Supply Chain Modeling in Healthcare Industries	Dr.R. Uthayakumar	2013-2016	CSIR	9.04
22.	Mathematical aspects of Approximate Dynamic Programming (ADP) in Optimal Control	Dr.P. Muthukumar	2012-2013	Indo-US Science & Technology Forum sponsored by DST	20.96
23.	A Theoretical Study on Existence and Controllability Properties of Abstract Mathematical Model of Stochastic Partial Differential Equations	Dr.P. Muthukumar	2014-2017	NBHM	9.37
24.	Theoretical and Numerical Solutions for Fractional Order Optimal Control Problems	Dr.P. Muthukumar	2015-2018	DST	15.06
25.	Funds for Improvement of S & T Infrastructure in Universities and Higher Educational Institutions	The Head, Department of Mathematics	2014-2019	DST- FIST (Level-2)	45.00
26.	Qualitative Behaviors of Dynamical Systems and	The Head, Department of Mathematics	2015-2020	UGC-SAP (DSA-I)	60.35 + (Two



	Mathematical Modeling				Project fellow) SRF
27.	Preparation Characterization and Optimization of Super Acid Fillers based PVDF-HFP/PVC blend Polymer Nanocomposite electrolyte by phase inversion technique for Li ion batteries	Dr.P. Vickraman	2011-2014	UGC	10.568
28.	Preparation, Characterization and Optimization for PVDF-HFP based nanocomposite electrolyte for lithium-ion batteries by phase inversion techniques	Dr.P. Vickraman	2011 –2014	DST	25.1
29.	Structural, Optical and Energy transfer studies of RE <sup>3+</sup> ions oxyfluoride Glasses for the development of Luminescence devices	Dr.K. Marimuthu	2012-2015	BRNS	22.1
30.	Study on the Coulomb interaction of Double Acceptors in Magnetic Semiconductor Nanostructured Systems.	Dr.K.Jayakumar	2013-2016	UGC	10.96
31.	Synthesis and Characterization of Nano piezoelectric material for vibration sensor applications.	Dr.K.Jayakumar	2013- 2016	ISRO	15.41
32.	Some Investigations on the Exciton states in Semiconductor Nanostructured Systems	Dr.P.Nithiananthi	2013-2016	DST SERB	13.44
33.	Microwave assisted hydrothermal synthesis and characterization of binary and ternary metal oxide / carbon material nano composites and fabrication of asymmetric supercapacitor devices for energy storage applications.	Dr.G.Muralidharan	2014-2017	BRNS	24.50
34.	FIST	The Head, Department of Physics	2015-2020	DST	122.00
35.	Synthesis of Single-chain Polymer Nanoparticles from Cyclic Polymers via Non-covalent Interactions	Dr. M. Arunachalam	2016-2019	DST-SERB	22.98
36.	Synthesis and stereochemical studies of 6-hydroxy-4,8,9,10-tetraphenyl-1,3-diazadamantanes and 6-amino-4,8,9,10-tetraphenyl 1,3-diazaadamantanes	Dr. M. Sundaravadivelu	2013-2016	UGC	9.36

37.	Development of new biopolymer based functional nanocomposites, resins and hybrid material for the recovery of oil from oil-in-water emulsion	Dr. S. Meenakshi	2014-2017	CSIR	12.67
38.	Rational Design of Metal Complex Based Selective Fluoride Ion Sensors Possessing Novel Signaling Unit with Augmented H-bonding Abilities to work in Organic and Aqueous Media.	Dr. K.P.Elango	2013-2016	CSIR	22.61
39.	Functionalized gold, silver and semiconductor nanoparticles as fluorescent sensors for the determination of toxic chemicals	Dr. S. Abraham John	2013-2016	UGC	7.75
40.	Development of Cost Effective Diagnostic Tools for the Determination of Food Adulterants and Contaminants Using Metal Nanoparticles	Dr. S. Abraham John	2014-2017	DBT	37.61
41.	Design, Synthesis and Aggregation Studies of Cyanoacrylic Acid – Thiophene Linked Porphyrin Sensitizers for Dye Sensitized Solar Cells	Dr. P. Kalimuthu	2012-2015	DST-SERB	25.88
42.	Molecular Design and Synthesis of Push-Pull Type Perylene Dyes for Dye Sensitized Solar Cells	Dr. P. Kalimuthu	2012-2015	UGC	11.82
43.	Synthesis of 1,3-dihydro benzoxazines and 1,2,3,4-tetrahydrobenzo quinazoline derivatives and its applications in asymmetric organic synthesis	Dr. M. SeenivasaPerumal	2013-2016	DST-SERB	25.9
44.	FIST	The Head, Department of Chemistry	2015-2020	DST	165.00
45.	SAP - DRS - II	Dr.M.G.Sethuraman	2014-2019	UGC	150.00
46.	Prevalence Of Respiratory Disorders Among Spinning Mill Workers and Developing Protective Measures	Dr.R.I.Sathya	2012-15	UGC	7.125
47.	Prevalence of Obesity and Metabolic Syndrome in the Rural Adult Population: A Diagnostic Study for Intervention and Prevention”	Dr.S.S.Vijayanchali	2012-15	UGC	11.680

48.	Addressing the Educational Needs of Children with Special Needs in Rural Primary Schools – Issues and Challenges faced by the Teachers	Dr.K.S.Pushpa Dr.S.Kavitha Maithily	2014-16	ICSSR	4.0
49.	Reproductive Biology and Conservation of <i>Garciniaimberty</i> Bourd and <i>G.travancorica</i> Bedd.: an Endemic and Endangered tree species from Agasthyamalai Biosphere Reserve	Dr.R.Ramasubbu	2013-2016	UGC-MRP	8.66
50.	Studies on population dynamics, in vitro propagation and Conservation of three endemic and Endangered trees of Western Ghats	Dr.R.Ramasubbu	2013-2016	DST-SERB	22.60
51.	Trust based Authentication Mechanism for Mobile Ad Hoc Networks	Dr.S.Sivagurunathan	2013-2016	UGC	5.77
52.	Granular Computing approach for MRI brain image Segmentation	Dr.N.Senthilkumaran	2013 - 2016	UGC-MRP	6.205
53.	Computer Assistant Diagnosis for the Detection and Classification of Microcalcifications in Digital Mammograms using Fractal Techniques	Dr.P.Shanmugavadivu	2015-2018	ICMR	12.55
54.	Indo-US 21 <sup>st</sup> Century Knowledge Initiative, Augmenting the Curriculum of Higher Educational Institutions with an On-Line Integrated Cognitive-Based Employability Skills Assessment System using Signal and Video Analytics	Dr. P. Shanmugavadivu	2015-2018	UGC	125.00
55.	SAP- DRS: Level-1	Dr. P. Shanmugavadivu	2015-2018	UGC	41.00 + 1 Project Fellow
56.	DST-FIST:Level-1 (i) Advanced Digital Image Processing Lab (ii) Network Security Lab (FIST: Level-I)	The Head	2015-2020	DST	45.00
57.	Malady Remedy Analysis of Stabilized Mud Blocks based Structures with a focus on Development of Affordable hazard-Resistant Housing Strategies	Dr.K.Mahendran	Since 2013	UGC	11.21

58.	Computational Fluid Dynamics Studies on Cost Effective and Energy Efficient Building Design	Dr.V.Kirubakaran	2013-2016	UGC	5.54
59.	Sensitization on Environmental Concerns and ECO-Futures among Rural Youths through Eco-Club of Gandhigram Rural Institute	Dr.V.Kirubakaran	2014-2017	DST	4.05
60.	Project “NilaGIS” “Landslide inventory and generation of morphological database using geospatial technologies for Nilgiri area”	Dr.B.Gurugnanam	2013-2016	DST- NRDMS	17.24
61.	Project “HILL_GIS” “High Resolution Digital Satellite Data based Resource Information System, Geohazards and Mitigation studies based on GIS Technologies at Kolli Hills, Tamilnadu, India	Dr.B.Gurugnanam	2013-2016	CSIR	26.23
62.	Rainfall Induced Landslide Fore Warning System for Lingaslide, Nilgiris, South India – LINGASLIDE Project Phase II	Dr.M.Muthukumar	2015-2018	DST, New Delhi	29.476
63.	Base Line Survey and Micro Level Plan for 23 villages in Ariyalur district	Dr.N.Lalitha	2014	Ultra Tech Cement Company- Aditya Birla group	3.00
64.	An Assessment of Village Development in Tamil Nadu – A Statistical Approach	Dr.C.Sivapragasam	2012-2015	UGC, New Delhi	7.72
65.	Determinants of Women Empowerment and its impact on standard of living	Dr.S.Gunasekaran	2013-2015	MOSPI, New Delhi	13.85
66.	Efforts and Results of NIOS programmes on Kochi Region	Dr.V.Seeninarajan	2014	NIOS Noida	3.38
67.	ASMAE – India Child Rights Projects	Head, Dept. of LL&E	Ongoing	Asmae, France	12.5
68.	Knowledge Assessment of Breast and Cervical Cancer among Rural Women (KACRW)	Dr.K.Velumani	2014 – 2016	ICSSR- Research Project	8.00
69.	Development of functional dairy products and their impacts on human health	Dr.M.SeethaLakshmi	2012 – 2015	UGC, New Delhi	9.88
70.	Synthesis of Single-Chain Polymer Nanoparticles from Cyclic Polymers via Non-covalent Interactions	Dr.N.Arunachalam	2016-2019	DST-SERB	22.98

71.	Design and Structural Studies of PDK-1 (anticancer target) Inhibitors	Dr.K.P.Elango	2016-2019	DST-WOS-A	28.25
72.	An imaging Spectroscopic Study of Ultramafic - Mafic Complexes and their Associated Mineral Resources in South India	Dr.S.Arivazhagan	2016-2019	DST-SERB	15.40
73.	Development of Computer aided Diagnostic System for Anatomal Extraction of Human Liver Image from the Radiological Abdomen Images	Dr.I.Kasparraj	2015 - 2017	DST	13.99
74.	Production and Statistical Optimization of Bio Hydrogen using Aquatic Weeds and Water Lettuce Employing Microbial Technology	Dr.A.Davidravindran	2015 - 2017	DST	18.87
75.	Protection of Metallic Substrates Using Electropolymerized Films of Azole Derivations and Their Composite Coating	Dr.M.G.Sethuraman	2016-2019	CSIR	13.50
76.	Remote Geochemical and Mineralogical Analysis of Surface of Mars with Mars Orbiter Mission Data	Dr. S. Arivazhagan	2016-2019	ISRO	20.93
77.	Socio-Economic Status of Women Manual Scavengers in Tamil Nadu	Dr. M. Hilaria Soundari	2016-2018	ICSSR	6.00
	<b>Minor Projects</b>				
78.	Translation of Pudumaipithans Short Stories from Tamil to hindi	Dr. K. Subramani	2013 - 2014	UGC	0.76
79.	Hindi Aur Marathi ki Dalit AatmakathaavonmeinAsmita kiTalash	Dr. Khandare Chandu Laxman	2013 - 2014	UGC	1.40
80.	Preparation of Perspective plan under SBF for Theni Dt.	Dr.S.Ramaswamy	2013 - 2015	District Planning Cell Theni under SPC	2.00
81.	Concurrent Estimation of Coconut Production in Dindigul and Theni Dt.	Dr.S.Ramaswamy	2014 - 2015	CDB, Kochin	1.80
82.	Role of Emotional Intelligence In Eradicating Industrial Sickness Among Small Scale Industries In Dindigul District	Dr. H. Samuel Thavaraj	1 ½ Years (18 months w,e,f, 1.4.2013)	UGC	1.05
83.	Manufacturing of Textile reinforced Thermoplastic composites for High performance application	Dr.B.Senthilkumar	2013 - 2014	UGC	1.05

84.	Development and Validation of a Scale to assess the extent of Inclusion of Physically Challenged Children in Upper Primary Schools”	Dr.S.Kavitha Maithily	2013-15	UGC	1.35
85.	Energy Conservation Awareness Programme	Dr.V.Kirubakaran	2015	PCRA	1.25
	<b>Industry sponsored</b>	-	-	-	-
	<b>Projects sponsored by the University/ College</b>	-	-	-	-
	<b>Students research projects (other than compulsory by the University)</b>	-	-	-	-
	<b>Any other(Specify)</b>	-	-	-	-
				Total	<b>1768.89</b>

3.7 No. of books published i) With ISBN No.  Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP  CAS  DST-FIST   
DPE  DBT Scheme/funds

3.9 For colleges Autonomy  CPE  DBT Star Scheme   
INSPIRE  CE  Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	4	20	5	8	-
Sponsoring agencies	UGC and GRI	UGC; National Testing Service-India CIIL, Mysuru; ICSSR; CBM, Bangalore; IAEA; CSWB; and GRI	UGC; SIRD, Kerala; Sri Sowdambika College of Engg-Arubbukkottai; Ananda College, Devakottai; and GRI	UGC; MNRE; GRI, Gandhi-King Centre	-

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations  International  National  Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency  From Management of University/College   
 Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	2
	Granted	1
International	Applied	-
	Granted	-
Commercialised	Applied	-
	Granted	-

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
17	6	6	4	1	-	-

3.18 No. of faculty from the Institution who are Ph. D. Guides

and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF  SRF  Project Fellows  Any other

3.21 No. of students Participated in NSS events:

University level  State level   
National level  International level

3.22 No. of students participated in NCC events: **Not Applicable**

University level  State level   
National level  International level

3.23 No. of Awards won in NSS:

University level  State level   
National level  International level

3.24 No. of Awards won in NCC: **Not Applicable**

University level  State level   
National level  International level



3.25 No. of Extension activities organized

University forum	-	College forum	-		
NCC	-	NSS	81	Any other	76

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Village Placement Programme in 27 Villages during the current academic year
- Thirteen Balwadi Centres maintained by the Institute acts as communication centres for the villagers to get current information.
- 16 gender sensitisation programmes were organized.
- Awareness Programme on health were conducted for village women.
- Social audit of the extension programmes carried out.
- Provision of supplementary and value education to the school children in remote villages.
- Summer camp for school children.
- Education for the unreached through NIOS.
- Sustainable Agriculture through KVK.
- Unnat Bharat Abhiyan – 7 Panchayats and 67 villages/hamlets selected.
- Service to the Vulnerable groups (Aged poor, service to Adivasi, service to differently abled).

## Criterion – IV

### 4. Infrastructure and Learning Resources

#### 4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund
Campus area	207 acre	-	UGC
Class rooms	89	1	
Laboratories	35	-	
Seminar Halls	26	-	
No. of important equipments purchased ( $\geq 1$ -0 lakh) during the current year.	153	9	
Value of the equipment purchased during the year (Rs. in Lakhs)		225.28	
Others		414.76	

#### 4.2 Computerization of administration and library

- Admission process has been made on-line
- Examination section and Finance section have been computerized
- Issue of books and library stock management is computerized
- Koha Library Automation Software installed OPAC can be accessed library within the campus and RFID technology has also been implemented.
- GRI Information Management System developed and digitization of all service registers of employees carried out.

#### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	51,716	1,02,57,088.75	1070	565075	52786	10822163.75
Reference Books	15,780	42,44,140.20	856	452060	16636	4696200.20
e-Books	2,000	-	-	-	2000	-
Journals	2,354	19,43,246	286	387199	2640	2330445
e-Journals	34,368	2,40,00,000	-	4000000	34368	28000000
Digital Database	23	42,000	-	-	23	42000
DELNET *	-	80,000	-	11500	-	91500
Indiastat.com *	-	3,59,246	-	53090	-	412336
CD & Video	1,700	5,00,000	-	-	1700	500000
Others specify (General)	92,073	1,91,04,393.05	2353	1243165	94426	20347558
Book Total	1,59,569	3,36,05,621	4279	2260300	164098	35865921
Grand Total		<b>6,05,30,114</b>		<b>6712089</b>		<b>67242203</b>

\* Annual Membership Fee

#### 4.4 Technology upgradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	803	426	(RailTel and BSNL)	99	55	95	128	1) 2 Wi-Fi High range access points added 2) 28 Wi-Fi Low range access points added
Added	27	25	--	--	2	--	--	CCTV Surveillance systems
Total	830	451	(RailTel and BSNL)	99	57	95	128	1) 2 Wi-Fi High range access points added 2) 28 Wi-Fi Low range access points added 3) CCTV Surveillance systems

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

- Computer utilization for the year 2015-16 : Total no. of users is 8990
- Internet Access at Internet Browsing Centre for the Year 2015-16 : Total no. of users is 9234
- Internet Access through Campus LAN – Wired/Wi-fi: Number of Browsing Ids provide for Students is 748, Staff members is 422 and Research Scholars is 448.
- Intra mail connectivity strengthened
- SR Book Data Entry Training for all Department clerks
- Training on CFA attendance module of GRIMS for Department/Centre
- Training on CFA mark entry module of GRIMS for Controller of Examination office
- Technical support for conducting SPSS Training programme conducted by the Department of Applied Research for M.Phil. and Ph.D. Scholars
- Technical support for conducting Workshop on “Business Strategy Simulations Do IT.Learn it” for the Faculty members of GRI conducted by the Co-ordinator, MBA programme, GRI.

4.6 Amount spent on maintenance in lakhs :

i) ICT	2.11
ii) Campus Infrastructure and facilities	24.71
iii) Equipments	4.38
iv) Others	0.87
Total :	32.07

**Criterion – V**

**5. Student Support and Progression**

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Students were briefed on the support services available
- Orientation programme had sessions on scholarships, library, computer facilities etc.
- The Dean, Student welfare had meetings with the students including scholars and explained the initiatives

## 5.2 Efforts made by the institution for tracking the progression

1. Through Alumini Association
2. Through Village Placement Programme
3. Through Student Association
4. Through Correspondence
5. Through Social media
6. Through Personal contact
7. Through Student clubs
8. Through Gurukula meetings

### 5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
1234	972	778	517

(b) No. of students outside the state

124

(c) No. of international students

8

	No	%		No	%
Men	1098	41%	Women	1625	59%

Last Year (2013-14)						This Year (2014-15)					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total *
68	757	67	1931	5	2828	641	633	60	1389	10	2723

\* Excluding Ph.D.

Demand ratio

1.9

Dropout %

2%

### 5.4 Details of student support mechanism for coaching for competitive examinations (If any)

The Institute has a CentServ, funded by UGC to train students. Free Coaching classes were organized to the students for competitive examination viz. Probationary officer, TNPSC-IV and II, Bank Examinations and etc.

No. of students beneficiaries

129

### 5.5 No. of students qualified in these examinations

NET	<input type="text" value="13"/>	SET/SLET	<input type="text" value="-"/>	GATE	<input type="text" value="-"/>	CAT	<input type="text" value="-"/>
IAS/IPS etc	<input type="text" value="-"/>	State PSC	<input type="text" value="-"/>	UPSC	<input type="text" value="-"/>	Others	<input type="text" value="9"/>

### 5.6 Details of student counselling and career guidance

- In the student time-table one hour is allotted for Gurukula meetings.
- Regular interaction with Gurus help the students very much.
- Teachers make themselves available even beyond the working hours and help the student.
- Many Career Guidance Programmes are organized by the Departments as well as by Student clubs and Placement Bureau.
- Department Committee meetings provide a platform to analyze the needs and wishes of the students.

No. of students benefitted

### 5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
20	145	94	142

## 5.8 Details of gender sensitization programmes

Date	Place	Number of Participants
12.08.2015	Chettiyapatti	15 Rural Women
12.08.2015	Chettiyapatti	44 Students
12.08.2015	G.Kallupatti	71 Students
18.08.2015	G.Kallupatti	13 Rural Women
09.09.2015	Alamarathupatti	21 Rural Women
09.09.2015	Nallampatti	18 Rural Women
09.09.2015	Alamarathupatti	107 students
09.09.2015	Nallampatti	18 Students
09.09.2015	GRI	29 Students
14.10.2015	GRI	74 students
13.10.2015	GRI	47 Students
28.11.2015	Chinnalapatti	42 Rural Women
29.02.2016	GRI	22 Staff
22.03.2016	Annanagar	63 Students
09.06.2016	Thirumayakoundanpatti	96 Rural Women
07.06.2016	Pudhukamanpatti	54 Rural Women

## 5.9 Students Activities

### 5.9.1 No. of students participated in Sports, Games and other events

State/ University level  National level  International level

No. of students participated in cultural events

State/ University level  National level  International level

### 5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level  National level  International level

Cultural: State/ University level  National level  International level

### 5.10 Scholarships and Financial Support

	Scholarship		Fellowship	
	Number of students	Amount (lakhs)	Number of students	Amount (lakhs)
Financial support from institution	-	-	17	3.16
Financial support from government	2391	180.98	64	259.37
Financial support from other sources	1	0.30	-	-
Number of students who received International/ National recognitions	-	-	-	-

### 5.11 Student organised / initiatives

Fairs : State/ University level  National level  International level

Exhibition: State/ University level  National level  International level

5.12 No. of social initiatives undertaken by the students

### 5.13 Major grievances of students (if any) redressed:

1. Scholarships to the students
2. Course equivalence in TNPSC examinations
3. Library facilities in the departments
4. Health Centre provided to the students

## Criterion – VI

### **6. Governance, Leadership and Management**

#### 6.1 State the Vision and Mission of the institution

<p><b><i>Vision</i></b></p> <p>Promotion of a casteless and classless society through instruction, research and extension</p> <hr/> <p><b><i>Mission</i></b></p> <p>Providing knowledge support to the rural sector to usher in a self-reliant, self-sufficient and self-governed society</p>
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## 6.2 Does the Institution has a management Information System

- Yes

## 6.3 Quality improvement strategies adopted by the institution for each of the following:

### 6.3.1 Curriculum Development

- CBCS Workshop was conducted and the new regulations were framed.
- Major Electives, Skill Based Electives, Non-major Electives were introduced.

### 6.3.2 Teaching and Learning

- Objectives of the Course were defined.
- Learning outcome for each course was designed.
- Specific objective of learning was clearly spelt out.
- Lecture schedule for each course coined.
- Experimental learning emphasized.
- Blended learning in select Departments.

### 6.3.3 Examination and Evaluation

- Decentralized examinations for PG.
- The valuation of answer scripts of PG Programmes by both Internal and External Examiners in decentralized manner on trial basis was extended to many Departments.
- New Grade system were adopted for grading the students. To avoid fractions, the practical marks have been modified into 60:40 instead of 75:25
- As per the UGC norms atleast 60%, external setting of question papers, all major papers are set by External Examiners and evaluated by Internal Examiners while all Allied and Languages Question Papers are set by Internal Examiners and Answer Scripts are evaluated by External Examiners.
- Departmental centralized evaluation in selected Departments.
- Provisional Certificates with photos issued.
- Degree awarded under Tatkal scheme.

#### 6.3.4 Research and Development

- Number of Ph.Ds awarded is 89
- No. of research Projects Sanctioned is 19
- Total financial outlay is Rs.968.86 lakhs
- Support facilities were enhanced through plan funds

#### 6.3.5 Library, ICT and physical infrastructure / instrumentation

- Circulation Service using RFID Technology
- OPAC/Web OPAC service
- Reference Service
- Audio/Visual Information Service
- Internet Service
- INFLIBNET – Online Book Database Search and Online Serial Database Search
- UGC-INFONET – Online E-Journal Access
- DELNET Online
- Reprographic Service
- New Arrivals Service
- Reader's Guidance Service
- Current Awareness Service
- Bibliographical Service
- CC TV Surveillance security system
- Biometric attendance system
- New chairs purchased for DKC
- Regularly new books added to cater the user needs
- Regularly Journals subscribed for the benefit of students and faculty members

#### 6.3.6 Human Resource Management

- Five staff members were permitted to go abroad.
- Faculty Development Programme was organized.
- Domain-specific 62 (National / International) Conferences / Workshops / Seminars / Symposia / Training Programmes were organized.
- Participation of staff in various administrative committees ensured (participatory governance).

6.3.7 Faculty and Staff recruitment

Nil

6.3.8 Industry Interaction / Collaboration

- Tie-up with Yamaha Motors Pvt. Ltd. Noida. (one year certificate programme on Two wheeler mechanism started with the collaboration of Yamaha Motors)
- MoU with EdCLL India Ltd., New Delhi.
- MoU with Agricultural Machinery Manufactures Association, Coimbatore.
- Petroleum Conservation, Research Association (PCRA), Chennai
- iPLON, India Pvt., Ltd., Chennai.

6.3.9 Admission of Students

- Admission as per GoI norms
- Special drive for North east students
- Common counselling for UG admission
- Entrance Examination for Ph.D. admission
- Admission through on-line.

6.4 Welfare schemes for

Teaching	1) Incentive for promoting small family norms
Non teaching	2) Immediate relief to the family of an employee who dies while in service
Students	Group Insurance Policy

6.5 Total corpus fund generated

628.74 lakhs

6.6 Whether annual financial audit has been done

Yes

No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes		Yes	
Administrative	Yes		Yes	

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes      Yes  No

For PG Programmes      Yes  No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

- Decentralized examinations for PG.
- The valuation of answer scripts of PG Programmes by both Internal and External Examiners in decentralized manner on trial basis was extended to many Departments.
- New Grade system were adopted for grading the students. To avoid fractions, the practical marks have been modified into 60:40 instead of 75:25
- As per the UGC norms to maintain atleast 60%, external setting of question papers, all major papers are set by External Examiners and evaluated by Internal Examiners while all Allied and Languages Question Papers are set by Internal Examiners and Answer Scripts are evaluated by External Examiners.
- Departmental centralized evaluation in selected Departments.
- Provisional Certificates with photos issues.
- Degree awarded under Tatkal scheme.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

- Not applicable

6.11 Activities and support from the Alumni Association

- The alumni of the Institution help the present students by offering advice for placements and projects.
- Alumni help the departments in the conduct of Symposia/student festivals
- Guest lectures are delivered on Current Trends in the industries by the Alumni
- In select departments alumni are involved as special invitees in BoS meetings.

#### 6.12 Activities and support from the Parent – Teacher Association

- The Institute is in constant touch with the stakeholders including the Parents during the outreach programmes and Village Placement Programmes
- The parents interact with teachers of the Department
  - initially during admission of their wards
  - during the programme
  - towards the end of the programme and
  - after graduation of their wards
- They share the
  - educational antecedents and ambitions of their wards initially
  - difficulties faced by their ward and / or suggestions of parents during the study period
  - Employment requirements and preferences of their ward, after completion of course

A small segment of students hail from nearby rural areas where our Faculty frequent for extension programmes. Parents of these wards provide the extension team with full cooperation and support in organizing village camps, conducting surveys and other activities

Though there is no formal setup viz., parent – teacher Association, the parent-teacher meetings are organized by every Department periodically. The proceedings of the meetings are minuted and action is taken on the suggestion of the parents.

Parents help in the organization of Extension Programmes in the villages and the support they extend to organize VPP camps is worth mentioning.

Most of the departments have organized parent-teacher meetings. The minutes of these meetings are sent to the authorities for action.

#### 6.13 Development programmes for support staff

- Training Programmes (3 nos.)
- Computer Awareness Programmes (2 nos.)
- Sensitization Programme (2 nos.)

#### 6.14 Initiatives taken by the institution to make the campus eco-friendly

- Energy Conservation
- Composting
- Check dam and trench construction
- Rainwater Harvesting
- Provision of Green cover
- Hazardous Waste Management
- E-Waste Management
- Popularization Measures
- Shramdhan
- Eco Club

## Criterion – VII

### 7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- Staff portal created in the intra-mail.
- Revamped CBCS came into force.
- Monthly e-newsletter
- New consultancy policy came into force

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

- Internal and External Administrative audit and Academic audit
- Introduction of M.Phil. Computer Science and B.Voc Programmes
- 37 Conference /Seminars/Workshops/Training programmes have been conducted on various themes.

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

#### **BEST PRACTICE I**

##### **1. Title: “Experiential Learning through Outreach Activities” (ELOA)**

The Institute has been practising experiential learning since its inception in 1956. This has created space and opportunities to the students and staff to learn through hands-on-experience using field-based modules like Village Placement Programmes (VPP), internships, summer training programmes, field visits, field surveys and action-oriented research. The VPP, organized in the odd semester for all the programmes of the Institute, is a two-credit course with the aim of integrating field experience with learning.

##### **2. The Concept**

Experiential learning is a structured learning experiment that combines community service with course content. Students learn theories and concepts in classrooms which are put into practice in Village Placement Programmes. In the process, they strengthen their knowledge about the community, the particular subject they are studying and take up civic engagements in a committed manner. The underlying principle of experiential learning is the integration of knowledge and skill with experience, which is the key to learning. Learning starts with a problem

and it is explored theoretically and practically in real-life situations. In short, experiential learning blends meaningful community service with curricular objectives.

### 3. Objectives:

The objectives are:

- i. To provide opportunities for students to gain knowledge on the different facets of the rural community by employing participatory learning methods;
- ii. To enable students to relate classroom learning to field realities;
- iii. To develop students' academic skills in analysis, synthesis and judgment;
- iv. To facilitate the initiation and sustenance of socially relevant programmes and projects that would benefit the rural community; and
- v. To generate awareness among people on development-oriented programmes and projects by sharing development information with them.

### 4. The Context

An educational institution, with its staff, students and infrastructure, is part of the society. It derives its resources from the society in which it exists and so it has to give back a part of its returns to the society. In other words, there should be a two-way flow of benefits which could be achieved by integrating curriculum with experience.

Second, learning in higher educational institutions should not be and cannot be bookish. Students should be constantly motivated “to learn through experience” and “to learn by doing”.

Third, education should result in the students' wholesome development which includes a strong foundation in the discipline he/she specializes in and the inculcation of values and social responsibilities. This can be achieved only when students are provided opportunities to learn through experience. Keeping the above in view, the course on Village Placement Programme (VPP) has been designed.

### 5. The Practice

VPP is a mandatory two-credit course for all programmes. All students of this Institute need to stay in a village for a period of seven days. The mode of implementation of the programme:

- i) Each department undertakes entry-point activities like *shramdhan*, home-visits, and meeting local leaders to build a rapport with the community;
- ii) Each department then takes up subject-related activities. For instance
  - The students of the Faculty of Agriculture and Animal Husbandry visit the farms and study farming and animal husbandry practices and issues;
  - The students of the Faculty of Rural Health and Sanitation take up sanitation-related issues such as open defecation, disposal of liquid and solid waste, and adequacy, quality and equity issues in water distribution;

- The students of Political Science and Public Administration study the functioning of local governance by interacting with the functionaries of the panchayats and the public;
- The students of Cooperation visit the cooperatives in the villages chosen and undertake a study of the functioning of these cooperatives;
- The students of Rural Industries and Management explore the feasibility of promoting micro-enterprises;
- The students of Rural Development and Rural Project Management examine issues in community-based organizations and the range and reach of various rural development schemes and programmes implemented in rural areas; and
- The students of Home Science take up issues related to hunger and malnutrition; and

iii) Students get involved in a wide array of activities like undertaking surveys, organizing sports and games, conducting medical and veterinary camps, planting of saplings, interaction with civil society institutions, enacting street plays, organizing cultural programmes, yoga, meditation and other such programmes.

All these activities are taken up by students with the active support from the members of the staff who stay with the students in villages throughout the placement period.

The unique features of this practice are: i) The course is learner-centric; ii) Teachers and students stay and learn together; and iii) Students practise the principle of voluntarism and learn crisis management and other such life-skills.

## **6. Evidence of Success**

The success of the programme can be seen from its outcome. The major outcomes are: i) the course has developed in students strong analytical and problem-solving skills; ii) It has helped students develop their personality, chiefly through introspection; iii) It has identified and nurtured students' leadership skills; iv) It has promoted greater cultural awareness and tolerance; and v) It has led to improved inter-personal relationships where students have learnt to live in groups.

VPP has benefitted all stakeholders. It has enriched the faculty in two ways: i) It lays a great emphasis on student-centered instruction; and ii) It connects the community with the curriculum whereby the faculty become acutely conscious of current social issues and try to address them meaningfully.

The Institute too has benefitted from VPP: i) VPP has enhanced teaching and outreach activities; ii) It has promoted faculty and student engagement in community issues; iii) It has provided opportunities to extend our knowledge and resources to rural communities; and iv) It has promoted a vibrant relationship with the community.

The community also has benefitted through VPP: i) VPP has helped the community to develop a positive relationship with the Institute; ii) It has ensured access to the Institute's resources; iii) it has created a better awareness of community issues; iv) It has given rural



communities opportunities for contributing to the educational system; and v) It has helped the community to arrive at short- and long-term solutions to its pressing needs.

VPP has been reviewed in the meetings of Heads of Departments and in a workshop convened exclusively to evaluate it. The results have clearly indicated that the programme needs to be implemented with added vigour and dynamism.

## **7. Problems Encountered and Resources Required**

The problems encountered include: i) Minimum basic facilities like toilets could not be provided to students during VPP; ii) Departments are unable to follow up the unfinished tasks in villages due to their academic commitments; and iii) The participation of the people is limited, for they are used to a culture of freebies.

Resources required to implement the practice optimally are: i) Enhanced food subsidy to students; ii) A mobile audio-visual unit for on-the-spot documentation; iii) Constitution of small teams consisting of staff and students with required financial back-up to complete unfinished tasks within a stipulated timeframe; and iv) Provision of toilet facilities for students, especially for women.

## **8. Notes**

Experiential learning is a two-way process. The students as well as the community support each other in the process. In effective experiential learning, students learn to translate concepts and theories into action and thus learn to construct their own knowledge. Students' reflection takes place before, during and after VPP and multiple methods that encourage critical thinking are deployed.

In the final analysis, experiential learning has emerged as a viable alternative to bookish learning and GRI students have reaped the benefits of experiential learning. This practice has ample scope for replication in other institutions.

## **BEST PRACTICE II**

### **1. Title of the Practice: Participatory Assessment of Academic Programmes (PAAP)**

#### **2. The Concept**

The underlying concepts of PAAP are:

- **Participation of Primary Stakeholders:** Assessment involves both the teachers and the students who are the primary stakeholders;
- **Accountability:** Both the teacher and the students are made accountable in this process;
- **Transparency:** Transactions are carried out with a high degree of transparency; and
- **Concurrent Assessment:** Assessment is done twice a semester with a view to providing avenues for mid-term interventions, wherever possible.

### **3. Objectives of the Practice:**

The objectives are:

- i. To assess academic performance in terms of completion of the course content, teaching-learning methodology, evaluation of teaching-learning process, and addressing problems faced by teachers and students; and
- ii. To bring about a qualitative change in the teaching-learning process through participatory assessment.

#### **The Context**

The Choice Based Credit System (CBCS) was introduced at Gandhigram Rural Institute in 1996 with the prime objective of making higher education learner-centric with in-built academic flexibility. It underlines the importance of redefining and packaging the curriculum into smaller, measureable entities and also spell out the timeframe needed to teach these units and assimilate them on the part of students. In contrast to the traditional system, students, in CBCS, face many challenges in the selection of appropriate courses and evaluation procedures. They also have to find suitable methods of learning, especially for self-study units. These challenges need to be addressed to enable the students to complete their programmes of study without any problems.

Participatory assessment of teaching at periodic intervals helps in sorting out the difficulties in teaching and learning and in offering feasible solutions.

### **4. The Practice**

At GRI, Participatory Assessment is undertaken through a Departmental Committee consisting of i) Head of the Department; ii) Course teachers; iii) Two student representatives (selected on the basis of their performance)—one for curricular and the other for co-curricular activities; iv) One student representative (nominated by the course teacher on the basis of his/her academic performance in that particular inter-departmental course) for each inter-departmental course outside the department; and v) One senior Professor of the Institute outside the department and nominated as the Chairperson of the Departmental Committee by the Vice-Chancellor.

The committee monitors the progress of courses being offered by the department. It discusses and identifies problems related to curriculum, conduct of classes, students' participation, evaluation process and other related issues.

Students' performance in classes and in the internal texts (CFAs), their feedback on the curriculum and conduct of classes, and their performance are recorded along with the feedback gathered from the faculty. The minutes of the Departmental Committee

meetings are submitted to the Vice-Chancellor, who, in turn, convenes a meeting of Heads of Departments and Chairpersons of Departmental Committees to strategize corrective measures to be taken, wherever necessary.

PAAP is practiced at GRI meticulously and has become an integral component of CBCS.

### **Uniqueness**

- PAAP serves as a vital link between teachers and students;
- It provides a platform for discussing academic issues in a participatory mode; and
- It provides teachers and students opportunities to look at teaching and learning critically.

### **5. Problems Encountered**

- i. Occasionally students are hesitant to express their views in the departmental committee meetings freely in spite of a conducive environment; and
- ii. The administration is unable to fulfill certain requirements especially with regard to infrastructure development in the context of teaching-learning due to resource crunch.

### **6. Evidence of Success**

- The Departmental Committee meetings are conducted regularly and meticulously;
- Discussions at these meetings contribute substantially to the revision of the curriculum;
- Slow learners are identified and are given special attention with a view to including them in the mainstream;
- Students' grievances related to academics, infrastructure and other related issues are identified and efforts are taken to address them meaningfully; and
- This system helps in maintaining a good academic ambience in the Institute.

### **7. Notes**

This practice has been in vogue at GRI since the introduction of CBCS in 1996 and the mode of operation has been made known to the students through a manual and circulars. The system has been working well and the administration has taken measures to ensure the sustenance of the system. The lessons learnt through this experience are quite rewarding. This practice has ample scope for replication in other institutions.

*\*Provide the details in annexure (annexure need to be numbered as i, ii,iii)*

7.4 Contribution to environmental awareness / protection

- Importance of Rainwater Harvesting was explained to the villagers
- Save water-wave life campaign was launched during VPP.
- Save fuel campaign was carried out
- Eco-friendly practices were explained to the students

7.5 Whether environmental audit was conducted? Yes  No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

- Compilation of all institutional data undertaken to prepare Self Study Report.
- SWOC analysis was carried out.
- Administrative and Academic audit undertaken.
- On-line feedback was introduced.

8. Plans of institution for next year

- Vision documents to be made ready.
- Identification of gap in the existing syllabi of various academic programmes.
- Introduction of on-line examinations.
- Launching of Unnat Bharat Abhiyan.
- Launching of NMR facility in the Department of Chemistry.
- 12B status for the Institution.
- Benchmarking with regard to academic output.

Name: Dr. M.G.Sethuraman



Signature of the Director, IQAC

Name: Dr. S.Natarajan



Signature of the Chairperson, IQAC

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