SELF STUDY REPORT FOR ACCREDITATION
(THIRD CYCLE)

PART I: CRITERION-WISE INPUTS

SUBMITTED TO

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)
BENGALURU - 560 072

GANDHIGRAM RURAL INSTITUTE - DEEMED UNIVERSITY
GANDHIGRAM - 624 302
DINDIGUL DISTRICT
TAMIL NADU

FEBRUARY 2016

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Dr. S. NATARAJAN
Vice-Chancellor

From the Vice-Chancellor's Desk . . .

Born in the year of India's Independence, Gandhigram, a village named after the Father of the Nation, was established by a team of Babuji's dedicated followers Dr.T.S.Soundram and Dr.G.Ramachandran. Started in 1956, Gandhigram Rural Institute has been striving hard for the realization and translation of Gandhiji's dreams and blueprint for rural development. Based on the concept of *Nai Talim,* Gandhigram Rural Institute was one of the fourteen Rural Institutes started by the then Ministry of Education, Government of India to take higher education to the doorsteps of villages. While the other Rural Institutes went their different ways, Gandhigram Rural Institute stuck steadfastly to its original mission and was conferred the status of a Deemed University in 1976 and was accredited by NAAC with Five Stars in 2002 and was re-accredited with 'A' grade in 2010. The Institute has become a pioneer in the three dimensional model of education, namely, teaching, research and extension. The Institute has performed very well in various domains and has gained visibility and recognition at the national level. The multifaceted accomplishments of the Institute are due to the selfless and sustained efforts of the members of various statutory bodies, faculty, non-teaching staff, alumni, students and other stakeholders. It is indeed a pleasure to present all our activities and accomplishments in this Self Study Report (SSR) submitted to NAAC. It is certain that the unique educational experiment performed at Gandhigram Rural Institute would enthuse all and serve as a model for empowering the rural populace of this country through education and extension.

(S.Natarajan)

EXECUTIVE SUMMARY

I Preamble

Gandhigram Rural Institute (GRI), founded in 1956 by two dedicated disciples of Mahatma Gandhi, has recorded a phenomenal growth over the years. It was elevated to a Deemed University in 1976 and was accredited with Five Stars in 2002 and re-accredited with 'A' Grade by NAAC in 2010 and was categorized under 'A' Grade by the Deemed Universities Review Committee appointed by the Government of India in 2012. GRI is fully funded by MHRD, Government of India since its inception and is one of the first institutions among the Deemed Universities to adopt MHRD's Deemed Universities Regulations Act 2010.

The objectives of the Institute are:
   i)   to provide instruction and training in such branches of learning as will promote a classless and casteless society;
   ii)   to provide for research and advancement and dissemination of knowledge; and
   iii)   to function as a centre for extension work leading to integrated rural development.

This Gandhian Rural Institute has an unflinching commitment to the rural populace and has fashioned its curriculum, research and extension programmes towards Integrated Rural Development. Gandhian Philosophy underpins all its curricular and co-curricular programmes offered through its 7 Faculties and 22 Departments. The Institute follows the semester pattern from 1976 and the Choice Based Credit System (CBCS) from 1996. It now offers a total of 52 academic programmes, quite a few of them rural-oriented, and has currently 2723 students and 778 research scholars on its rolls. More than half the student population is women (the average for the

assessment period is 55.78%) and a sizable percentage of SC students (the average for the assessment period is 27.08%) are on the rolls and around 85% of the students are drawn from rural areas.

II Curricular Aspects

The curriculum of various programmes is aligned with the goals and objectives of the institution.

The Institute offers unique academic programmes. Aimed at promoting a casteless and classless society through Mahatma Gandhi's *Nai Talim* system of education, the curriculum has been designed with three-pronged objectives which focus on the provision of an enabling academic ambience, promotion of research that would aid the rural milieu and creation of extension centres for Integrated Rural Development.

The Boards of Studies of various departments consisting of external experts, internal members, alumni and industrial representatives frame, revise and update the syllabus every three years. The unique extension components, namely, Village Placement Programme (VPP) and field-based extension visits, are an integral part of the curriculum. Every student of the Institute studies Gandhian Thought as a course. From 2015-16, Yoga has been made compulsory for all students.

The Institute offers a wide range of academic programmes—from Certificate courses to UG, PG, PG Diploma, M.Phil. and Ph.D. programmes. The academic programmes of the Institute are, under CBCS, embedded with flexibility so that students can choose subjects according to their interests and capabilities. The curriculum of each academic programme is built with Foundation Courses, Major Electives, Non-Major Electives, Skill-based Electives and Modular courses with enough scope for practicals. The curriculum also

provides space for internships, industrial/field visits and project works. Students are additionally offered 40 part-time Diploma and Certificate courses. During the assessment period, the Institute introduced B.Sc. Agriculture, B.Sc. Textiles and Fashion Design, M.Tech. Renewable Energy and M.Sc. Applied Geology and Geomatics. The Institute has launched B.Voc. programmes in Footwear and Accessories Design and Farm Equipment Operation and Maintenance. It has also introduced a vocational programme on two wheeler mechanism under the banner of GRI Community College.

Feedback on the courses offered and the teachers who handle these courses is obtained and analysed systematically and this helps in curriculum designing and updating. The departmental committee meetings conducted every semester serve as a platform for gathering the feedback of the staff and students. Thus the introduction of need-based courses, periodic revision of the curriculum, continuous formative assessments, student mentoring through *gurukula*, and monitoring of the teaching-learning process through departmental committee meetings ensure the quality of education offered at GRI.

III Teaching, Learning and Evaluation

The Institute admits students on the basis of merit duly following the rules and regulations of the Government of India. The Institute has successfully switched over to online mode of admissions from 2015-16. A detailed analysis of the profile of students admitted is undertaken every year and it is presented and reviewed in appropriate bodies such as the Academic Council and the Board of Management. Every year the Institute organizes an induction programme for the freshers. CBCS, which has been in operation since 1996 with periodic re-visitations, provides a strong base for preparing the academic schedule which is followed meticulously. From 2015-16, all UG students are categorised into two streams based on their proficiency in English and are given language inputs based on their requirements.

Bridge courses are also offered to students coming from the vernacular medium.

Students are informed of the academic schedule including the dates of the internal tests and semester examinations through the calendar. Seminars, field visits, guided group discussions and internship enrich the learning process. Self-study courses/units and projects which encourage critical thinking and foster creativity and scientific temper are an integral part of the curriculum. Slow learners make use of tutorials to keep pace with others. The Digital Library Section, Centre for e-content Development and Internet Browsing Centre promote blended learning. The Institute has been chosen as a partner university in MHRD's National Mission on ICT.

The Institute has well qualified and experienced faculty. More than 90% of them possess doctoral degrees. The Institute is one of the first universities to adopt the UGC Regulations on Minimum Qualification (2010) for appointment of teachers. All appointments are based on all India advertisements and some of our faculty are recipients of international awards such as the Fulbright and Indo-US 21st Century Knowledge Initiative Award and national awards such as the Classical Tamil Young Scholar Award. During the assessment period, 99 faculty members participated in Orientation/Refresher courses organized by UGC-HRDCs. The IQAC of the Institute regularly organizes induction and in-service Faulty Development Programmes.

The Institute is one of the partner institutions under the Erasmus Mundus Scheme (EMINTE) which enabled three faculty and one student to go abroad as visiting scholars/students. The Institute has a time-tested system of evaluation which comprises Continuous Formative Assessments (CFA) through three centralized tests, seminars, assignments and quiz, and End Semester Examinations

(ESE). The examination system is transparent and reliable. The consolidated mark statement contains 16 security features.

The Institute has published its graduate attributes in its website. The curriculum of various programmes with their specific objectives and intended learning outcomes along with the lecture schedule are given to all students and are also uploaded in the website. All these measures ensure that the process of teaching and learning is student-centered.

IV Research, Consultancy and Extension

Quality research is the hallmark of reputed higher educational institutions. SCIMAGO Institutions Ranking (SIR)-2014 ranked GRI first in research excellence, second in nationalized impact and seventeenth in leadership in research management among 148 institutions in India. The Institute is one of the four universities selected in 2015 for the Indo-US 21st Century Knowledge Initiative Award. Further, the institution has been recognized as a National Level Monitor by the Ministry of Rural Development, Government of India to oversee various rural development programmes of the Government of India. It has also been recognized as a host Institute for implementing Global Initiative for Academic Networks (GIAN) by UGC.

The Institute enables its faculty to undertake research projects from various funding agencies such as UGC, CSIR, DST, ICSSR, DRDO and UNDP, and encourages its faculty to organize and participate in seminars/workshops and conferences both at national and international levels. During the assessment period, 230 workshops/seminars/conferences at the national level and 15 at the international level were organized. 2974 papers were presented in national/international seminars and conferences. 1781 papers were published in peer-reviewed national/international journals. The h-

index of the Institute stands at 46. The Institute brings out two peer-reviewed journals: *Journal of Research and Extension* (ISSN: 0972-351X) and *Gandhigram Literary Review* (ISSN: 2278-8190). During the period under report, five faculty received start-up research grants. In all, 79 research projects worth Rs 6.69 crores were completed and 77 projects worth Rs 16.28 crores are being carried out.

During the assessment period, 310 Ph.Ds were awarded. The Institute has taken a series of measures to enhance and sustain the quality of its Ph.D. programmes which include: i) a common entrance test; ii) mandatory course work; iii) publication of at least two research papers in peer-reviewed journals; iv) presentations in Department Research Quality Circles; and v) screening for plagiarism through an anti-plagiarism software. Three faculty received the Best Scientist Award from the Government of Tamil Nadu and one was honoured with the Presidential Award for Classical Tamil.

Extension, an integral component of the academic programmes of GRI, remains central to teaching and research and serves as a link between teaching and research. During the assessment period, more than 12,000 people in different villages benefitted through veterinary, dental, eye and blood donation camps, and general health check-up camps. Many awareness programmes on childcare, waste management, health and hygiene, reproductive healthcare, rural sanitation, and safe drinking water were organized which benefitted thousands of villagers. Supplementary education in English, Mathematics, Physics, Chemistry and Biology was offered in many rural schools.

V Infrastructure and Learning Resources

During the assessment period, infrastructure has been augmented utilizing XII Plan grants. A new classroom complex (Tagore Block) with a plinth area of 1240 m^2 at a cost of Rs. 1.57 crores has

been added. Further, buildings with a total plinth area of nearly 4000 m² at the cost of Rs. 6.5 crores have been added to various departments. Three departments have been upgraded under the Special Assistance Programme (SAP) of UGC and two more departments were recently elevated to this status. Four departments are being funded through DST-FIST. The Institute has adequate laboratory and ICT facilities. The campus is disabled-friendly to a large extent.

As per the recommendation of the previous NAAC peer team (2010), the Institute hostels and library have received a major facelift. The Library Annexure provides adequate space for reading and other facilities. In the last four years, the library has added 25,498 books at a cost of Rs.1.3 crores. INFLIBNET helps research scholars in accessing well-known databases. The surveillance system and RFID at the library are noteworthy additions. The Library Advisory Committee meets at regular intervals and monitors the functioning of the library. The Institute has upgraded its ICT facilities during the last four years. 28 staff members were trained in e-content development. The University Science Instrumentation Centre (USIC), with its mechanical and glass blowing sections, takes care of the major maintenance requirements of the Institute.

VI Student Support and Progression

Almost 85% of the students are drawn from rural areas and most of them belong to disadvantaged sections of society. The Institute supports a majority of them through scholarships provided by the state government. It supports around 70 students every year through Earn While You Learn scheme and provides stipend to 140 non-stipendiary research scholars from the Institute funds. A student insurance scheme is in place. The Institute has a NET Coaching Centre, a Career Guidance Club and CentServ Unit which prepare students for competitive examinations.

The Institute has set up an office for international student relations. The Dean, Students' Welfare coordinates all activities related to students. The liaison officer for SC/ST students looks after their welfare. From 2015-16, tuition fee has been waived for students belonging to these two categories. Physically challenged students are exempted from the payment of tuition fee and hostel room rent. The Placement Bureau assists students in career guidance and placement. The Institute has tied up with Tata Consultancy Services (TCS) Chennai, YAMAHA Motors, Chennai and TVS, Madurai for placement training.

The Alumni Association of the Institute organizes programmes both on and off the campus. The alumni are included in the BoS and thus help in curriculum design. Student grievances are discussed in appropriate fora and sorted out in a time-bound manner. As per the recommendation of the previous Peer Team, the Institute applied to UGC and got an extension for HEPSN (Higher Education for Persons with Special Needs). The Institute has also, as per the suggestions of the previous Peer Team, improved the facilities for sports and games and other co- and extra-curricular activities. There has been a three-fold increase in the annual budget allocation for sports and games. A new basketball court has been constructed and a volleyball court and a shuttle play court have come up in the women's hostel premises. A Women Fitness and Conditioning Hall has been constructed during the assessment period.

VII Governance and Leadership

The Institute, fully funded by MHRD, has a well-structured governance system. It is one of the first Deemed Universities in the country to adopt the UGC (Institutions Deemed to be Universities) Regulations, 2010. Under the new MoA, the Institute has statutory bodies such as the Academic Council, the Planning and Monitoring

Board, the Finance Committee and the Board of Management which meet at regular intervals to take policy decisions. The Institute has also constituted several committees/sub-committees with specific objectives which decentralize the decision-making process.

The Institute has come out with Vision Plan-2022 which includes short- and long-term plans for the comprehensive growth of the Institute. During the period under report, 37 faculty were promoted under CAS. Similarly, under Modified Assured Career Progression (MACP) 32 non-teaching staff were promoted. The Institute regularly conducts skill development courses for the non-teaching staff to ensure quality output.

The accounts of the Institute are audited internally by a Chartered Accountant appointed by the BoM and externally by the Auditor General, Government of India. The Centre for Women's Studies of the Institute has undertaken a gender audit. The Institute has a vibrant Internal Quality Assurance Cell (IQAC) which plays a crucial role in promoting and sustaining a culture of excellence on campus through quality assurance and enhancement strategies.

VIII Innovative Practices

The Institute has undertaken a green audit of the campus. The green cover of the campus has increased by about 15% in the last four years. Solar energy panels have been deployed for street lighting. Sodium vapor lamps have been replaced by solar-powered lights and incandescent ones by CFL and LEDs.

Rainwater harvesting and effective watershed management have resulted in Zero Drain at GRI. Fume cupboards are provided in Chemistry laboratory and laboratory effluents are treated before they are let out. Computer systems are purchased mostly under buy-back scheme which reduces e-waste considerably. The Institute has

undertaken conscious efforts to ban the use of plastic cups and carry-bags on campus.

IX Summing Up

To sum up, the Institute has taken the best efforts to design its academic programmes in tune with the demands of the society and industry. It has adopted novel methods of teaching and evaluation to ensure a learner-centric and transparent system. Further, the Institute has contributed substantially in the realm of research and generated new knowledge through liaisoning between the government and the people by undertaking action oriented as well as scientific research in cutting edge areas. It has involved itself in outcome based extension activities to facilitate the identification and solving of problems at the micro level. In tune with the expanding requirements of the students and staff, the Institute has augmented its infrastructure. It has also created avenues for nurturing the talents of its students and has taken concrete steps to make the campus-stay a memorable and enjoyable experience. Participatory and decentralized governance leading to a conducive academic climate has resulted in accomplishments in all the three dimensions of education. The Institute sincerely hopes that it will continue to enhance its contribution to the society and reach greater heights in the years to come. Thus, GRI, a unique educational institution established on the basis of Gandhian ideologies, aims at empowering the rural populace and rededicates itself to the cause of rural India fostering global competencies with a view to promoting equity, access and excellence.

& & & & & &

B. Profile of the Institute

1. Name and Address of the University:

Name:	GANDHIGRAM RURAL INSTITUTE – DEEMED UNIVERSITY
Address:	Gandhigram – 624 302, Dindigul District, Tamil Nadu
City:	Dindigul **Pin:** 624 302 **State:** Tamil Nadu
Website:	www.ruraluniv.ac.in

2. For communication:

(a) Office

Designation and Name	Area/STD code	Tel. Number	Mobile	Fax	E-mail
Vice-Chancellor **Dr. S.Natarajan**	0451	2452305	9442105116	2454535	vc@ ruraluniv.ac.in
Registrar **Dr.P.Balasubramaniam**	0451	2452323	9442626369	2454466	registrar@ ruraluniv.ac.in
Steering Committee / IQAC Co-ordinator **Dr. M.G.Sethuraman**	0451	2452371 (Extn. 2164)	9443021565	2454466	mgsethu@ rediffmail.com

(b) Residence:

Particulars	STD code	Tel. Number	Mobile	Fax	E-mail
Vice-Chancellor **Dr. S.Natarajan**	0451	2452305	(O)9442105116	2454535	vc@ ruraluniv.ac.in
Registrar **Dr.P.Balasubramaniam**	0451	2452323	(O)9442626369	2454466	registrar@ ruraluniv.ac.in
Steering Committee / IQAC Co-ordinator **Dr. M.G.Sethuraman**	0451	2452371 (Extn. 2164)	(O)9443021565	2454466	mgsethu@ rediffmail.com

3. Status of the University:

State University ☐

State Private University ☐

Central University ☐

University under Section 3 of UGC (Deemed University) ☑

Institution of National Importance ☐

Any other (please specify) ☐

4. Type of University:

Unitary ☑

Affiliating ☐

5. Source of funding:

Central Government ☑

State Government ☐

Self-financing ☐

Any other (please specify) ☐

6. a. Date of establishment of the university:

i.   Original (prior to establishment as a university)   :18/08/1956

ii. As a University   :03/08/1976

b. Prior to the establishment of the university, was it a/an

i.   PG Centre   Yes ☐   No ☑

ii. Affiliated College   Yes ☐   No ☑

iii. Constituent College   Yes ☐   No ☑

iv. Autonomous College   Yes ☐   No ☑

v.   Any other (please specify)

Gandhigram Rural Institute is one of the 14 Rural Institutes established by the Ministry of Education, Government of India in 1956. It was then an autonomous institution of Rural Higher Education.

If yes, give the date of establishment 18/08/1956

7. **Date of recognition as a university by UGC or any other national agency:**

Under Section	Date	Month	Year	Remarks
i. 2f of UGC*	-	-	-	-
ii. 12B of UGC *	11	11	2008	Copy of certificate enclosed - Annexure 1
iii. 3 of UGC #	03	08	1976	Copy of notification enclosed- Annexure 2
iv. Any other ^ (specify)	-	-	-	-

* Enclose certificate of recognition.
 # Enclose notification of MHRD and UGC for all courses / programmes /campus/campuses.
^ Enclose certificate of recognition by any other national agency/agencies, if any.

8. **Has the university been recognized**

   a. By UGC as a University with Potential for Excellence?

   Yes ☐   No ☑

   b. For its performance by any other governmental agency?

   Yes ☑   No ☐

9. **Does the university have off-campus centres?**

   Yes ☐   No ☑

10. **Does the university have off-shore campuses?**

    Yes ☐   No ☑

11. **Location of the campus and area:**

	Location *	Campus area in acres	Built up area in sq. mts.
i. Main campus area	Rural	207	42,745
ii. Other campuses in the country	-	-	-
iii. Campuses abroad	-	-	-

(* Urban, Semi-Urban, Rural, Tribal, Hilly Area, Any other (please specify))

12. Provide information on the following: In case of multi-campus University, please provide campus-wise information.

- **Auditorium/seminar complex with infrastructural facilities**

  Multipurpose Auditorium   – 1
  Seminar Halls   – 3

- **Sports facilities**

  o 400 mts Track (mud)-composite with football/cricket ground/field   – 1
  o Basketball court (concrete) with fibre glass backboards 28m x 15m   – 1
  o Basketball court (under progress) 28m x 15m   – 1
  o Ball Badminton court 24m x 12m   – 2
  o Badminton court (Indoor) 20m x 12m   – 3
  o Volleyball court 18m x 9m   – 5
  o Kabaddi court 13m x 10m   – 2
  o Tennikoit court 40m x 20m   – 2
  o Strengthening and conditioning equipment
     ✓ Multi Gym 16 stations   – 1
     ✓ Women Gym 8 stations   – 1
     ✓ Weight training competition set – Complete sets available
  o Athletic equipments
     ✓ High Foam pit   – Complete sets available
     ✓ Hurdles – 70 nos.   – Complete sets available
     ✓ Throwing and jumping equipments   – Complete sets available
  o Women Fitness and Conditioning Hall with eight stations   – 1
  o Yoga hall with spreads – 40 nos.   – 1
  o Swimming pool   – Nil
  o Gymnasium - Indoor gymnasium (concrete rough flooring with three badminton courts)

- **Hostel**
  - **Boys' Hostel**

    1) Number of hostels   –   4
    2) Number of inmates   –   537
    3) Facilities:
       - Internet Browsing Centre
       - Wi-Fi Connectivity
       - A small ground with a Gym bar
       - Badminton court
       - Reading room with newspapers and magazines in English and Tamil
       - Indoor games viz., Chess and Carrom
       - LED TVs with DTH service
       - Generator
       - RO water plant
       - Guest/Parent room
       - First Aid facilities
       - Two wheeler stand
       - Solar water heater

  - **Girls' Hostel**
    1) Number of hostels   –   5 Blocks
    2) Number of inmates   –   904
    3) Facilities:
       - ✓ Indoor games like Carrom and Chess
       - ✓ Badminton court
       - ✓ Reading room with newspapers and magazines in English and Tamil
       - ✓ TV with DTH service
       - ✓ Computer room with browsing facilities
       - ✓ Gymnasium
       - ✓ A small playground with a Volleyball court
       - ✓ Training facilities for conducting Yoga and breathing exercises

o **Working Women's Hostel**
1) Number of hostels   – 1 Block
2) Number of inmates   – 70
3) Facilities :
- ✓ Indoor games like Carrom and Chess
- ✓ Reading room with newspapers and magazines
- ✓ TV with DTH service
- ✓ Computer room with browsing facilities
- ✓ Gymnasium
- ✓ A small playground with a Volleyball court
- ✓ Training facilities for conducting Yoga and breathing exercises

- **Residential facilities for faculty and non-teaching**
  - o Quarters available for teaching and non-teaching staff

Vice-Chancellor's Residence	:	1
Sanitation Faculty Quarters	:	1
D-type Quarters	:	24
A-type Quarters	:	16
B-type Quarters	:	12
Old B-type Quarters	:	15
E-type Quarters	:	7
Old A-type Quarters	:	2
C-type Quarters	:	17
KVK Staff Quarters	:	6

- **Cafeteria**
  Available

- **Health centre – Nature of facilities available – inpatient, outpatient, ambulance, emergency care facility, etc.**
  The Institute has a Health Centre which functions from 4.00 pm – 6.00 pm every day. The Institute has a working arrangement with Kasturba Hospital which is a 300 bedded hospital and is located 1.5 km from the Institute.

- **Facilities like banking, post office, book shops, etc.**
  The Institute has a Post Office and a full-fledged branch of Canara Bank inside the campus. It also has a reprography centre and a cooperative store selling stationery.

- **Transport facilities to cater to the needs of the students and staff**
  The Institute has one bus and seven other vehicles. Two state-owned buses operate right up to the campus from Dindigul bus stand in the morning hours.

- **Facilities for persons with disabilities**
  Ramps have been provided in academic and administrative buildings.

- **Animal house**
  No

- **Incinerator for laboratories**
  Not available

- **Power house**
  Not available

- **Waste management facility**
  Yes

13. **Number of institutions affiliated to the university:**
    Not applicable

14. **Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University:**

    Not applicable

15. **Furnish the following information:**

Particulars	Number	Number of Students

a. University Departments
    Undergraduate
    Postgraduate
    Research centres on the campus
	11
	27
	
	7
		1270
		1068

b. Constituent colleges	Not applicable	Not applicable
c. Affiliated colleges	Not applicable	Not applicable
d. Colleges under 2(f)	Not applicable	Not applicable
e. Colleges under 2(f) and 12B	Not applicable	Not applicable
f. NAAC accredited colleges	Not applicable	Not applicable
g. Colleges with Potential for Excellence (UGC)	Not applicable	Not applicable
h. Autonomous colleges	Not applicable	Not applicable
i. Colleges with Postgraduate Departments	Not applicable	Not applicable
j. Colleges with Research Departments	Not applicable	Not applicable
k. University recognized Research Institutes/Centres	Not applicable	Not applicable

16. **Does the university conform to the specification of Degrees as enlisted by the UGC?**

    Yes ☑   **No** ☐

17. **Academic programmes offered by the university departments at present, under the following categories: (Enclose the list of academic programmes offered)**

Programmes	Number
UG	10
PG	26
Integrated Masters	01
M.Phil.	14
Ph.D.	All disciplines
Integrated Ph.D.	-
Certificate	40
Diploma	03
PG Diploma	03
Others	
M.Ed.	01
B.Ed.	01
Post Diploma	01

The list of Academic programmes offered is given in Annexure 3

18. **Number of working days during the last academic year (2014-2015):**

199

19. **Number of teaching days during the past four academic years.**

2010-2011	2011-2012	2012-2013	2013-2014
202	197	195	198

('Teaching days' means days on which classes were engaged. Examination days are not included.)

20. **Does the university have a department of Teacher Education?**

Yes ☑   No ☐

If yes,

a. Year of Establishment: 11/11/2003

b. NCTE recognition details (if applicable)

i. B.Ed. (Annexure 4)
    Notification No. :   F.TN/B.Ed./N/124/SRC/NCTE/
                        2003-2004/7908
    Date   : 11/11/2003

ii. M.Ed. (Annexure 5)
    Notification No.:   F.SRO/NCTE/M.Ed./2006-
                        2007/11509
    Date   **:** 18/09/2007

c. Is the department opting for assessment and accreditation separately?

Yes ☐   No ☑

21. Does the university have a teaching department of Physical Education?

Yes ☐   No ☑

22. In the case of Private and Deemed Universities, please indicate whether professional programmes are being offered?

Yes ☑   No ☐

If yes, please enclose approval / recognition details issued by the statutory body governing the programme.

Approval letter for B.Tech., M.Tech., MCA and MBA from AICTE is given in Annexure 6.

23. Has the university been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.

- Yes, the Institute was reviewed by MHRD's Review Committee for Deemed to be Universities in 2013 (Annexure 7) and was categorized under 'A' Grade.

24. Number of positions in the university

Positions	Teaching faculty			Non-teaching staff	Technical staff
	Professor	**Associate Professor**	**Assistant Professor**		
Sanctioned by the UGC / University / State Government	18	26	111	146	93
Recruited	12	21	109	100	68
Yet to recruit	06*	05	02	46	25
Number of persons working on contract basis	--	--	41	44	18

* The vacancies are due to the superannuation of incumbents.

25. Qualifications of the teaching staff

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	**Female**	**Male**	**Female**	**Male**	**Female**	
Permanent teachers							
D.Sc./D.Litt.	--	--	--	--	--	--	--
Ph.D.	11	01	17	04	74	21	128
M.Phil.	--	--	--	--	04	04	08
PG	--	--	--	--	02	04	06
Temporary teachers							
Ph.D.	--	--	--	--	04	06	10
M.Phil.	--	--	--	--	13	11	24
PG	--	--	--	--	03	04	07
Part-time teachers							
Ph.D.	--	--	--	--	--	--	--
M.Phil.	--	--	--	--	--	--	--
PG	--	--	--	--	--	--	--

26. Emeritus, Adjunct and Visiting Professors.

	Emeritus	**Adjunct**	**Visiting**
Number	2	7	2

27. Chairs instituted by the university:

School / Department	Chairs
Department of Tamil	Bharathi Chair
Department of Political Science and Development Administration	Rajiv Gandhi Chair for Panchayati Raj Studies

28. Students enrolled in the university departments during the current academic year, with the following details: (Admission details for 2015-16)

Students	UG		PG		Integrated Masters		M.Phil.		Ph.D.		Integrated Ph.D.		D.Litt./ D.Sc.		Certificate#		Diploma		PG Diploma	
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
From the state where the university is located	170	277	160	276	10	9	24	65	35	25	-	-	-	-	46	53	49	47	54	31
From other states of India	3	3	11	25	-	-	4	13	8	2	-	-	-	-	-	-	1	2	-	1
NRI students	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Foreign students	-	-	-	1	-	-	-	-	2	1	-	-	-	-	-	-				
Total	173	280	171	302	10	9	28	78	46	28	-	-	-	-	46	53	50	49	54	32

*M-Male *F-Female # Concurrent mode

Overall strength of the Institute

Sl.No.	Programmes	Students		
		M	F	T
1	M.Phil.	28	78	**106**
2	PG	374	598	**972**
3	PG Diploma Programmes	54	32	**86**
4	Integrated Programmes	50	82	**132**
5	UG	487	747	**1234**
6	Diploma Programmes	99	77	**176**
7	Post Diploma Programmes	6	11	**17**
8	Ph.D.	502	276	**778**
	Total	**1600**	**1901**	**3501**

29. 'Unit cost' of education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component = Rs. 1,42,795/-

(b) excluding the salary component = Rs. 17,907/-

30. Academic Staff College :   Nil

31. Does the university offer Distance Education Programmes (DEP)?

   Yes ☐ No ☑

32. Does the university have a provision for external registration of students?

   Yes ☐ No ☑

33. Is the university applying for Accreditation or Re-Assessment? If Accreditation, name the cycle.

Accreditation: Cycle 1 ☐ Cycle 2 ☐ Cycle 3 ☑ Cycle 4 ☐

Re-Assessment: ☐

34. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: 12/02/2002

Accreditation Outcome/Result: Five Star Status (Annexure 8)

Cycle 2: 04/09/2010

Accreditation Outcome/Result: 'A' Grade (Annexure 9)

*(Accreditation certificate(s) and peer team reports have been enclosed.)

35. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university.

Not Applicable

36. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

Date of Establishment of IQAC: 15/12/2003

Date of Submission of AQAR:

(i)	AQAR 2010-11	:	27/11/2015
(ii)	AQAR 2011-12	:	27/11/2015
(iii)	AQAR 2012-13	:	27/11/2015
(iv)	AQAR 2013-14	:	27/11/2015
(v)	AQAR 2014-15	:	27/11/2015

37. Any other relevant data, the university would like to include (not exceeding one page).

Gandhigram Rural Institute has been inspired and fuelled by Mahatma Gandhi's revolutionary philosophy of *Nai Talim* that effectively bridges the cognitive and affective dimensions and focuses on the holistic development of learners with an emphasis on skill development through value-based education rooted in indigenous cultures and traditions. The Institute has been contributing to tertiary education since 1956 and has successfully pioneered rural higher education.

Along with Gandhiji's *Nai Talim*, the ideals propagated by Dr. Radhakrishnan Education Commission (1948-49), the report of Dr. K. Shrimali and three other proven world models listed below contributed to the establishment of GRI in 1956 by Dr. G. Ramachandran and Dr. T. S. Soundram, two dedicated disciples of Mahatma Gandhi:

- Folks Hoschkole System of Denmark by N. F. S. Gruntvig (1844);
- Land-Grant University system of USA (1862); and
- Sriniketan Experiment of Shantiniketan by Tagore (1922).

The Institute, which is fully funded by the Ministry of Human Resources, GoI through UGC, New Delhi, has developed academic

programmes in Rural Development, Rural Economics and Extension Education, Rural Oriented Sciences, Cooperation, Development Administration, Rural Sociology, English, Tamil and Indian languages. The Institute offers B.Tech. in Civil Engineering with a focus on habitat development and M.Tech. in Renewable Energy. The Institute also offers B.Sc. Agriculture.

Besides its contribution to teaching from the undergraduate to the post-doctoral level, the Institute applies both scientific and social research paradigms in addressing rural issues. The curriculum is a combination of both theoretical and extension experiments. The Institute has become the abode of many rural development programmes and the students who emerge from its portals tend to meet the personnel needs for rural development programmes under various governmental and non-governmental schemes.

The three dimensional approach to education, namely, teaching, research and extension has become a pioneering model, earning appreciation from all over the country. Started in a small way, the Institute has evolved into a big educational complex comprising seven different faculties, 22 departments and 7 centres offering about 52 academic programmes. At present, the Institute has 3501 students including Ph.D. scholars and 142 teaching and 168 non-teaching staff. The curricular model developed at GRI integrating teaching, research and extension earned the Institute the status of a Deemed University in 1976 by UGC, the Five Star status by NAAC in 2002 and 'A' Grade during the re-accreditation in 2010. The participatory and decentralized system of governance at Gandhigram Rural Institute strives to achieve global standards of excellence in all dimensions of education without compromising its rural character and Gandhian values.

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CRITERION I: CURRICULAR ASPECTS

1.1   Curriculum Design and Development

1.1.1 How is the institutional vision and mission reflected in the academic programmes of the university?

The Gandhigram Rural Institute was founded by two close disciples of Mahatma Gandhi with the mandate of taking higher education to villages and serving the rural populace. The vision and mission as envisaged by the founders are:

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

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

The academic programmes are designed keeping in view the vision and mission of the Institute. Since its inception the Institute has been offering academic programmes with built-in components of research and outreach activities to promote integrated rural development. The programmes offered are largely unconventional, need-based, and rural-oriented with the aim of developing human resources to strive for integrated rural development.

Programmes such as B.A. Gandhian Social Work, B.B.A. Rural Industries and Management, B.Com. Cooperation, B.Sc. Home Science, B.Sc. Agriculture, B.Voc. Farm Equipment and Maintenance, MA Development Administration, MA Rural Development, MBA with specializations in Rural Project Management, Rural Industries and Management, Cooperative Management, and Small Business Management, M.Sc. Dairy Science, M.Sc. Geoinformatics, M.Sc. Applied Geology and Geomatics, and M.Tech. Renewable Energy vouchsafe for the rural character of the Institute. In order to foster Science and Technology enabled Rural Development and with a view to contributing towards national development, the Institute offers UG and PG programmes in science disciplines.

The Institute has taken adequate care to ensure the integration of its ethos in its conventional programmes by introducing mandatory courses in Gandhian Thought and Rural Extension. Outreach activities are invariably integral components of all programmes.

The problems chosen for M.Phil. and Ph.D. programmes in various disciplines are largely rural-based and rural-oriented.

Thus, the academic programmes of the Institute clearly reflect its vision and mission.

1.1.2 Does the university follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

The Institute has been adopting a well-structured process for launching new academic programmes. The steps followed are: i) Need assessment by the faculty; ii) Feasibility studies by a committee consisting of external experts in the relevant discipline constituted specifically for the purpose; and iii) Curriculum design and its approval by the Board of Studies, Academic Council and the Board of Management.

Regarding the design and development of curriculum, the Institute has developed a systematic procedure over a period of time. The steps adopted in the process are:

i)   Consulting experts from academic and research institutions, industries and alumni;

ii)   Consulting the model curriculum proposed by UGC, the curriculum for NET and SET and the curriculum of reputed institutions;

iii) Organizing workshops to prepare the draft curriculum. Feedback from students, course teachers and alumni is taken into account;

iv)   Reviewing and finalizing the draft syllabus in the Board of Studies consisting of the Institute faculty, external experts drawn from reputed academic Institutions, industries and alumni; and

v)   Seeking the Academic Council's and the Board of Management's approval of the curriculum.

The curricula of all programmes are revised once in three years. However, revision is undertaken on an annual basis also if any need arises.

1.1.3 How are the following aspects ensured through curriculum design and development?

Employability

Most programmes of the Institute have been designed to meet the human resource requirements of specific sectors of development with enough provision for hands-on-experience.

The P.G. Diploma in Sanitary Inspector's Course has been designed to meet the growing demand for sanitary inspectors and officers in town panchayats, municipalities, corporations, hospitals, public sector undertaking and public health departments.

Diploma in Agriculture has been designed to meet the demand for agricultural scientists at the grassroots level. Post-Diploma in Commercial Horticulture has been specifically designed to meet the demands in nursery raising and landscaping. M.Sc. Dairy Science has been designed to meet the manpower requirements in private as well as government dairy farms and milk processing centres. MBA with four specializations has a specific job market.

The curriculum is periodically revised and updated to keep pace with the changing technology and requirements. The Institute, in order to broaden the scope of employability, has been offering various Add-on, Certificate and Diploma programmes with a focus on providing additional skills, both hard and soft.

The Institute has also launched vocational programmes with an eye on employability. The Community College started by the Institute with the financial assistance from UGC offers a one year Diploma programme in Two Wheeler Mechanism and Maintenance with the technical support from Yamaha Motor Corporation.

The Ministry of Human Resource Development, Government of India has established DDU KAUSHAL Kendras in colleges and universities to create skilled manpower and empower men and women from economically and socially disadvantaged sections. These objectives are in tune with the vision and mission of the Institute. The Institute has launched two B.Voc. programmes with the financial assistance from UGC under the DDU KAUSHAL scheme. They are: Footwear and Accessories Design and Farm Equipment Operation and Maintenance.

Innovation

The Institute offers innovative programmes like M.Phil. Micro Level Planning, M.Phil. Development Administration, MA Development Administration, MA English and Communicative Studies, MA Human Resources and Conflict Management, MA Rural Development, M.Sc. Geoinformatics, M.Sc. Applied Geology and Geomatics, M.Tech. Renewable Energy, B.Ed. and Post-Graduate Diploma in Commercial Horticulture. Besides the above programmes, the Institute offers a number of part-time Certificate and Diploma courses.

The Institute has been offering innovative MBA programmes with a dual specialization -- functional and sectoral. This enables the graduates to venture into innovative business enterprises.

Research

A research component is included in every programme of the Institute. The UG students take up a project related to their domain of study in their final semester. Similarly, the PG students undertake a project work for 6 credits in their final semester and present and defend their findings in a *viva voce*.

In order to foster a culture of inquiry and research, PG students are encouraged to participate in summer schools and internships at institutes of national importance like Indira Gandhi Centre for Atomic Research, Indian Institute of Astrophysics, Physical Research Laboratories and National Institute of Rural Development.

All the Faculties, Departments and Centres enroll students for M.Phil. and Ph.D. programmes. Admission to these two programmes is made on the basis of an entrance test and interview. The M.Phil. students are rigorously trained in research methodology and are exposed to advanced topics in their areas of specialization.

The Ph.D. programmes focus on rural issues and problems such as: removal of fluoride (Chemistry), solar energy (Physics), vermicomposting and mushroom cultivation (Biology), local governance (Political Science and Development Administration), micro-planning and participatory development (Extension Education and Rural Development), social exclusion and inclusion (Sociology), and development-related issues and problems (Economics).

1.1.4 To what extent does the university use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the university been instrumental in leading any curricular reform which has created a national impact?

- The Institute follows the guidelines issued by regulatory bodies like UGC, AICTE and NCTE.
- The Institute has been following the semester system ever since it became a Deemed University in 1976 and the Choice Based Credit System (CBCS) since 1996. The CBCS was thoroughly revised in December 2014 based on the guidelines issued by UGC in November 2014.
- The curricula for PG programmes have been developed and restructured on the lines of the model curriculum of the UGC. The UGC-CSIR NET syllabi have also been taken into account while restructuring the curricula.
- The curricula for M.Tech., M.C.A., MBA and B.Tech. have been designed and developed on the basis of AICTE guidelines.
- The curriculum for B.Ed. and M.Ed. programmes is based on the recommendations of NCTE, NCFTE and NCERT.
- The curriculum for B.Sc. Agriculture has been designed in tune with the curriculum recommended by ICAR.

- Most of our faculty participate in workshops on curriculum design and development organized by various universities, many of them as resource persons. They also serve as members of Board of Studies in many universities and autonomous colleges. Some of them are members of consultative committees on curriculum development.
- The Institute has integrated its outreach programmes in its curriculum and this framework has been adopted in quite a few universities.
- The Institute, with its rich experience of following the semester system for the last 40 years and the CBCS for the last 20 years, serves as a model with regard to curriculum design and development for many universities and colleges in the southern states and enjoys a consultative status.

1.1.5 Does the university interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the university benefitted through interactions with the stakeholders?

Yes. The Institute has nurtured and developed the practice of interacting with industries, research institutes and civil society institutions like panchayats and non-governmental organizations. The Boards of Studies of the Institute have, in addition to experts from academic institutions, representatives from industries, research bodies and reputed NGOs. The Institute has also links with various government departments, NGOs and development fora at micro levels.

The interaction with the various stakeholders enables the Institute to study the changes in the environment which helps in revising and restructuring the curriculum. To quote two examples: i) the curriculum of PG Diploma in Sanitary Inspector's Course has been revisited and revised based on the interaction with the officials of the local bodies; ii) the curriculum of B.Voc. Farm Equipment and Maintenance was designed and developed based on extensive consultation with Green Field Equipments India Private Limited, Coimbatore, Jain Irrigation Systems, NMR Agro Industries, Dindigul, Shanti Garuda Farm Equipments, Coimbatore and experts from agricultural universities.

1.1.6 Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.

Not applicable as the Institute does not have any affiliated colleges.

1.1.7 Does the university encourage its colleges to provide additional skill-oriented programmes relevant to regional needs? Cite instances (not applicable for unitary universities).

Not applicable as GRI is a unitary Institute/University.

1.2   Academic Flexibility

1.2.1 Furnish the inventory for the following:

- **Programmes taught on campus (See Annexure 3).**
- **Overseas programmes offered on campus:** No overseas programme is offered.
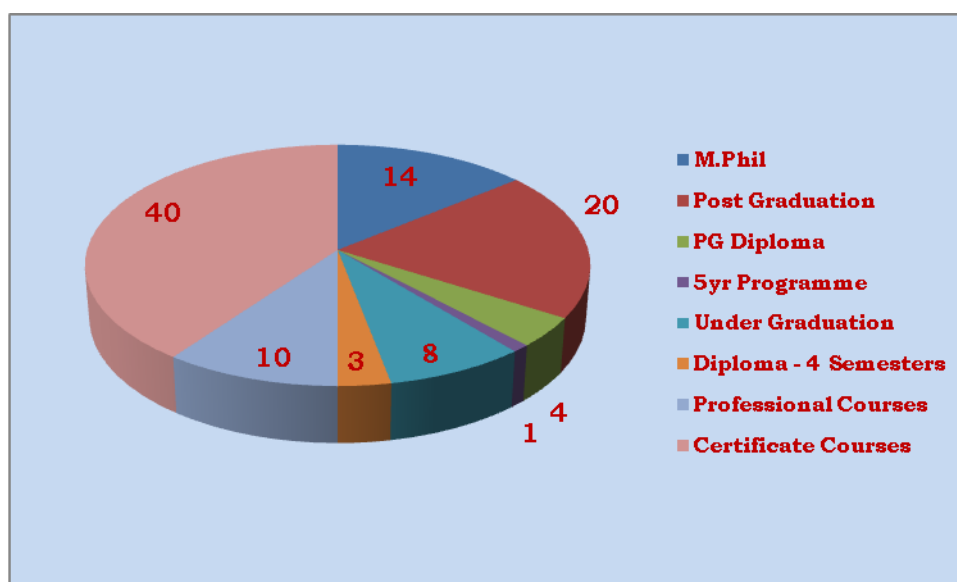- **Programmes available for colleges to choose from:** Not applicable.

Fig.1: Diversity of Academic Programmes

1.2.2 Give details on the following provisions with reference to academic flexibility

a. Core/Elective options:

GRI has been following the Choice Based Credit System (CBCS) under the semester pattern since 1996. The CBCS guidelines were revisited in 2014 on the basis of the recommendations of the Academic Audit Committee and in accordance with CBCS guidelines issued by UGC in November 2014. This resulted in several modifications including the change in the nomenclature of the courses wherever necessary. The courses offered under various programmes have been systematically categorized. The categories are:

i)   Major courses (subject specific)
ii) Non-Major courses (allied and electives)
iii) Modular courses (domain-specific and relevant to the current trend)
iv) Languages
v)   Foundation courses (NSS, Fine Arts, Sports, Shanthi Sena, Yoga, Environmental Science, Gandhian Thought and Rural Extension)
vi) Skill-based courses
vii) Non Credit compulsory courses like Village Placement Programme and Field Extension/Field Work.

Every programme has different components such as major electives (the electives that are offered by the parent department and are domain specific), non-major electives (offered by departments outside the domain), and modular courses. The students will have ample opportunities to choose from a broad spectrum of courses in the category of non-major electives where they can opt for cross-discipline courses to enhance their skills and employment opportunities (See Annexure 10 for elective and modular courses).

b. Enrichment Courses

Every student in the Institute has to undergo two skill-based courses. One of the two is Soft Skills and the other is domain-specific and is offered by the parent department. Additionally, the Institute offers a large number of Add-on courses in Computer Science, Career and Counselling, Micro-

Finance, Labour Management, Personality Development, Value-Added Milk Products and so on.

c. Courses Offered in Modular Form

Some of the advanced areas that could not be accommodated in the core course category are offered as modular courses of two credits each. Every UG and PG student will have to undergo two such courses to earn his/her degree. CBCS provides students ample opportunities to make their choices with regard to modular courses.

d. Credit Accumulation and Transfer Facility

Credit accumulation and credit transfer are built into CBCS. The regulations permit students to drop or add courses. The Institute permits credit transfer whenever the need arises. For instance, a student of M.Tech. Renewable Energy was permitted to do two semesters at Uppsala University, Sweden under the Erasmus Mundus (EMINTE) scheme.

e. Lateral and vertical mobility within and across programmes, courses and disciplines:

The non-major electives offered by various departments provide students opportunities to select courses cutting across disciplines and provides lateral mobility. The integrated B.Ed. programme provides vertical mobility and the Add-on courses are open to all students giving them a chance for horizontal mobility.

1.2.3 Does the university have an explicit policy and strategy for attracting international students?

Yes. The Institute has an open policy that enables foreign nationals to enroll for programmes offered at GRI. The Institute has created the post of Director, International Relations to look after the needs of foreign students. He has taken steps to attract foreign students to the Institute. The Institute has prescribed a separate fee structure for students from SAARC nations and other foreign countries. The Institute has students from Kenya, Rwanda, Ethiopia, Eritrea, Sri Lanka and Japan.

1.2.4 Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments.

The Institute has developed MBA Rural Project Management and MA Human Resource and Conflict Resolution targeting international students. MBA in Rural Project Management has attracted students from Japan, Sri Lanka, Ethiopia and Eritrea.

1.2.5 Does the university facilitate dual degree and twinning programmes? If yes, give details.

No. The Institute as of now does not offer dual degrees and twinning programmes. But the MBA programmes of the Institute have dual specializations.

1.2.6 Does the university offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

- Yes. The Institute was offering self-financing programmes (M.Sc. Information Technology; M.Sc. Dairy Science; M.Sc. Microbiology; and M.Sc. Geoinformatics) as per the direction of UGC during VIII Plan period.
- The fee was slightly higher than that of the aided programmes, for the teachers' salary was met from the fee collected. It was also used to equip the laboratories and departmental libraries.
- But the criteria for admission of students, qualifications for faculty appointment and the curriculum for self-financing programmes were similar to that of aided programmes.
- In the case of self-financing faculty, parity with regard to salary could not be maintained as the fee structure and the intake of students were kept at the minimum level.
- The self-finance programmes offered at the Institute were converted to regular programmes from 2014-15 as per the recommendations of the UGC Review Committee.

1.2.7 Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes,' give operational details.

No

1.2.8 Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?

Yes. The Institute has been a pioneer in the realm of CBCS as the system was introduced in 1996 itself for all UG and PG programmes. Currently all UG, PG and M.Phil. programmes are being offered through CBCS. The Institute made a thorough revision of the CBCS regulations in December 2014.

1.2.9 What percentage of programmes offered by the university follow:

- **Annual system** : Not in practice
- **Semester system** : 100%
- **Trimester system** : Not in practice

1.2.10 How does the university promote inter-disciplinary programmes? Name a few programmes and comment on their outcome.

The Institute has a strong faith in inter-disciplinary programmes as rural issues and problems are inter-disciplinary in nature. The Institute has pooled human resources from various disciplines to offer inter-disciplinary programmes like MBA Rural Project Management, Small Business Management, Rural Industries and Management, and Cooperative Management, and MA Development Administration (Five year integrated). Other programmes of inter-disciplinary nature include M.Sc. Geoinformatics, M.Sc. Applied Geology and Geomatics, M.Tech. Renewable Energy and M.Phil. Micro level Planning.

The strategy adopted to encourage such programmes is the autonomy offered to teachers to transcend disciplines and programmes. Action research is undertaken by involving

faculty from various departments and disciplines. For instance, the Hunger Free Area programme was implemented through a multi-disciplinary team drawn from Rural Development, Agriculture, Home Science, Extension Education and Krishi Vigyan Kendra.

The outcome of such programmes has been quite encouraging:

i)   the students and faculty imbibe the culture of looking at problems and issues from a multi-disciplinary perspective;

ii)   this exercise promotes inter-departmental cooperation; and

iii) students graduating from departments and programmes that are inter- and multi-disciplinary have better job opportunities.

1.3   Curriculum Enrichment

1.3.1 How often is the curriculum of the university reviewed and upgraded for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

The curricula of all programmes are reviewed and updated every three years to make them academically, socially and technically relevant. In some cases, the revision is done even on an annual basis depending on the nature of the programme. These updations are aimed at improving the relevance of the programmes from the perspective of the society, the prospective employers and the students.

1.3.2 During the last four years, how many new programmes at UG and PG levels were introduced? Give details.

- **Inter-disciplinary**
  i)   M.Tech. Renewable Energy
  ii)   M.Sc. Applied Geology and Geomatics

- **Programmes in emerging areas**
  i) B.Sc. Textiles and Fashion Design
  ii) B.Sc. Agriculture
  iii) Diploma in Two Wheeler Mechanism and Maintenance
  iv) B.Voc. Footwear and Accessories Design
  v) B.Voc. Farm Equipment Operation and Maintenance

- **M.Phil. Programmes**
  i) Energy
  ii) Computer Science

1.3.3 What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?

Considering the fact that every programme needs to be updated in tune with the changing situations, trends and development, the Institute insists on a revision of curriculum every three years. A major revision of the curricula for all the programmes offered by various faculties, departments and centres was carried out in December 2014.

1.3.4 What are the value-added courses offered by the university and how does the university ensure that all students have access to them?

The Institute offers students a wide array of certificate courses in a concurrent mode (See Annexure 3). Care is taken to include value-added courses in the curriculum design itself and these courses can be chosen by the students as non-major elective/major elective/skill-based elective/modular courses (See Annexure 10).

1.3.5 Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

Yes. The Institute has started a Community College with funding from UGC. The Community College offers a Diploma Programme in Two Wheeler Mechanism and Maintenance. The UGC has set up a DDU KAUSHAL Kendra to offer skill-oriented programmes that aim at promoting skill development among

rural men and women and creating employable graduates. The DDU KAUSHAL Kendra at GRI offers two B.Voc. programmes: Footwear and Accessories Design and Farm Equipment Operation and Maintenance. These programmes have been developed on the basis of the recommendations of the National Skill Development Council.

1.4 Feedback system

1.4.1 Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Yes. The IQAC has evolved a formal mechanism to gather feedback on courses as well as teachers from the students. The students' feedback is carefully analysed and the consolidated feedback on courses is sent to the respective departments for appropriate action. The feedback on teachers is submitted to the Institute authorities. Besides, the Departmental Committee convened every semester serves as a platform for collecting feedback on courses taught and this turns out to be an important source of input while revising the curriculum.

1.4.2 Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and its impact.

- Yes; the Institute elicits feedback on the curriculum from national and international faculty. For instance, the experts from Institute of Rural Management, Anand (IRMA), National Institute of Rural Development, Hyderabad (NIRD) and Academic Staff College of India (ASCI) have been consulted in the design of MBA programmes.
- The Boards of Studies of almost all departments and faculties have renowned national experts as external members and they provide feedback on the curriculum.

1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.

Not Applicable

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curricula?

The quality sustenance and quality enhancement measures undertaken are:

i) Strict adherence to the guidelines issued by the regulatory authorities from time to time;

ii) Gathering feedback from various stakeholders;

iii) Discussing issues related to curriculum in the meetings of Heads of Departments and Deans of Faculties and sorting out such issues without delay;

iv) Revisiting and revising the curriculum at periodic intervals; and

v) Convening the meeting of various statutory bodies at regular intervals to facilitate the timely approval of revised/updated curricula.

Any other information regarding curricular Aspects which the university would like to include.

- Quite a few of our academic programmes are unique and rare. They are aligned with the goals and objectives of the Institute.

- The Institute gives equal importance to Teaching, Research and Extension and the mutual reinforcement of all the three components makes our curricula unique.

- All the seven faculties of the Institute have autonomy to design programmes as per their needs and requirements keeping in mind the national trend and the students' employment opportunities.

- A sustained academic progress is ensured through the updation of syllabus by harvesting the experiences on the campus as well as fields.

- Gandhian Thought and Extension Education are offered as audit courses for all UG students and Gandhian Thought is an audit course for all PG students and these courses serve as a vital component of value education.

- Yoga has been made compulsory for all students from 2015-16 and a PG Diploma in Yoga was introduced this academic year (2015-16).

- The Institute has plans to start B.Sc. programmes in Healthcare, Food Processing, and Organic Farming and a PG Diploma in Food Safety.

The NAAC peer team that visited the Institute in 2000 had pointed out the following:

1) Feedback from parents, alumni and other stakeholders needs to be formalized.
2) Modular courses are yet to be developed.
3) The institution may further enhance linkages with the other institutions for improvement in teaching and research programmes.

Against this backdrop, the Institute has taken the following steps to address the above issues:

1) Parent-teachers meetings are held every year in all departments; their feedback is analyzed and appropriate actions are initiated.
2) The Institute has formed an alumni cell and a mega alumni meet was organized in January 2015 to seek their inputs for quality sustenance and enhancement.
3) Under the revised CBCS regulations adopted from 2015-16, all departments have developed and introduced modular courses besides major, non-major and skill-based electives.
4) The Institute has signed an MoU with IIT-Bombay, Mumbai and has become a partner university in NMEICT.
5) The Institute has signed an MoU with Lund University, Sweden under the banner Erasmus Mundus (EMINTE) and this academic partnership has enabled three faculty and one student to go abroad as Visiting Fellows/International Students.

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CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1.0 Student Enrolment and Profile

2.1.1 How does the university ensure publicity and transparency in the admission process?

The Institute ensures publicity with regard to admission to various programmes through the following procedures:

- In April every academic year (before Tamil Nadu Government publishes Higher Secondary Examinations results and well before UG results are announced), advertisements are issued in leading newspapers (national and regional), both in English and Tamil.
- The notification is uploaded in the Institute website as well. Besides, banners are put up in vantage positions in Dindigul, the nearest town, and at the Institute entrance.
- The Institute mails Advertisements/Admission notifications to various embassies to attract foreign students.
- The Institute also participates in Education Fairs conducted in nearby cities and details regarding programmes offered and the admission processes are publicized.
- The application and prospectus for each programme carry all details including the time-line for admissions, criteria for selection and admission, and the communal reservation policy as stipulated by the Government of India.

The Institute ensures transparency in its admission process by publishing the rank list with gender and community-wise details in the respective Department/Faculty notice boards and also in the Institute website. Selected candidates are notified through email, post and SMS.

From 2015-16, the Institute has successfully introduced online admissions for all programmes, including M.Phil. and Ph.D. programmes. This has helped the Institute not only to reduce costs drastically but also to enhance the number of

applications submitted for many programmes. The number of applications has doubled with the introduction of online admissions.

2.1.2 Explain in detail the process of admission put in place by the university. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the university (please specify).

The admission process begins in March itself and the Admissions Committee prepares the timeline for: (i) Admission notification; (ii) Scrutiny of applications; (iii) Entrance test and/or interview & counselling; and (iv) Admissions.

The Institute follows a transparent procedure with regard to admissions based on Government of India reservation norms.

Diploma Programmes:

Candidates are selected on the basis of their marks in their Higher Secondary/Pre-Degree Examinations. For PG Diploma in Sanitary Inspectors' programme, entrance test is followed by counselling.

UG Programmes:

Candidates are selected on the basis of their marks in their Higher Secondary/Pre-Degree Examinations. For all UG programmes, counselling sessions are conducted for students along with their parents. For B.Tech. programme, admission is based on the entrance test and counselling.

PG Programmes:

Candidates are selected on the basis of the marks they score in the entrance tests conducted by the respective Department/Faculty.

M.Phil. and Ph.D. Programmes:

Research scholars are selected on the basis of the marks they score in the written test and interview (mark distribution is 50:50) conducted by the respective Department/Faculty. For admission to M.Phil. and Ph.D. programmes, the Institute follows the *UGC Regulations, 2009.*

A committee consisting of Heads of Departments, Deans of Faculties and Director of Admissions oversees admissions to various programmes.

2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

The Institute does not have any affiliated colleges.

2.1.4 Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

Yes, the Institute has a mechanism to review its admission process and student profile annually. During the time of admissions, the number of applications sold/submitted in person/mailed/submitted online is reviewed almost daily.

Every year statistical data related to admissions, including communal reservation, and the profile of students admitted to various programmes are discussed in the meetings of Heads of Departments and Deans of Faculties and also in the Academic Council, GRI Society and Board of Management.

The profile of students admitted in the last four years shows that 85% of the students are drawn from rural areas. The data collected shows that the Institute has done well in terms of gender (the average of girl students admitted during the assessment period is 55.78%) and community (the average of SC students admitted during the assessment period is 27.08%) and equity. Due to certain geographical factors, the Institute has not been able to attract a sizable number of ST students

though advertisements have been issued in dailies like *Deccan Chronicle* and *Anandabazar Patrika.*

2.1.5 What are the strategies adopted to increase/ improve access for students belonging to the following categories:
- *** SC/ST**
- *** OBC**
- *** Women**
- *** Persons with varied disabilities**
- *** Economically weaker sections**
- *** Outstanding achievers in sports and other extracurricular activities**

GRI is fully funded by MHRD and it scrupulously follows the reservation policies stipulated by the Government of India.

- A sizable percentage of SC students (the average for the assessment period is 27.08%) are on the rolls. From 2015-16, SC and ST students are exempted from paying tuition fee.
- More than half the student population is women (the average for the assessment period is 55.78%).
- 3% of the seats are reserved for the differently abled and they are exempted from payment of tuition and hostel fee.

The Institute has taken conscious and concerted steps to attract students from all categories. It has waived tuition fee for the physically challenged students and has also waived room rent and establishment charges for hostellers belonging to this category and the Coordinator of Higher Education for Persons with Special Needs (HEPSN) attends to these students' academic needs and mentors them. A separate quota is available for the wards of ex-service men.

10% seats are reserved for sportspersons in UG and Diploma programmes. All university blues are given sports uniforms and play kits. The *gurukula* system mentors all students especially those from socially and economically vulnerable sections.

On the whole, the Institute consciously works towards building a diverse and inclusive academic fraternity.

2.1.6 Number of students admitted in university departments in the last four academic years:

Table 2.1: Distribution of Students (2011-2015) by Categories

Categories	2011-12 Year 1		2012-13 Year 2		2013-14 Year 3		2014-2015 Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	363	269	366	363	360	384	348	409
ST	28	12	31	16	27	19	49	18
OBC	659	827	690	984	719	1120	760	1171
General	113	124	84	92	30	22	32	36
Others	6	11	8	18	-	-	-	-
Total	1169	1243	1179	1473	1136	1545	1189	1634

There has been a steady increase in the number of students, especially women, OBC and SC students, admitted in the last four years.

This highlights the Institute's initiatives to empower the disadvantaged sections of our society and also underlines the fact that the Institute is contributing to the nation's efforts to enhance the Gross Enrollment Ratio (GER).

The admission of women students has increased by 31.45%, OBC students by 29.94% and SC students by 19.77% over a period of 4 years.

2.1.7 Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Yes, the Institute has conducted a demand analysis for various programmes.

The analysis indicates that there has been a steady increase in the demand for UG programmes. The demand ratio has increased from 1:5.9 in 2011-12 to 1:20.4 in 2014-15 registering around a four-fold increase over a period of four years. The reasons that could be attributed for this phenomenon are: i) popularity of the programmes; ii) quality of

the outgoing students; iii) provision for higher education including M.Phil. and Ph.D. at the Institute itself; iv) fee structure; v) enabling environment and academic ambience; and vi) hostel facilities.

The demand ratio for P.G. programmes remained more or less the same during the first three years; however, it registered a decline in 2014-15. The demand ratio for P.G. programmes was 1:4.3 in 2011-12 but 1:3.6 in 2014-15. The reason is the fall in application for MCA reflecting a state-wide trend.

The Diploma programmes and P.G. Diploma programmes have witnessed a sharp increase in demand ratio. The diploma programme recorded an increase of 1:15.6 in 2014-15 from 1:5.5 in 2011-12. The P.G. Diploma programme registered a two-fold increase over a period of 4 years. The reason for the increase is high employability.

A similar upward trend in demand ratio could be seen in M.Phil. and Ph.D. programmes as well (See Table 2.2).

The analysis clearly shows that there has been a good demand for the programmes offered at the Institute.

Table 2.2: Programme-wise Distribution of Students (2011-2015)

| Programmes	2011-12			2012-13			2013-14			2014-15		
	No. of applications received	No. of students admitted	Demand Ratio	No. of applications received	No. of students admitted	Demand Ratio	No. of applications received	No. of students admitted	Demand Ratio	No. of applications received	No. of students admitted	Demand Ratio
UG	1981	333	1:5.9	3315	471	1:7.03	7122	465	1:15.3	8518	417	1:20.4
PG	2087	477	1:4.3	2224	536	1:4.1	1926	462	1:4.2	1913	527	1:3.6
Integrated Masters	84	23	1:3.6	42	27	1:1.5	54	28	1:1.9	43	25	1:1.7
M.Phil.	167	94	1:1.7	268	105	1:2.5	202	97	1:2.1	315	103	1:3.0
Ph.D.	145	124	1:1.1	163	139	1:1.1	167	150	1:1.1	246	103	1:2.3
Certificate	322	322	1:1	246	246	1:1	376	376	1:1	224	224	1:1
Diploma	618	111	1:5.5	714	112	1:6.3	1072	110	1:9.7	1491	95	1:15.6
PG Diploma	400	74	1:5.4	515	79	1:6.5	599	103	1:5.8	1071	105	1:10.2
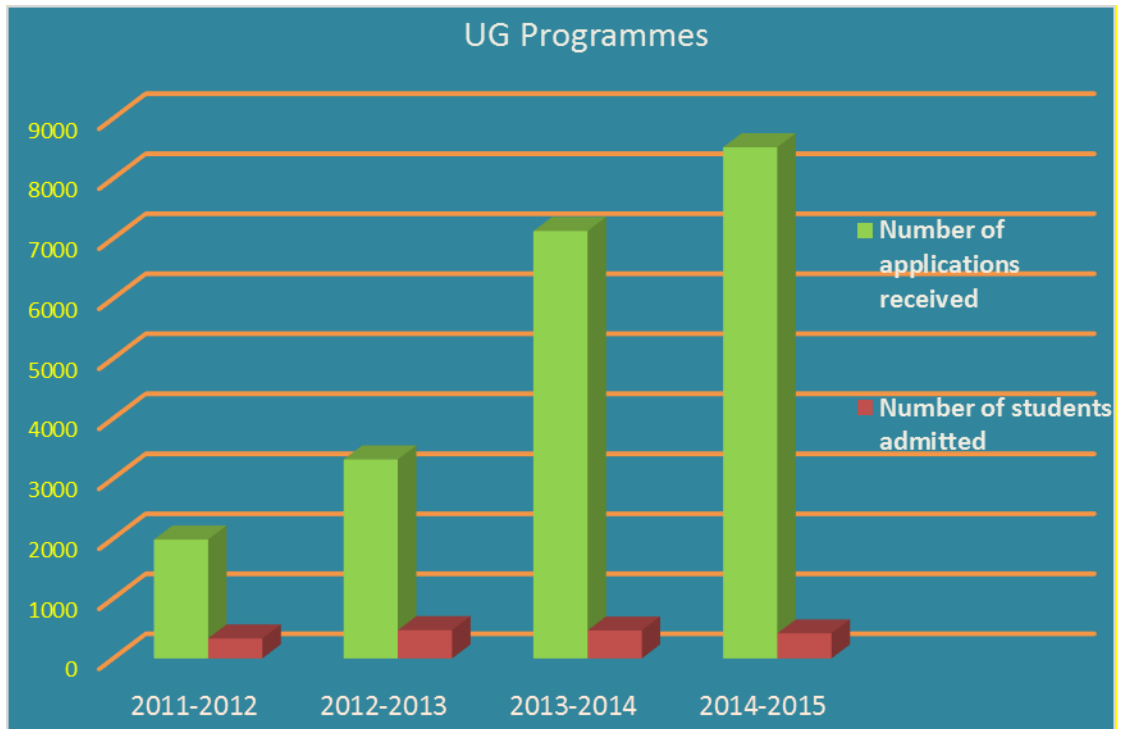
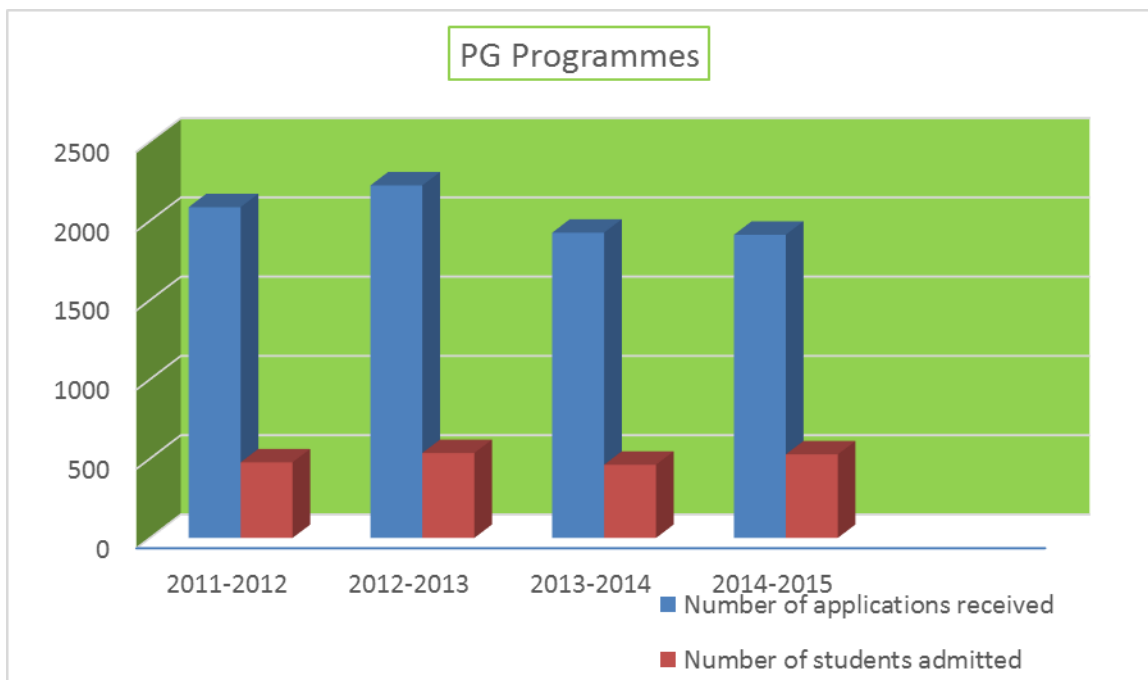Fig. 2: No. of Applications Vs. Admitted for UG Programmes (Year-wise)

Fig. 3: No. of Applications Vs. Admitted for PG Programmes (Year-wise)
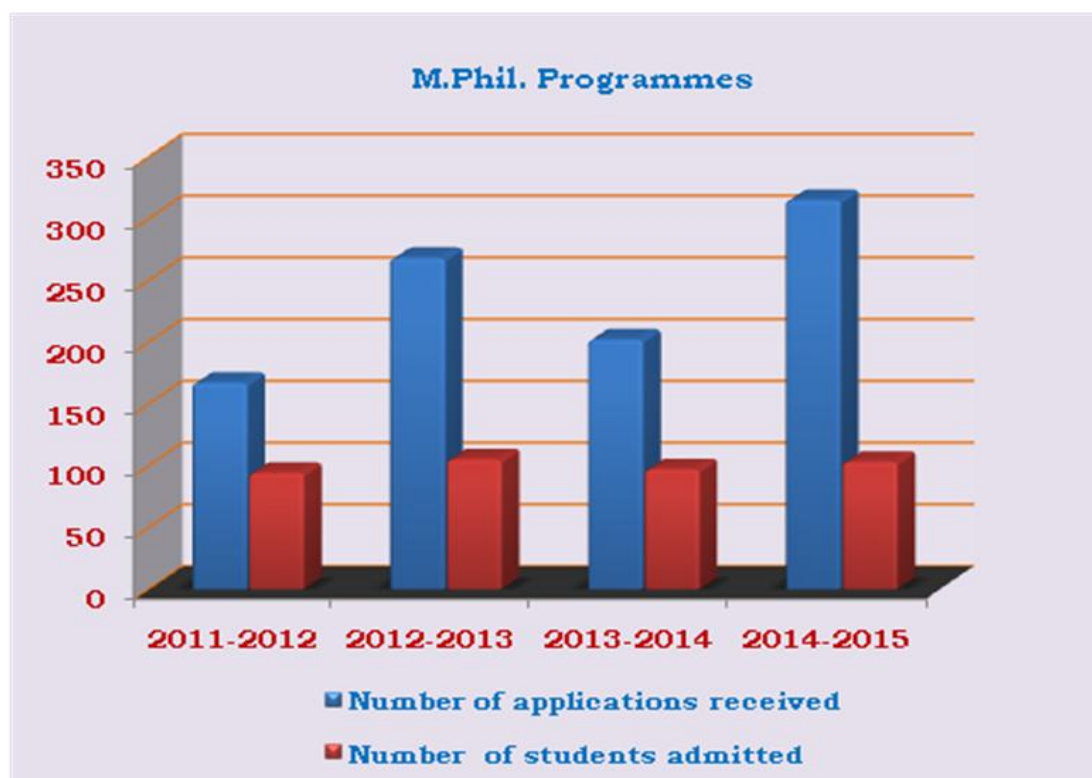
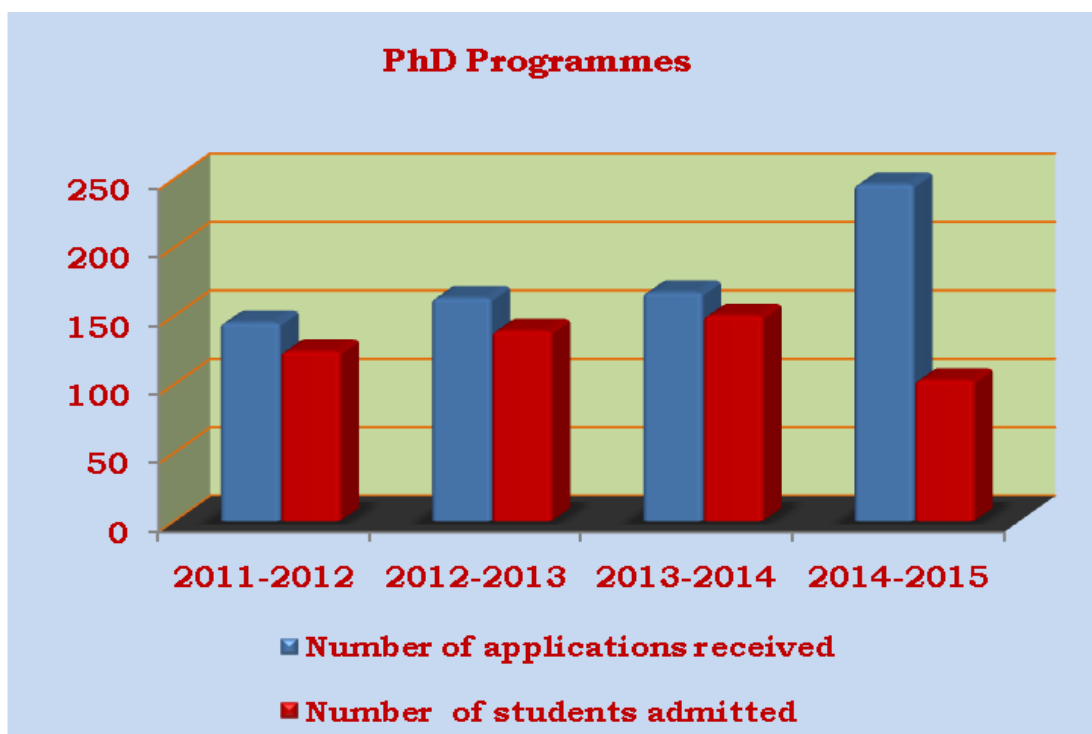Fig. 4: No. of Applications Vs. Admitted for M.Phil. Programmes
(Year-wise)

Fig. 5: No. of Applications Vs. Admitted for Ph.D. Programmes
(Year-wise)

2.1.8 Were any programmes discontinued / staggered by the university in the last four years? If yes, please specify the reasons.

PG Diploma in Geology and Geomatics, offered in 2012-13, was, in fact, upgraded into M.Sc. Applied Geology and Geomatics (UGC Innovative Programme) in 2013-14.

2.2 Catering to Student Diversity

2.2.1 Does the university organize orientation / induction programme for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

Yes; every year the Institute organizes an orientation programme for freshers in two phases - at the Institute level and at the Department/Faculty level. Soon after the commencement of the academic year, the Dean, Students' Welfare, organizes a two-day orientation programme for all freshers - Diploma, UG and PG students.

- The authorities of the Institute, including the Vice-Chancellor, Registrar and all Deans of Faculties, address the freshers and orient them to the history and heritage of the Institute and its vision and mission, and make them aware of its rich legacy.
- The CBCS Coordinator and the Controller of Examinations orient the freshers to the CBCS and the examination system that are followed at GRI.
- The Liaison Officer, Reservation Cell brings to their knowledge details of various Central and State scholarships and fee concessions.
- The Deputy Librarian highlights the facilities available in the library.
- The Dean, Students' Welfare highlights student-oriented schemes like Earn While You Learn and also orients them to the student life at GRI.
- The sports facilities and the placement opportunities are also explained to the students.
- The students are also made aware of the various academic and administrative programmes and facilities available at the Institute such as Shanti Sena, NSS and Cell for Culture and Arts and are also taken on a guided

tour of the campus where they visit the Library and other central facilities like the Computer Centre, Hostel, and Health Centre.

In the second phase, the freshers are given an orientation in their respective Departments/Faculties where the Head/Dean initiates them into the respective Department/Faculty and educates them on the history of the Department/Faculty and the various facilities available for their academic progression.

After the Orientation programme, the Dean, Students' Welfare, collects feedback from the programme coordinators which is helpful in the organization of the following year's orientation programme.

2.2.2 Does the university have a mechanism through which the "differential requirements of the student population" are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

- Soon after admissions, the various Departments and Faculties prepare a detailed profile of the students based on various demographic and academic indicators.
- The Departmental Committee too, headed by an Institute Professor from outside the Department/Faculty, takes cognizance of the needs of both 'slow' and 'advanced' learners and also rural students, and suggests appropriate measures to address the differential needs of each group.
- Nearly 85% of the students are from rural areas with very poor communication skills and Bridge Courses in English are organized for the benefit of these students.
- The *gurukula* system plays a lead role in addressing the differential requirements of the student population.

2.2.3 Does the university offer bridge / remedial / add-on courses? If yes, how are they structured in the time table? Give details of the courses offered, department wise/faculty wise?

Yes, the Institute conducts remedial programmes for 'slow' and 'rural' learners at the Department/Faculty level. Such programmes are not formally slotted in the timetable but are left largely to the initiative of individual Departments/Faculties and teachers.

As part of CBCS, several Add-on programmes are conducted outside regular class hours. These range from Statistical Package for Social Sciences to Digital Videography. The Department of Lifelong Learning and Extension offers, on demand, several job-oriented programmes.

Table 2.3: Faculty-wise Job Oriented Programmes

Sl. No.	Name of the Course	Faculty/Department
1.	Labour Management	Dept. of Rural Industries & Management
2.	Insurance Business	Dept. of Cooperation
3.	Applied Population and Health Services	Dept. of Applied Research
4.	Micro Finance Management	Dept. of Rural Development
5.	Digital Videography	Dept. of Lifelong Learning
6.	Textile Merchandising	Dept. of Rural Industries & Management
7.	Renewal Energy	Rural Energy Centre
8.	Digital Photography	Dept. of Lifelong Learning
9.	Population Education	Dept. of Lifelong Learning
10.	Desk Top Publishing	Computer Centre
11.	Yoga	Physical Education
12.	Salesmanship	Dept. of Rural Industries & Management
13.	Personality Development	Dept. of Lifelong Learning
14.	Microfinance and Microenterprises	Dept. of Rural Development
15.	Home Food Catering	Dept. of Home Science
16.	Guidance and Counselling	Dept. of Lifelong Learning
17.	Indian Culture and Arts	Dept. of Tamil
18.	Maintenance of Farm Power and Equipment	Faculty of Agriculture & Animal Husbandry
19.	Value Addition of Milk and Milk Products	Faculty of Agriculture & Animal Husbandry
20.	Maintenance of Electronic Utilities and Components	USIC
21.	Geographical Information System Education	Dept. of Rural Development
22.	Functional Hindi	Dept. of Hindi
23.	Functional Malayalam	Faculty of Tamil, Indian Languages & Rural Arts
24.	French (Basic)	Faculty of English & Foreign Languages
25.	French (Advanced)	Faculty of English & Foreign Languages

26.	Computer Programming in C	Dept. of Computer Science and Applications
27.	Computer Programming in MS Office	Dept. of Computer Science and Applications
28.	Computer Programming in Java	Dept. of Computer Science and Applications
29.	Computer Programming in Office Automation	Dept. of Computer Science and Applications
30.	Visual Basic	Dept. of Computer Science and Applications
31.	Object Oriented Programming in C++	Dept. of Computer Science and Applications
32.	Internet and Technology	Dept. of Computer Science and Applications
33.	E-Content Development	Dept. of Computer Science and Applications
34.	Multimedia	Dept. of Computer Science and Applications
35.	SPSS	Dept. of Computer Science and Applications
36.	Rural Banking and Microfinance Management	Dept. of Rural Development
37.	Energy Auditing	Rural Energy Centre

2.2.4 Has the university conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?

The Institute has carried out a systematic study on the academic growth of students from disadvantaged sections of society including SC, ST and differently-abled students. The sample study conducted by the Centre for Study of Social Exclusion and Inclusive Policy revealed that 73% of the students belonging to disadvantaged sections complete the programme. The completion rate is higher in the case of postgraduate programmes. The pass percentage is 82 among the differently-abled students. The percentage of students from SC community getting admitted under the open category has been on the rise for Science programmes. The Institute, through its Reservation Cell, renders all assistance and support to the students of disadvantaged sections of society. The HEPSN wing renders support services to the differently-abled.

2.2.5 How does the university identify and respond to the learning needs of advanced learners?

- The Institute addresses the needs of both 'slow' and 'advanced' learners.
- The advanced learners are identified on the basis of the marks they score in the Continuous Formative Assessments (CFA) and are encouraged to take part in various curricular and co-curricular programmes and activities.
- At the PG and M.Phil. levels, they are motivated to take part in Seminars/Conferences conducted outside the Institute and present papers.
- Talented students are oriented towards research and are encouraged to appear for GATE and/or UGC/CSIR-NET and SET and Competitive Examinations as well.
- Meritorious Science students, including DST-INSPIRE awardees, are encouraged to attend Summer Schools and undertake Summer Projects/Internships in reputed institutions.

2.3 Teaching-Learning Process

2.3.1 How does the University plan and organize the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blueprint, etc.)?

The Academic Calendar

In February every year, the CBCS Coordinator, along with the Controller of Examinations, the Deputy Registrar (Academic) and the Deans of Faculties and Heads of Departments, prepares the academic calendar for the ensuing academic year. This usually happens over two to three sittings. The exact dates of the three internal tests (CFA) and End Semester Examinations, (both odd and even after the completion of 90 working days as mandated by the UGC), along with the working days and holidays and the slot for the mandatory Village Placement Programme and other curricular and co- and extra-curricular activities such as Sports Day and *Gramfest* (Students' Literary and Cultural Festival), are chalked out. The last date for tuition and semester fee payment is also included.

Copies of the calendar are given to all students and teaching staff and hosted in the Institute website as well. The Institute sticks to the academic calendar and during the assessment period there were no deviations.

Teaching Plan

The Institute adopted CBCS way back in 1996. When a student joins a particular programme, he/she is given a copy of the syllabus which includes the intended learning outcomes, suggested reading and reference materials. The course teacher, at the beginning of each semester, announces his/her teaching schedule and other academic requirements such as Seminar Presentations, Assignments, Quiz and Field Work and the marks allotted for each component. The syllabi of all programmes along with the tentative lecture schedule are also hosted in the Institute website.

Evaluation Blueprint

The evaluation system consists of End Semester Examinations (ESE) and Continuous Formative Assessment (CFA) and the weightage is 60:40 for UG and PG programmes and 50:50 for M.Phil. programmes, as mandated by the UGC. The semester examinations are conducted for three hours (two-hour exams for two credit courses) for a maximum of 100 marks and the passing minimum is 40 for all UG programmes and 50 for all PG and M.Phil. programmes. Under the revised CBCS regulations, for all programmes, the Semester Examination question papers are set externally. While UG answer scripts are valued internally, PG and M.Phil. answer scripts are valued both externally and internally and wherever there is a difference of 15 marks between the two valuations, the script is sent for a third valuation. Provision is also given for students who have failed in CFA to improve their CFA score through supplementary CFA in the subsequent semester.

Table 2.4: Distribution of Marks for CFA

Name of the Programme	CFA Weightage				Total
	CFA-I	CFA-II	CFA-III	Assignment/ Seminar/ Quiz/Field Work	
UG	10	15	15	-	40
PG	10	10	15	5	40
M.Phil.	10	15	20	5	50

Grading System:

The institute has adopted Absolute Grading System. For all UG programmes (except B.Tech. and B.Sc. (Agriculture), there are seven letter Grades (the corresponding letter grade and Grade Points are given within parentheses) in the ten point scale, namely Superior (S: 9.0 – 10.0); Very good (A: 8.0 - 8.9), Good (B: 7.0 – 7.9), Very Fair (C: 6.0 – 6.9), Fair (D: 5.0 – 5.9), Satisfactory (E: 4.0–4.9) and F (Fail).

For all PG programmes and B.Tech. programme, there are six Grades (the corresponding letter grade and Grade Points are given within parentheses) in the ten point scale, namely Superior (S: 9.0 – 10.0), Very Good (A: 8.0 – 8.9), Good (B: 7.0 – 7.9), Very Fair (C: 6.0 – 6.9), Fair (D: 5.0 – 5.9) and F (Fail).

For B.Sc. Agriculture programme, there are five Grades (the corresponding letter grade and Grade Points are given within parentheses), namely Superior (S: 9.0 – 10.0), Very Good (A: 8.0 – 8.9), Good (B: 7.0 – 7.9), Fair (C: 6.0 – 6.9) and F (Fail).

The Grade Point Average (GPA) is the ratio of the sum of the product of each course and the Grade Point earned for that course, computed for all the courses studied by the students, to the sum of the credits of all the courses of that semester.

$$GPA = \frac{\sum (Credits \times Grade\ Points)}{\sum (Credits)}$$

The Cumulative Grade Point Average (CGPA) is calculated each semester, considering all the courses enrolled in from the first semester. Grades F (Fail), I (Inadequate Attendance), and W (Withdrawal from Course) are not to be reckoned while computing the GPA and CGPA. The Overall Cumulative Grade Point Average (OCGPA) will be shown in the final statement of grades only if the student passes in all the courses of his/her programme of study.

From 2015-16, the Institute has switched over to the new grading system advocated by UGC recently.

All students of the Institute are aware of the Academic Calendar, the Teaching Schedule and the Evaluation Blueprint.

2.3.2 Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

Yes. The Institute provides course outlines and schedule as soon as the students enroll for a particular programme. These details are also available in the Institute website. In fact, students are given a printed copy of the syllabus soon after their admissions and enrollment - even prior to the actual commencement of the programme. They can also access the syllabus which has been uploaded in the Institute website and this could be done even before they apply to the Institute for admissions.

This helps the prospective students in two ways: They are aware of the course outline and schedule and are also able to prepare themselves academically by buying/downloading the prescribed textbooks and other relevant materials.

The Course Schedule that has been given to the students and also uploaded in the Institute website is meticulously followed and during the assessment period there was hardly any deviation or rescheduling.

2.3.3 Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

The Institute does not face any challenges in completing the curriculum within the stipulated time frame. The Institute sticks to the schedule that has been prepared and communicated to all the stakeholders. During the assessment period there was practically no deviation/rescheduling.

2.3.4 How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improve student learning, besides facilitating life-long learning and knowledge management.

The Institute strongly believes in student-centric education and the entire system is geared towards this objective. In fact, the founders of GRI had envisaged a learner-oriented, participatory, multi-cultural and holistic education aimed at lifelong learning and knowledge management.

Student-Centric Education

The CBCS is propelled by a student-centric educational philosophy where students are given the option

- to choose Electives and Inter-disciplinary programmes;
- to enroll for Add-on Courses; and
- undertake a research project of their choice.

The students' respective *gurus* guide them in their search for knowledge and assist them in synthesizing what they learn from different quarters.

Holistic and Value-Based Education

As mentioned earlier, the Institute believes in a holistic education which combines theory and practice and lays emphasis on curricular, co- and extra-curricular growth and development through literary and cultural activities and sports and games and yoga.

- At GRI, the day begins with a prayer. Different Departments/Faculties take turns to conduct the

morning prayer and the inter-religious evening prayer on Fridays.

- All students of GRI, irrespective of their programme and level, should enroll for a course in "Gandhi in Everyday Life" with a view to imbibing Gandhian values.
- The students' annual literary-cultural festival *Gramfest* and magazine *Gramsruti* hone their literary and artistic talents, besides developing their organizational talents.
- Celebration of festivals like Onam and Pongal helps them develop a multicultural perspective towards life.
- Students of each Department/Faculty organize subject-related programmes such as Festophysics (Department of Physics), Resonance, (Department of Chemistry), interfACE (Department of Computer Science and Applications), Sāhitya (Faculty of English and Foreign Languages), Mathfest (Department of Mathematics) and Biofest (Department of Biology) and these events not only promote their knowledge and interest in their respective subjects but also strengthen their leadership and managerial skills.
- Awards are given to students who excel in extension activities and in cultural activities.

Participatory and Experiential Learning

All UG and PG students of the Institute stay in a village for seven days as part of their Village Placement Programme (VPP) and learn about rural realities which help them match the theories learnt in classrooms and libraries with ground realities. In addition to VPPs, each Department/Faculty undertakes curriculum-based outreach activities such as teaching Mathematics or Computer Science or Biology or Physics or English in nearby rural schools.

Students of Social Science programmes are able to synthesize theory and practice through field-based study, project works and case studies. The visits to industrial houses in the case of Social Science and Management students help them cultivate an entrepreneurial temperament. Summer Schools/Projects/Internships help science students test out hypotheses learnt in classrooms. Internship at Media and Publishing Houses help students of Journalism hone their journalistic skills.

2.3.5 What is the university's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?

Knowledge is to be sought, shared and disseminated. Against this backdrop, the Institute has a well-defined policy with regard to inviting experts/people of eminence to deliver lectures and conduct workshops for staff and students.

- Every academic year around fifteen national Seminars/Conferences are organized by various Departments/Faculties. Experts from well-known universities, civil society organizations and institutions are invited to deliver inaugural, key-note, valedictory and plenary addresses/talks during these seminars/conferences. During the assessment period, experts from IISc, IIT-M, DRDO, CSIR Labs, BARC, BRNS, IGCAR, IRMA, NIRD, TISS, EFLU, Hyderabad, CESS, Hyderabad, Central University, Hyderabad and University of Mysore delivered lectures.
- A few Departments/Faculties (Departments of Political Science, Tamil, Home Science, Gandhian Thought, Rural Development, and Economics and the Faculty of English and Foreign Languages), have created endowments and eminent academicians are invited to deliver these endowment lectures.
- Under SAP, the Departments of Mathematics, Political Science and Chemistry have organized lectures by eminent scientists.
- In addition to these, every Department/Faculty periodically organizes need-based guest lectures for the benefit of students and research scholars of that Department/Faculty.
- During the assessment period, a couple of Visiting Fulbright Scholars delivered lectures.
- 36 popular lectures were organized under the Popular Lecture Series during the assessment period.

2.3.6 Does the university formally encourage blended learning by using e-learning resources?

The Institute believes in the use of technology to augment its teaching-learning resources. In addition to traditional methods of teaching-learning, the Institute has adopted

technology leading to blended learning. The faculty use PPTs and e-content to enhance their teaching. They also occasionally present e-lectures downloaded from various repositories including NPTEL (National Programme on Technology Enhanced Learning) and Massive Open Online Courses (MOOC).

2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?

- The faculty use PowerPoint Presentations (PPT) and e-content prepared by them for effective teaching and learning.
- In addition to PPTs and e-content, some present e-lectures downloaded from well-known web portals for teaching.
- The Computer Centre at GRI organized four e-content Development Workshops for the teaching staff during the assessment period (See Table 2.5).

Table 2.5: e-content Development Workshops

Sl.No.	Name of the Workshop	Period	Target Group and Number of Beneficiaries
1.	E-Content Development	07-02-2011 to 21-02-2011	12 faculty members
2.	Saksham-Teacher Empowerment	07-06-2011 to 17-06-2011	18 faculty members
3.	Multimedia for E-Content Development	03-02-2014 to 14-02-2014	18 Assistant Professors
4.	Multimedia for E-Content Development	03-03-2014 to 14-03-2014	18 Assistant Professors

The Language Labs at the Faculty of English and Foreign Languages and the Faculty of Tamil, Indian Languages and Rural Arts have user-friendly software for developing students' soft skills and French and Indian languages as well. The Department of Political Science and the Centre for Geoinformatics have e-labs which are used for research and training purposes.

MOOCs and NTPTL are slowly finding their way into our classrooms. Quite a few Science students log on to NTPTL on their own.

The Institute's Digital Knowledge Centre, housed in the General Library, enables students to access web-based learning materials such as e-lectures and e-tutorials. The Institute, as a member of the INFLIBNET consortium, has been given access to many online Journals and Web Portals/Databases such as JSTOR, ISID, JCCC, OUP, CUP, EPW, Institute of Physics, Springer, Taylor & Francis and RSC.

The Institute signed an MoU with IIT-Bombay on 30th October 2015 for treating the Institute as a Resource Centre for the Spoken Tutorials of IIT-Bombay, Mumbai. The Spoken Tutorial project is part of the Talk to a Teacher Project funded by the National Mission on Education through Information and Communication Technology (NMEICT), MHRD.

The Institute uses mobile technology for teaching and learning in a limited manner. The Centre for Applied Geology has already made a beginning in this regard.

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes?

The Institute has made a beginning in its attempt to harness the resources available in the Open Source Community. The faculty at the Department of Computer Science and Applications and the staff of the Computer Centre are in the process of evolving a mechanism to monitor the latest trends and issues in the Open Source Community with a view to reaping its potentials for better teaching-learning.

2.3.9 What steps has the university taken to orient traditional classrooms into 24x7 learning places?

The Institute has taken several steps to optimally utilize the facilities and resources available.

- On all working days the Library is kept open from 8 am to 8 pm and from 9 am to 5 pm on Saturdays and 9 am to 1 pm on Sundays.
- The Computer Centre is open from 8 am to 10:30 pm on all working days and from 10 am to 5 pm on all holidays.

- The laboratories attached to various Science Departments are kept open on holidays and beyond the working hours depending on the needs of the faculty and the research scholars.
- The research labs in the Faculty of Science are open 24 x 7.
- The hostels are provided with internet facilities.

2.3.10 Is there a provision for the services of counsellors / mentors / advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

From the inception of the Institute in 1956, emphasis has been placed on a vibrant teacher-student relationship (*gurukula* system). At GRI, every student, irrespective of his/her discipline and level, including M.Phil. scholars, is assigned a *guru* and it is his/her responsibility to meet his/her *guru* regularly not only for academic guidance but also for psycho-social guidance and counselling. The *guru* constantly monitors the progress of his/her wards. In fact, there is a separate slot in the timetable itself to enable students to meet their *gurus*.

2.3.11 Were any innovative teaching approaches /methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

The major innovation in pedagogy is the development and use of e-content for effective teaching and learning. Thanks to a series of workshops organized by the Centre for E-content Development in 2011 and 2014, many faculty have learnt the art of making subject-specific e-content which is used to supplement their classroom teaching. The introduction of e-content has enhanced teaching in two ways: It acts as a healthy supplement to lectures and can be viewed by the students at their convenience/pace.

In addition to the use of technology in classrooms, the Institute believes in field-based experiential learning where theory and praxis are synthesized.

2.3.12 How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?

GRI believes in instilling in all its students, irrespective of discipline, critical and creative thinking, problem-solving skills and a scientific temperament. Students' annual literary-cultural festival *Gramfest* and students' magazine *Gramsruti* boost students' creativity.

Every student of the Institute, including UG students, has to undertake a research project in their final semester which kindles in them a spirit of scientific inquiry. At the PG level, all students have to write a Dissertation which carries 6 credits. Besides, all students have to periodically submit academic assignments for every course which are the outcome of a systematic inquiry into a particular theme/author. At the M.Phil. and Ph.D. levels, students are rigorously trained in research methodology.

The Institute encourages students to organize intra- and inter-university programmes, students' seminars, competitions and fests which nurture their organizational and leadership skills. Eminent scientists are invited to these programmes as resource persons and the lectures delivered at these programmes hone students' research skills.

All M.Phil. students should have presented at least one paper in any national seminar/conference/workshop or should have published at least one paper in a refereed journal to become eligible to submit their theses. All Ph.D. candidates should have published at least two research papers in refereed journals/books/edited volumes with ISSN/ISBN to become eligible to submit their theses. These measures certainly nurture their scientific temperament.

The Institute organizes National Science Day celebrations in February every year with the active participation of its students as well as students from nearby schools and colleges. Science Exhibitions organized during the week-long Science Day celebrations and sessions like Modelling and My Idea nurture students' creative and critical thinking. Leading scientists are invited to deliver key-note/valedictory addresses during these events.

In fact, a team of students from the Department of Computer Science and Applications won the first prize in National Student Research Convention organized by the Association of Indian Universities in Mumbai in 2013.

In short, students who pass out of GRI possess a scientific outlook of the world and have the scientific temperament and problem-solving skills to address various issues creatively and meaningfully.

2.3.13 Does the university consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?

The Institute aims at instilling in all students, including UG students, a spirit of scientific inquiry and research aptitude and skills. Against this backdrop

- All UG students undertake group projects.
- For PG students, Dissertation carries 6 credits and student-researchers have to defend their project in a *viva voce* conducted by an external examiner.
- For all M.Phil. programmes, the second semester is devoted exclusively to writing a dissertation which carries 12 credits and research scholars have to defend their findings in a *viva voce* conducted by an external examiner.

In addition to these, some students, especially those who have received awards such as DST-INSPIRE, attend summer training programmes and/or undertake summer projects either at the Institute itself or in premier research institutions such as CECRI, Karaikudi, IGCAR, PRL, NISER, IIT, IISc, BSI, CSIR Labs, TISS, NIRD, Indian Institute of Astrophysics, and Central Universities.

2.3.14 Does the university have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

Yes. The Institute has a well-qualified pool of human resources to meet the requirements of the curriculum.

- Out of 142 permanent faculty, 79 (55.63%) are Professors.
- 129 (90%) possess Ph.Ds in their respective subjects.
- Very few posts (9.15%) are vacant in the Institute and this gap is addressed by appointing temporary faculty who are also well qualified.
- The Institute has on its rolls three Emeritus Professors and seven Adjunct Faculty.

- The faculty regularly attend Orientation/Refresher courses and also participate in national and international seminars/conferences.

On the whole, the Institute is fully geared to meet the academic and research requirements of the student community.

Table 2.6: Particulars of Faculty Members

Sl. No.	Name of the Post	Sanctioned Strength				Existing Position	Vacant Position	% of Vacant Position
		Non-Plan	XI Plan	XII plan	Total			
1.	Professor	18	--	--	18	12	6	33.33
2.	Associate Professor	24	2	--	26	21	5	19.23
3.	Assistant Professor	97	12	2	111	109	2	1.80
4.	Other Academic Staff	6	--	--	6	5	1	16.67
	Total	145	14	2	161	147	14	8.69

Note: There are 79 Professors (including those who were promoted under CAS) in this Institute.
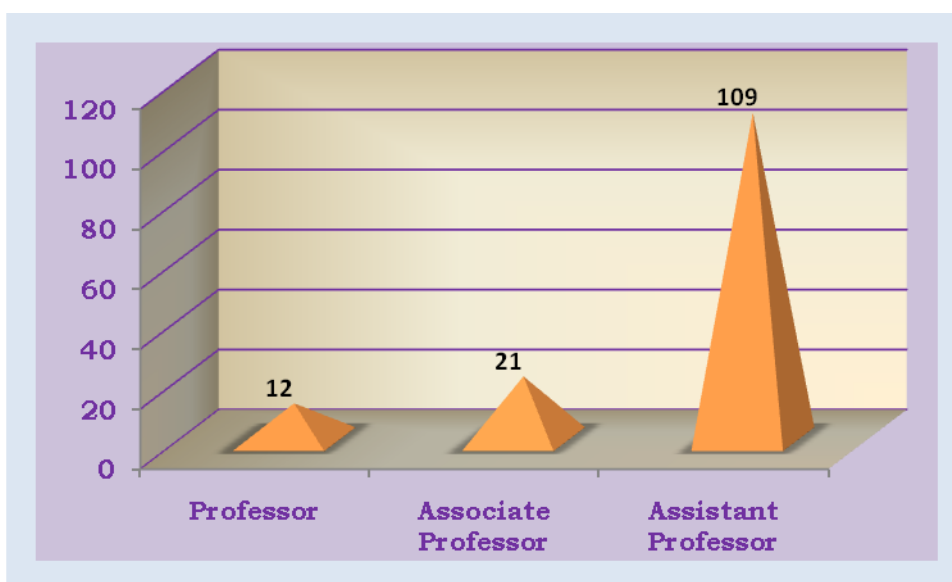

Fig. 6: No. of Faculty Members (Category-wise)

2.3.15 How are the faculty enabled to prepare computer-aided teaching / learning materials? What are the facilities available in the university for such efforts?

The Institute is conscious of the need to bring in technology to enhance teaching-learning.

- There is a full-fledged e-content Development Centre to train the faculty in the preparation of e-content and almost all teaching faculty have been given computers (desktop and/or laptop) with internet connectivity and/or Wi-Fi.
- There are computer laboratories in the Departments of Mathematics, Education and Political Science, Centre for Applied Geology, Centre for Geoinformatics and MBA Block besides the Language Labs in the Faculty of English and Foreign Languages and the Faculty of Tamil, Indian Languages and Rural Arts.
- The Centre for e-content Development periodically organizes workshops for both teaching and non-teaching staff where they are given hands-on training in the use of job-related software. For instance, the Centre for e-content organized four e-content development workshops in 2011 and 2014 (Details are given in Table 2.5) to prepare the faculty to develop e-content to augment their academic resources.
- Every year, all B.Ed. and M.Ed. students get trained in e-content development.

2.3.16 Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

- Yes, every teacher is evaluated every semester by his/her students using a well-structured questionnaire administered through IQAC.
- The consolidated feedback is sent to the respective Departments/Faculties for further action.
- In addition to this exercise, feedback is obtained from all outgoing students on the programmes they have undergone and this helps in curriculum restructuring.

2.4 Teacher Quality

2.4.1 How does the university plan and manage its human resources to meet the changing requirements of the curriculum?

- At GRI, the curriculum for all programmes is revisited every three years.
- To keep pace with the updated curricula which reflect emerging trends in each discipline, the faculty refresh themselves by attending Refresher Courses, Summer/Winter Schools and Faculty Development programmes conducted by UGC-HRDCs and the Institute permits and encourages faculty to attend these courses/programmes.
- A large number of GRI faculty serve on the BoS of a number of colleges and universities.
- The ideas gathered and insights gained from these inputs and interactions enrich the curricula at GRI.

In some cases, the Institute, while filling up certain posts, appoints candidates with specific qualifications/specializations and thus meets the requirements and challenges of frontier areas in each discipline.

2.4.2 Furnish details of the faculty:

Table 2.7: The Faculty at GRI

Highest Qualifi-cation	Professors		Associate Professors		Assistant Professors		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	–	–	–	–	–	–	–
Ph. D.	11	01	17	04	74	21	128
M. Phil.	–	–	–	–	04	04	08
PG	–	–	–	–	02	04	06
Temporary Teachers							
Ph.D.	–	–	–	–	04	06	10
M.Phil.	–	–	–	–	13	11	24
PG	–	–	–	–	03	04	07
Part-time Teachers							
Ph.D.	–	–	–	–	–	–	–
M.Phil.	–	–	–	–	–	–	–
PG	–	–	–	–	–	–	–

Note: There are 79 Professors (including those promoted through CAS) in the Institute.

2.4.3 Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Yes. Though there is no formal provision in the selection, care is taken to select candidates from diverse regions.

Table 2.8: Distribution of Teachers

Sl. No.	Department / Faculty / Centre	Faculty from the same University (%)	Faculty from other Universities within the State (%)	Faculty from Universities outside the State (%)	Faculty from other Countries (%)
1.	Tamil	0	89	11	0
2.	Hindi	30	0	70	0
3.	Malayalam	0	0	100	0
4.	Rural Arts/Fine Arts	0	100	0	0
5.	Faculty of English and Foreign Languages	0	90	10	0
6.	Cooperation	57	43	0	0
7.	Economics	17	67	16	0
8.	Political Science and Development Administration	0	84	16	0
9.	Gandhian Thought and Peace Science	40	60	0	0
10.	Sociology	50	50	0	0
11.	Rural Industries and Management	29	57	14	0
12.	Education	0	100	0	0
13.	CSSEIP	20	60	20	0
14.	Mathematics	37.5	62.5	0	0
15.	Physics	20	80	0	0
16.	Chemistry	18	55	27	0
17.	Home Science	25	75	0	0
18.	Biology	0	100	0	0

|					
19.	Computer Science and Applications	28	72	0	0
20.	Rural Technology Centre	0	100	0	0
21.	Rural Energy Centre	0	100	0	0
22.	Centre for Applied Geology	0	100	0	0
23.	Rural Development	25	50	25	0
24.	Applied Research	25	50	0	25
25.	Lifelong Learning and Extension	83.33	16.67	0	0
26.	Extension Education	100	0	0	0
27.	Centre for Futures Studies	0	100	0	0
28.	Centre for Women's studies	0	100	0	0
29.	Faculty of Agriculture and Animal Husbandry	0	100	0	0
30.	Faculty of Rural Health and Sanitation	0	90	10	0
31.	Library	0	100	0	0
32.	Physical Education	0	100	0	0
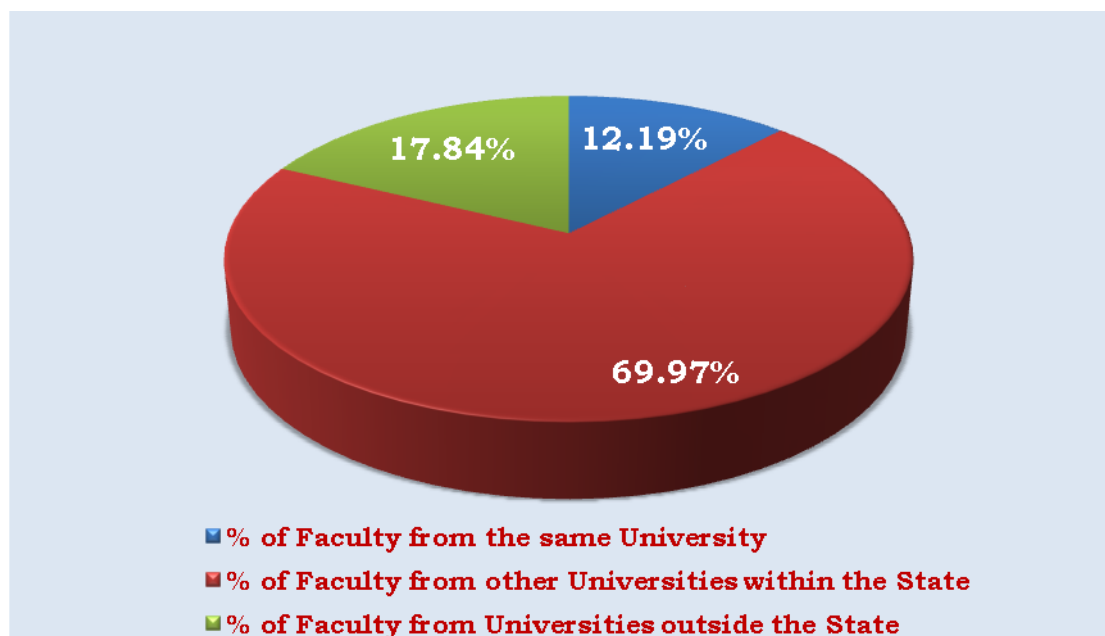
Fig. 7: Distribution of Teachers

2.4.4 How does the university ensure those qualified faculties are appointed for new programmes / emerging areas of study (Biotechnology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?

GRI is fully funded by MHRD and as such all appointments are made on an All-India-Basis. The Institute ensures that only fully qualified faculty are appointed at all levels - Assistant Professors, Associate Professors and Professors. Wherever necessary, additional degrees and/or specialization are called for while filling up a post in emerging areas of study.

Table 2.9: Details of Permanent Faculty with their Specializations (Appointed during the Last Four Years)

Sl. No.	Name of the Faculty	Designation	Faculty/ Department	Specialization
1.	Dr. K. Kesava Raja Rajan	Assistant Professor in Fine Arts	Tamil, Indian Languages and Rural Arts	Cultural History, Art and Architectural History, Indian Iconography

2.	Dr.S.Chidambaram	Assistant Professor	Tamil	Sankam Literature, Temple Arts, Internet Tamil and Tamil Computing
3.	Dr.T. Anantha Vijayah	Assistant Professor	English and Foreign Languages	Indigenous Literature
4.	Mr. T. David Jeyaraj Franklin	Assistant Professor	English and Foreign Languages	Native Literatures and Communication Studies
5.	Ms. G. Vidya	Assistant Professor in French	English and Foreign Languages	French as a Foreign Language (FLE)
6.	Dr.G.Baskaran	Associate Professor	English and Foreign Languages	Indian and Commonwealth Literatures
7.	Dr.M.Saleem Baig	Professor	Hindi (UGC Special Scheme)	Comparative Studies, Translation and Language Teaching
8.	Dr. T. Ravichandran	Assistant Professor	Gandhian Thought and Peace Science	Gandhian Thought, Peace Science, Interfaith Relations, Yoga and Stress Management
9.	Dr. B. Senthil Kumar	Assistant Professor in Khadi & HT	Rural Industries and Management	Technical Textiles and Clothing Science
10.	Dr.Neema Gnanadev	Assistant Professor in Area Planning	Rural Development	Rural Development
11.	Dr. G. Nagamani	Assistant Professor	Mathematics	Stability Analysis of Dynamical Neural Networks
12.	Mr.M.Suresh Kumar	Assistant Professor	Mathematics	Functional Analysis
13.	Mr.C.Raja Mohan	Assistant Professor	Physics	Semiconductor Nanostructures and Bionano Composites
14.	Dr. M. Seenivasa Perumal	Assistant Professor	Chemistry	Synthetic Organic Chemistry
15.	Dr.M.Arunachalam	Assistant Professor	Chemistry	Supramolecular Chemistry
16.	Dr. R. Sahul Hameed	Assistant Professor	Home Science	Food and Nutrition

17.	Dr. R. Rama Subbu	Assistant Professor	Biology	Forestry and Biodiversity Conservation
18.	Dr. T. Kalaiselvi	Assistant Professor	Computer Science and Applications	MRI Image Segmentation and Analysis
19.	Dr. S. Sivagurunathan	Assistant Professor	Computer Science and Applications	Networking and Security
20.	Dr.N.Senthil Kumaran	Assistant Professor	Computer Science and Applications	MRI Image Analysis
21.	Ms. B. Sangeethavani	Assistant Professor	Rural Technology Centre	Irrigation Engineering and Water Resource Engineering
22.	Mr.R.T.Balamurali	Assistant Professor	Rural Technology Centre	Structural Engineering, Concrete Technology
23.	Dr.K.Mahendran	Associate Professor	Rural Technology Centre	Structural Engineering and Cost-Effective Building Technology
24.	Dr.N.Devaki	Assistant Professor	Education	English Language Teaching, Educational Psychology and Education
25.	Dr.K.K.Murugan	Assistant Professor	Education	Guidance and Counselling / Inclusive Education
26.	Dr.C.Sugumar	Deputy Director	Physical Education	Sports Statics, Functional Analysis in Sports, Training Method in Hockey and Athletics
27.	Dr.M.Tamizhchelvan	Deputy Librarian	Library	Web Resources and Services, Digital Library and Archives Management
28.	Dr.S.Dhanavandan	Assistant Librarian	Library	Library Automation and Reader Services, ICT Resources and Services

29.	Dr.V.Thirukkani	Research Associate	CSSE & IP (UGC Special Scheme)	Feminism and Social Exclusion
30.	Dr.R.Venkataravi	Associate Professor	Lifelong Learning and Extension	Rural Development and Extension & Economics
31.	Dr.B.Gurugnanam	Associate Professor	Applied Geology	Geospatial Technology for Geological Studies
32.	Dr.C.Pitchai	Associate Professor	Cooperation	Cooperative Management and Marketing Management
33.	Dr.S.Arivazhagan	Assistant Professor	Applied Geology	Remote Sensing Applications in Terrestrial and Planetary Explorations
34.	Ms.M.Eswari	Research Associate	Women's Studies Centre (UGC Special Scheme)	Women's Studies / Gender Studies
35.	Dr.S.Rajendran	Professor	Economics	Agricultural Economics
36.	Dr. A. Sugirtha Rani	Associate Professor	Economics	Econometrics
37.	Ms.N.R. Deepa	Assistant Professor	Economics	Agricultural Economics
38.	Ms. S. Genani	Assistant Professor	Women's Studies Centre (UGC Special Scheme)	Sociology
39.	Dr.M.Muthukumar	Assistant Professor	Rural Development	Applications of Geospatial Technologies in Natural Resources and Natural Disaster Mapping

2.4.5 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?

The Institute has the following additional faculty:

Emeritus Professors:
(i)   Dr. G.D. Nirmala Mohan   – Dept. of Tamil
(ii)   Dr. C. Ramanujam   – Dept. of Applied Research
(iii) Dr. P. Kandhaswamy   – Dept. of Mathematics
       (National Board for Higher Mathematics (NBHM) during
        2011-12)

Adjunct Faculty:
(i)   Dr. S.S. Meenakshi Sundaram – Dept. of Political Science
       (Former Secretary to GoI, Ministry of Rural Development)
(ii)   Dr. A.M. Swaminathan   – Dept. of Political Science
       (Former Finance Secretary to Govt. of Tamil Nadu)
(iii) Dr. T.R. Raghunandan   – Dept. of Political Science
       (Former Jt. Secretary to GoI, Ministry of Panchayat)
(iv)   Dr. S.N. Sangita   – Dept. of Political Science
       (Former Professor, ISEC, Bangalore)
(v)   Dr. R. Elango   – Dept. of Political Science
       (Former Professor of Economics, Annamalai University)
(vi)   Dr.Kasturi Bai   – Rural Energy Centre
       (Former Professor, School of Energy, MKU, Madurai)
(vii) Mr.V.Sivakumar   – Rural Energy Centre
       (General Manager (Rtd.), IOC, Chennai)

Visiting Fellows:
(i)   Dr.R.Gnanadas   – Rural Energy Centre
       Professor and Head & BOYSCAST Fellow
       EEE Department, PEC, Pondicherry
(ii)   Dr.P.Mathiazhagan   – Rural Energy Centre
       Professor, Mechanical Engg., PEC, Pondicherry

2.4.6 What policies/systems are in place to academically recharge and rejuvenate teachers (*e.g.* providing research grants, study leave, nomination to national/international conferences/seminars, in-service training, organizing national/international conferences etc.)?

GRI believes in constantly recharging its faculty and has adopted a liberal policy of supporting the faculty academically and financially so that they continue to perform optimally. The

following are the measures taken by the Institute to rejuvenate the faculty academically:

Study Leave

Teachers are granted study leave to complete their Ph.D. programmes and also undertake PDF and other international fellowships/grants such as Eramsus Mundus (EMINTE), JASSO, JSPS, IUSSTF and UGC-Raman Fellowship.

Participation in National / International Conferences / Seminars

Teachers whose papers have been accepted for presentation at National/International Conferences/Seminars and those invited to deliver plenary lectures and chair sessions are given travel grant to participate in these events and make presentations. In most cases, they are reimbursed registration fee as well. In some cases, the Institute recommends and nominates certain individuals for participating in specific National Seminars/Conferences.

Organization of National/International Conferences

Every year the Institute organizes around 15 National Seminars/Conferences on various themes/topics with partial funding from the Institute from unassigned grants. Seminar/Conference organizers seek additional funds from other agencies/sponsors and also manage with registration fee. The Institute organizes international conferences as well and Rs. 5 lakhs are allotted for organizing such events.

A large number of teachers, especially those in the Assistant and Associate Professor cadre, are nominated to participate in Orientation and Refresher Courses and other Faculty Development Programmes organized by UGC-HRDCs and a large number of faculty have benefitted from these in-service programmes.

Table 2.10: International Programmes Organized

Sl. No.	Title of the Conference/Seminar/Symposium/Workshop	Period	Venue	Sponsoring Agency
1.	Seminar on Sustainable Technology and Management	25.11.2010	GRI	GRI
2.	Satellite Symposium on Analytical Science	27.11.2010	GRI	UGC-SAP
3.	Conference on Logic, Information, Control & Computation (ICLICC)	25.02.2011 to 27.02.2011	GRI	UGC-SAP (DRS-II), UGC Unassigned, CSIR and DST

4.	Seminar on Sustainable Development & Environmental Management	04.03.2012 to 06.03.2012	GRI	GRI
5.	Conference on Biologically Active Molecules	08.03.2012 to 10.03.2012	GRI	UGC, DST, DBT & AYUSH
6.	Conference on Mathematical Modelling & Scientific Computation (ICMMSC)	16.03.2012 to 18.03.2012	GRI	UGC-SAP (DRS-II), CSIR, NBHM
7.	Workshop on Climate Change in Agriculture: Adaptation and Mitigation Strategies	21.03.2012 to 23.03.2012	GRI	UGC
8.	Conference on Global Partnership for Lifelong Learning	19.07.2012	GRI	Exeter University, UK
9.	Advanced School on Analysis and Workshop on Mathematical Modelling and Dynamical Systems (ASA & IWMMDS)	27.02.2013 to 03.03.2013	GRI	UGC-SAP (DRS-II), CSIR, DST
10.	Workshop on Transformative Learning through Intercultural Relationship	18.07.2014 to 25.07.2014	GRI	UGC
11.	Make in India: The Road Ahead	27.02.2015 and 28.02.2015	GRI	Vivekanandha Institute of Information and Management Studies, Tiruchengode
12.	Conference on Development Goals at Grassroots: Policy, Perspective and Challenges	22.06.2015 and 23.06.2015	GRI	GRI
13.	New Perspectives for Global Education	15.07.2015	GRI	UGC
14.	Symposium on New Perspectives for Global Education	15.07.2015	GRI	Dept. of Lifelong Learning & Extension, GRI, Canterbury Christ Church University, UK and Dept. of Education, GRI
15.	Conference on Recent Advances in Chemical Sciences	14.12.2015 and 15.12.2015	GRI	UGC

2.4.7 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

(i) State Level

Six of our faculty members have received awards at the state level.

Table 2.11: Awards Received by the Faculty at the State Level

Sl.No.	Name of the Awardee	Details of Awards	Sponsor	Year
1.	Dr.L.Raja (Lifelong Learning and Extension)	Best Citizen of India Award	The International Publishing House, New Delhi	2010
2.	Dr. S. Abraham John (Chemistry)	TANSA award	Tamil Nadu State Council for Science and Technology in 2012 under Chemical Sciences	2012
3.	Dr.T.Ravichandran (Economics)	Best Yoga Teacher Award	Tamil Nadu Agricultural University and Indian Association for Yoga, Coimbatore	2014
4.	Dr. M. Soundarapandian (Rural Industries and Management)	Senior Economist Award	Association of Economists of Tamil Nadu	2014
5.	Dr. G. Nagmani (Mathematics)	Tamil Nadu Young Women Scientist's Award (Mathematical Sciences)	Tamil Nadu Government	2014
6.	Dr.T.Senthivel (Faculty of Agriculture & A.H.)	Bharat Seva Ratan Gold Medal for outstanding contribution in Soil and Crop Management Studies	Global Economic Progress & Research Association (Regn.No:283, Act. XXVII of 1973), Chennai	June 2014

(ii) National Level

Eleven of our faculty members have received awards at the national level.

Table 2.12: Awards Received by the Faculty at the National Level

Sl.No.	Name of the Awardee	Details of Awards	Sponsor	Year
1.	Dr. O. Muthiah (Tamil)	Post Doctoral Research Award	UGC, New Delhi	2011
2.	Dr. S. Chidambaram (Tamil)	Young Scholar Award–Presidential Award for Classical Tamil, CICT, Chennai	Central Institute of Classical Tamil	2011
3.	Dr.A.Jahitha Begum (Education)	Sudershan Rakheja Memorial Award for Best Woman Educationist	IPERA, Patna	2011
4.	Dr.V.Kirubakaran (Rural Energy Centre)	Eminent Educationist Award	International Institute of Education & Management, New Delhi	2011
5.	Dr.R.Mani (Gandhian Thought and Peace Science)	Best Service Award	St.John Ambulance (India), Tamil Nadu	2012
6.	Dr.A.Jahitha Begum (Education)	Best Cognitive Scientist	IPERA, Patna	2012
7.	Ms.P.S.Sreedevi (Education)	Dr.Radhakrishnan Award	Directorate of Distance Education, Political Science and Public Administration Wing, Annamalai University	2012
8.	Dr.M.Hilaria Soundari (Applied Research)	Post Doctoral Research Award	UGC, New Delhi	2012
9.	Dr.A.Jahitha Begum (Education)	Hindi Sahitya Ratna Award	Hindi Sahitya Sabha, Mauritius	2013

10.	Dr. P. Balasubramaniam (Mathematics)	UGC-BSR (one time grant of Rs. 7 lakhs)	UGC-BSR	2013
11.	Dr.S.M.Ramasamy (Former Vice-Chancellor)	Eminent Scientist Award for eminent contributions in the field of Satellite Technology and Geosciences and their relevance to society	Raja Sir Annamalai Chettiar Memorial Trust, Chennai	2013
12.	Dr. G. Mahadevan (Mathematics)	Mother Teresa Gold Medal for outstanding contribution towards research	Dr.Sivanna, Vice Chancellor, University of Agriculture, Bengaluru	2015
13.	Dr. K.Jayakumar (Physics)	Fellow of Academy of Sciences, Chennai	Academy of Sciences, Chennai	2015

(iii) International Level

Eleven of our faculty members have received awards at the international level.

Table 2.13: Awards Received by the Faculty at the International Level

Sl.No.	Name of the Awardee	Details of Award	Sponsor	Year
1.	Dr. P. Muthukumar (Mathematics)	Collaborative research work with Prof. Frank L. Lewis UTA Research Institute, University of Texas at Arlington (UTA), Texas, USA from 13th August 2012 to 8th August 2013 (Singh-Obama Fellowship)	Indo-US Science and Technology Forum (IUSSTF) supported by Department of Science & Technology (DST), New Delhi	2012

2.	Dr. S. Abraham John (Chemistry)	JASSO Visiting Fellow	Tokyo Institute of Technology, Japan	2013
3.	Dr.P.Kalimuthu (Chemistry)	Singh-Obama Accord	UGC, New Delhi	2013
4.	Dr. S. Chidambaram (Tamil)	Ilam Ariviyal Tamil Kaavalar Award	International Movement for Tamil Culture, Germany	2014
5.	Dr.A.Joseph Dorairaj (Faculty of English and Foreign Languages)	Fulbright – Nehru Award	United States – India Educational Foundation	2014
6.	Dr. S. Abraham John (Chemistry)	JSPS Short-term Fellowship	Government of Japan	2014
7.	Dr. T. Anantha Vijayah (Faculty of English and Foreign Languages)	Erasmus Mundus (EMINTE) Fellowship	European Union	2014
8.	Dr. P. Balasubramanim (Mathematics)	HIR-ICON Award	Ministry of Higher Education, Malaysia and HIR Grant	2014
9.	Dr.M.Hilaria Soundari (Applied Research)	Erasmus Mundus (EMINTE) Fellowship	European Union	2015
10.	Dr.A.Joseph Dorairaj (Faculty of English and Foreign Languages)	Erasmus Mundus (EMINTE) Fellowship	European Union	2015
11.	Dr.S.Rajendran (Economics)	Overseas Visiting Professor	ICCR, New Delhi	2015
12.	Dr.P.Shanmugavadivu (Computer Science and Applications)	Indo-US 21st Century Knowledge Initiatives Award	United States – India Educational Foundation	2015
13.	Mr.T.David Jeyaraj Franklin (Faculty of English and Foreign Languages)	Fulbright – Nehru Award	United States – India Educational Foundation	2015

2.4.8 How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?

Table 2.14: Academic Staff Development Programmes

Academic Staff Development Programmes	Number of Faculty
Orientation Programmes by UGC-HRDC	51
Refresher Course by UGC-HRDC	45
Staff Training Conducted by the Institute (e-content Development)	20
Staff Training Conducted by Other Institutions	26
Staff Training Programmes attended at GRI	09
Summer/Winter Schools, Workshops, etc.	17

Details of the Staff Development Programme attended by the faculty are given in Annexure-11.

2.4.9 What percentage of the faculty have been invited as resource persons in Workshops/Seminars/Conferences organised by external professional agencies?

Table 2.15: Faculty as Resource Persons

Sl. No.	Year	Permanent Faculty who Acted as Resource Persons (%)
1	2010-2011	42
2	2011-2012	46
3	2012-2013	57
4	2013-2014	58
5	2014-2015	54

2.4.10 How often does the university organize academic development programmes (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

The Institute organizes academic development programmes every year. In the last four years, the following programmes were organized for the teaching and non-teaching/technical staff:

- **2010-11**
  - The Department of Rural Industries and Management organized a UGC-sponsored Refresher Course from 10.11.2010 to 01.12.2010.
  - The Rural Energy Centre organized a UGC-sponsored Refresher Course on Renewable Energy from 01.12.2010 to 22.12.2010.
- **2011-12**
  - Orientation cum Induction programme for the newly recruited teaching staff was conducted on 15th and 16th July 2011 by IQAC.
- **2012-13**
  - Induction programme for the newly recruited non-teaching and technical staff was conducted on 22nd and 23rd September 2012 by IQAC.
- **2013-14**
  - One-day Seminar for all teaching staff on "Re-Interpreting Gandhi for the Modern Times" was conducted on 22-03-2014.
- **2014-15**
  - One-day Workshop on CBCS was organized on 17th December 2014. 48 faculty participated in the Workshop.
  - Two one-day Workshops on VPP were organized by the Department of Extension Education: "Restructuring of Village Placement Programme of GRI" on 12th December 2014 and "Finalization of Manual for Village Placement Programme" on 7th March 2015.
  - A Workshop on Examination Reforms was conducted during December 2014.
  - IQAC organized a Faculty Development programme on 30th June 2015 for all teaching staff.
  - IQAC along with the Department of Education organized a Workshop on Innovative Instructional Strategies for GRI faculty on 05.08.2015.
  - IQAC organized a brainstorming session on Ranking of Institutions and Accreditation on 04.09.2015 and the report of the deliberation was sent to NAAC.

- In addition to the above programmes, the Centre for e-content Development organized a series of Workshops in 2011 and 2014.

2.4.11 Does the university have a mechanism to encourage mobility of faculty between universities for teaching?

Yes, the Institute encourages its faculty to take up teaching and research assignments in other universities, both within and outside the country.

During the assessment period, the following individuals have taught and/or taken up research activities in other national and international universities:

International:

- **Prof. G. Palanithurai**, Department of Political Science and Development Administration, was a Visiting Faculty at Cologne University, Germany from 01-04-2011 to 30-09-2011 and taught two courses (Indian Society and Governance, and Administration at the Grassroots) to graduate students.
- **Prof. P. Balasubramaniam**, Department of Mathematics, was a Visiting Faculty at the Institute of Mathematical Sciences, University of Malaya from 12-09-2011 to 11-03-2012, from 22-11-2014 to 05-12-2014, and from 30-04-2015 to 20-05-2015.
- **Prof. S. Abraham John**, Department of Chemistry, was a Visiting Faculty at Tokyo Institute of Technology, Japan from 14-06-2012 to 13-08-2012 under JASSO Fellowship and at Nagasaki University, Japan from 10-05-2014 to 10-06-2014 under JSPS Fellowship.
- **Dr. S. Rajendran,** Department of Economics, was awarded Overseas Chair Professorship in Economics by ICCR, GoI, New Delhi for one semester in October 2015.

National:

- **Prof A. Joseph Dorairaj**, Faculty of English and Foreign Languages, was a Visiting Professor of Philosophy at Sacred Heart College-Satya Nilayam, Institute of Philosophy and Culture (Research Institute for Philosophy and Sanskrit affiliated to University of Madras) from

2009-2012 and taught a course on Philosophical Hermeneutics.

- **Prof. M.A. Sudhir**, Department of Applied Research, was a Visiting Professor at SV University, Tirupati from 29-03-2014 to 06-04-2014 and delivered lectures on Skill Development (Development of Soft Skills, Life Skills and Research Skills) to college students.

- **Prof. N.Narayanasamy**, Professor of Extension Education, taught a course on "Participatory Rural Appraisal" for the PG students and selected staff of Rajiv Gandhi National Institute of Youth Development (RGNIYD), Sriperumpudur from 24th to 26th October 2014.

- **Dr. B. Subburaj,** Professor of Cooperation, was a Visiting Professor at Annamalai University, Chidambaram from 06.04.2015 to 15.04.2015 and delivered lectures in the Department of Rural Development and Management.

2.5 Evaluation Process and Reforms

2.5.1 How does the university ensure that all the stakeholders are aware of the evaluation processes that are in place?

- At the beginning of every academic year, the Institute conducts an orientation programme for the freshers. During that initiation programme, the Controller of Examinations gives an overview of the examination system and explains the evaluation processes at work in the Institute.

- The Calendar/Handbook too, given to all students, carries details regarding the examination system followed at the Institute.

- These details are also published in the Institute website.

2.5.2 What are the important examination reforms initiated by the university and to what extent have they been implemented in the university departments and affiliated colleges? Cite a few examples which have positively impacted the examination management system.

During the assessment period, five major reforms with regard to examinations were introduced:
- Firstly, semester examinations have been decentralized from 2014-15 for the better conduct of examinations and timely declaration of results. It is the responsibility of the

Departments/Faculties to conduct examinations and publish results as well. The Controller of Examinations oversees the whole process.

- Secondly, semester examination results are uploaded in the Institute website so that students and their parents can access them.
- Thirdly, transparency has been ensured by way of enabling students to access, on demand, their End Semester Examination answer scripts
- Fourthly, Grade Sheets and consolidated Statement of Grades are printed in Teslin (tear-resistant) paper in colour with sixteen security features including the student's photograph.
- Fifthly, after the completion of the *viva voce*, successful Ph.D. candidates can get their degree certificates immediately through the *tatkal* scheme, even before the conduct of the convocation, on valid grounds.

2.5.3 What is the average time taken by the university for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode/ media adopted by the university for the publication of examination results (website, SMS, email, etc)

The average time taken for declaration of the results of end semester examinations ranges from 3 to 4 weeks after the conduct of the last examination. To avoid any delay in the evaluation of answer scripts, the Institute has adopted a centralized evaluation system for both internal and external examiners. A senior Professor/Associate Professor is appointed as the chief examiner and he/she facilitates and expedites the evaluation process.

With the decentralization of End Semester Examinations, since April 2015 results are declared within ten working days from the last date of the exams.

The examination results are displayed on the notice boards of the respective Departments/Faculties. The results are also uploaded in the Institute website and students can access their marks and grades by entering their registration numbers. The Institute also makes use of the services of *examtec.com* and *indiaresults.com* which publish the results on the internet and also communicate them to the respective candidates through SMS.

2.5.4 How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?

The Institute ensures confidentiality and transparency in the evaluation process through the following measures:

- To ensure confidentiality, the Controller of Exams gets two sets of question papers from each examiner and selects one;
- The question papers are typed and stored at the office of the CoE in a file encrypted with a password;
- To ensure transparency, all three CFA answer scripts are returned to the students for scrutiny; and
- Students can access, on demand, their End Semester Examination answer scripts and marks, if they have any grievance.

2.5.5 Does the university have an integrated examination platform for the following processes?

Yes, the Institute has an integrated examination platform.
- Pre-examination processes: Enrolling of students, Preparation of question papers, Scheduling of examinations, Timetable generation, Finalization of the list of invigilators, etc. All these exercises are coordinated by the office of the CoE.
- Conduct of Examination: The CoE conducts End Semester Examinations. With decentralization, the Heads of Departments and Deans of Faculties play a major role in conducting examinations.
- Post-examination processes: Evaluation, Processing and Consolidation of scores, Declaration of results, Certificate Preparation, etc.
- The Institute's Computer Centre, through MIS, has created a students' information database and the office of the CoE uses this database to generate the list of students appearing for various exams, print their hall tickets, etc. The examination fee is paid online.
- Using Examination Automation System, developed by the Institute's Computer Centre, post-examination processes such as generation of results and printing of Grade Sheets are done without any difficulty.

2.5.6 Has the university introduced any reforms in its Ph.D. evaluation process?

- Soft copies of Abstracts and Theses are used to expedite the process of evaluation.
- After the completion of the *viva voce*, successful candidates can get their degree certificates immediately, through the *tatkal* scheme, even before the conduct of the convocation, on valid grounds.

2.5.7 Has the university created any provision for including the name of the college in the degree certificate?

GRI does not have any affiliated colleges.

2.5.8 What is the mechanism for redressal of grievances with reference to examination?

- UG students can access, on demand, their End Semester Examination answer scripts and marks, if they have any grievance. The answer scripts, if necessary, will be sent for another valuation.
- For all PG programmes, if the difference between the first (Internal) and the second (External) evaluations exceeds 15 marks, the answer script is sent for a third evaluation.

2.5.9 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.

- The office of the CoE uses the MIS available with the Institute's Computer Centre to generate the list of students appearing for various exams and print their hall tickets.
- Using Examination Automation System, developed by the Computer Centre, results are generated and Grade Sheets are printed without any difficulty.

2.6. Student Performance and Learning Outcomes

2.6.1 Has the university articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

Yes, the Institute has articulated its Graduate Attributes and these have been communicated to all stakeholders and have also been uploaded in the Institute Website. All staff are aware of the attributes that a student of this Institute should possess and students are also aware of the attributes they, as students of this Gandhian Rural Institute, should imbibe. Most parents are also aware of the attributes their wards should possess as GRI students.

The major attributes expected of a GRI student are that he/she should be a/an

- Informed individual;
- Problem solver;
- Active learner and critical thinker;
- Effective communicator;
- Rural-minded person; and
- Secular and non-violent person.

The Institute has taken conscious steps to inculcate these attributes in its students. The curriculum is oriented towards making them well informed in their domain knowledge and equip them with critical thinking and problem-solving skills. A mandatory course on Gandhian Thought for all UG and PG students orients them to Gandhian way of life and the mandatory Village Placement Programmes help them understand rural realities and motivate them to work either directly or indirectly for the rural populace and become change agents. Celebration of national festivals fosters in them the spirit of nationalism.

The feedback that we have gathered from the alumni, the employers and parents is a testimony to the fact that our students are different from their peers in that they possess distinct attributes which are fundamentally Gandhian, value-based and rural-oriented.

2.6.2 Does the university have clearly stated learning outcomes for its academic programmes? If yes, give details on how the students and staff are made aware of these?

Yes, the Institute has clearly stated the learning outcomes for all its academic programmes - both at the programme level and at the individual course level.

The syllabus of each programme, copies of which are distributed to all students of the Department/Faculty concerned, articulates the expected learning outcomes of that particular programme in a broad fashion. Every course has its own objectives which are in tune with the common objectives underpinning all the courses and the whole programme as such.

The faculty are more than conversant with the objectives of the programme they teach, for they have formulated them. The students are made aware of these objectives at the beginning of the programme itself when they are given an orientation to the Department/Faculty and the programme they have chosen. The *gurus* in each Department/Faculty periodically remind their wards of the purpose of their enrollment in that particular programme.

2.6.3 How are the university's teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

- The CBCS framework, which integrates teaching, learning and assessment strategies, facilitates the achievement of the intended learning outcomes. Blended teaching, which brings together traditional methods with technology-based pedagogy, enables the faculty as well as students to work together to translate the intended learning outcomes into realities.
- Field-based components such as Case Studies, Participatory Research and Action Research help the students combine theory and field-based observation. Mandatory Project works initiate students into research and nurture in them a scientific temperament besides familiarizing them with research protocols. Internal tests (CFAs) which are conducted in three phases map the students' academic growth over a period of six months (one semester).

- The Departmental Committee which is convened every semester and chaired by a senior professor from outside the Department/Faculty monitors the attainment of the intended learning outcomes.

2.6.4 How does the institution collect and analyze data on student performance and learning outcomes and use it for overcoming barriers of learning?

The Institute gathers data on students' performance and learning outcomes through CFAs which include assignments, seminars, case studies, field work, quiz and mini-projects and End Semester Examinations (ESEs). These are clear indicators of students' academic achievements. The alumni and employers too give us feedback on the fulfillment of learning objectives.

Remedial classes are conducted to help students who perform poorly in CFAs and ESEs. Academic counselling helps the low achievers.

2.6.5 What are the new technologies deployed by the university in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?

- The campus is Wi-Fi enabled.
- The Institute has taken steps to go after blended learning and plans to build a repository of online materials gathered from various sources such as NTPTL and MOOC to enhance teaching-learning.
- Testing should, to a large extent, become online. As a first step, CFA marks are entered online from November 2015.
- The faculty need to be trained to use technology confidently. The challenge here is to develop customized software.

Any other information regarding Teaching, Learning and Evaluation which the university would like to include.

- The Institute has been a pioneer in South India in the domain of CBCS. It adopted CBCS way back in 1996 and has continuously revamped the system to make it professional and student-friendly.
- The Institute has introduced a single window system and counselling for admissions since 2012.

- The Institute conducts special supplementary examinations for those students who could not get their degree due to failure in only one subject in their final semester.
- The Institute has introduced online admissions from 2015-16.
- The Institute has introduced, for the benefit of students, a novel method of awarding degrees under *tatkal* scheme where candidates, on production of offers of appointment, can get their degree certificates immediately, even before the conduct of the convocation.
- The Institute has made it mandatory for all UG and PG students to sign up for an Audit Course on "Gandhi in Everyday Life" which instills in them Gandhian values.
- The Institute has a well-established student-mentoring (*gurukula* system) system.
- The Institute is one of the first universities in the country to follow the UGC regulations on minimum qualifications for appointment of teachers for the maintenance of standards in higher education (2010).

& & & & & &

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Yes. The Institute has a Research Advisory Committee (RAC) to monitor and address issues related to research. The composition of the Research Advisory Committee is as follows:

(i)   Vice-Chancellor (Chairperson)
(ii)   One Professor or Associate Professor from each Faculty with a good academic and research standing (Member)
(iii)   Two external experts nominated by the Vice-Chancellor (Members)
(iv)   Registrar (Non-Member Secretary)

The major recommendations of RAC which have been implemented are:

(i)   The new Ph.D. regulations based on minimum standards and procedure for the award of M.Phil. and Ph.D. Degrees as per UGC regulations have been implemented *in toto*;
(ii)   A common entrance test for Ph.D. admissions has been introduced;
(iii)   Course work for Ph.D. programmes has been conducted;
(iv)   Publication of two research articles has been made mandatory for submission of Ph.D. thesis;
(v)   Presentation of at least one research paper has been made mandatory for submission of M.Phil. dissertation; and
(vi)   Research Quality Circle has been constituted at the Department/Faculty level.

The impact of the above initiatives can be ascertained by the increase in the h-index of the Institute. The number of publications and presentations has increased considerably. The quality of research undertaken has also improved due to the presentation of research works in Research Quality Circles.

3.1.2 What is the policy of the university to promote research in its affiliated / constituent colleges?

Not Applicable

3.1.3 What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/projects?

- **Advancing Funds for Sanctioned Projects**

  Wherever there are constraints in getting financial resources on time, the Institute releases funds as advance for those projects that had already been sanctioned. Funds are released from the course development fee and from the Department Development Fund.

- **Providing Seed Money**

  The Institute encourages its faculty to apply for start-up grants. During the assessment period, five faculty received start-up grants from UGC and this grant serves as seed money for launching their research projects. The Institute has introduced a venture capital scheme for carrying out research-based consultancy projects in emerging areas.

- **Simplification of Procedures Related to Sanctions/ Purchases**

  Earlier, the Institute had a dedicated cell for research, namely, SPARC (Sponsored Action Research Cell). It is now known as Research and Development Section and is headed by a senior academician. This section serves as a fast track for getting project-related sanctions. The Institute Finance Section has two wings and one of the wings deals exclusively with project accounts to expedite project-related activities.

  A standing purchase committee comprising the Head of the Department/ Principal Investigator/Dean of the respective Faculty and a representative from the Finance Section has been constituted to facilitate and expedite project-related purchases.

- **Autonomy to the Principal Investigator/Coordinator for Utilizing Overhead Charges**

    The Institute has given liberty to the principal investigator to plough back a part of the institutional overhead charges for augmenting facilities related to his/her project. The Institute has occasionally made available additional funds depending on the merit of the project(s). In certain cases, the Institute has allowed the principal investigator to use the institutional overhead charges fully for the purchase of equipments.

- **Timely Release of Grants**

    The Institute ensures that the funds sanctioned are released to project holders without any delay. Normally, funds are released within two working days from the date of the receipt of sanction order by adhering to the rules of project operations.

- **Timely Audit**

    The project accounts are audited by a duly appointed Charted Accountant and the audited statements are submitted to the funding agencies/principal investigator without any delay. The project accounts are also audited by CAG.

- **Submission of Utilization Certificate to Funding Authorities**

    The Institute ensures that the audited statement of accounts and utilization certificates are submitted to the funding agencies on time.

3.1.4 How is interdisciplinary research promoted?

- **Between/among Different Departments/Schools of the University**

    Right from its inception, the Institute has promoted a culture of inter-disciplinary research. The steps that have been taken to promote inter-disciplinary research include:

i) The Institute Ph.D. guidelines provide a vast scope for undertaking inter-disciplinary research;

ii) Many programmes offered at the Institute are quite unconventional, unique and inter-disciplinary in nature;

iii) The faculty are encouraged to take up action research in rural areas on vital issues and problems which warrant an inter-disciplinary approach;

iv) The faculty are encouraged to take up evaluatory research on rural development projects which require a multi-disciplinary team; and

v) The Institute has been recognized as a centre for excellence in the field of Participatory Rural Appraisal (PRA) which requires a multi-disciplinary team.

The outcome

The outcomes are:

i) Many Ph.D. works are inter-disciplinary and are guided by a supervisor and a joint supervisor drawn from two different disciplines;

ii) The culture of taking up inter-disciplinary research projects has come to stay. During the assessment period, many inter-disciplinary projects were completed. To cite two examples:

- The Institute has completed many inter-disciplinary projects in the areas of Sustainable Agriculture Development (funded by Ford Foundation), Hunger Free Area Programme (funded by MSSRF) and Water Recycling (funded by DST).

- The Institute has taken up several evaluatory research projects in the fields of water and sanitation, poverty, hunger, social forestry, watershed management, employment, community-based organizations and forest management and these were led by inter-disciplinary teams; and

iii) The tradition of taking up inter-disciplinary research continues as many young scholars and faculty from different disciplines have started working together. Some examples are:

- The Institute has been sanctioned a collaborative research project under Indo-US Knowledge Initiative with the University of North Florida. The

Departments of Computer Science and Chemistry are involved in this project;

- The Departments of Rural Development, Extension Education, and Economics, and the Centre for Geoinformatics have applied for a major project on Rural Management Information System;

- The research projects of the Rural Energy Centre are quite multi-disciplinary in character drawing expertise from the fields of Physics, Agriculture and Economics; and

- The Rural Technology Centre, drawing experts from the Departments of Cooperation and Gandhian Thought and Peace Science, evaluated the free housing scheme of the Government of Tamil Nadu.

Collaboration with National/International Institutes/ Industries

The Institute has forged links with various state, national and international universities, institutions, research organizations, and civil society organizations (See Table 3.1).

Table 3.1: Collaboration with National / International Bodies

Level / Type of Organization	State	National	International
1. University and Institutions	i) Sri Ramachandra Medical University, Chennai ii) Entrepreneurship Development Institute, Chennai iii) Eco-tech Consortium, Coimbatore iv) State Institute of Rural Development, Chennai v) State Institute of Rural Development, Kerala	i) Centre for Excellence in Nano Electronics, IIT, Mumbai ii) National Institute of Technical Teachers Training, Chennai iii) Rajiv Gandhi National Institute of Youth and Development, Sriperumbudur iv) National Institute of Rural Development, Hyderabad v) National Board of Higher Mathematics, Mumbai vi) Institute of Rural Management, Anand, Gujarat vii) National Council for Rural Institutes, Hyderabad	i) The University of Florence, Florence, Italy ii) Yonsei University, Korea iii) University of Iowa, USA iv) University of Malaya, Malaysia v) Rwanda University, Rwanda vi) Cologne University, Germany vii) University of Western Australia, Australia viii) Lund University, Sweden ix) Nihon University, Tokyo x) King Abdul Aziz University, Saudi Arabia xi) Tokyo Institute of Technology, Japan xii) Washington State University, USA xiii) University of Exeter, UK xiv) Canterbury Christ Church University, UK xv) Leibniz University, Hannover, Germany xvi) Leuven University, Belgium

2.	Research Institutions	--	i) Central Electrochemical Research Institute (CECRI), Karaikudi ii) Tropical Botanic Garden Research Institute, Thiruvananthapuram iii) Indira Gandhi Centre for Atomic Research, Kalpakkam iv) M.S.Swaminathan Research Foundation, Chennai v) National Academy of Agricultural Research and Management, Hyderabad	--
3.	Government Departments	i) Tamil Nadu Women Development Corporation, Chennai ii) Dept. of Forest, Govt. of Tamil Nadu iii) Dept. of Cooperation, Govt. of Tamil Nadu iv) Dept. of Rural Development, Govt. of Tamil Nadu v) District Rural Development Agency, Dindigul	i) Professional Institutional Network, Ministry of Rural Development, Govt. of India ii) Ministry of Statistics and Programme Implementation, New Delhi iii) Ministry of Social Welfare, Govt. of India	i) Norwegian Govt. (Landslide Project) ii) Govt of Central Province of Sri Lanka iii) Japan External Trade Organization (Institute of Developing Economics) , (IDE - JETRO)

4. Industries	--	i) Confederation of Indian Industries ii) Mico-Bosch iii) Neyveli Lignite Corporation iv) Carborundam Universal Ltd., Murugappa Group, Chennai v) Yamaha Motors Pvt. Ltd., Noida	--
5. Non-Governmental Organizations	i) Gandhigram Trust, Gandhigram ii) Gandhi Memorial Museum, Madurai iii) Voluntary Organization for Social Action and Rural Development, Kerala	i) Centre for Study of Society and Secularism, Mumbai	i) Action-Aid, UK ii) Sarvodaya Shramdana Sanghamaya, Sri Lanka iii) Association Soeur Emmanuelle, France iv) Azione Per, Italia, Italy v) Ford Foundation, New Delhi vi) Living with Friends on Earth (LIFE), Tokyo
6. UN Bodies	--	--	i) World Bank, New Delhi ii) UNICEF, New Delhi iii) UNDP, New Delhi

3.1.5 Give details of Workshops/ Training Programmes/ Sensitization Programmes conducted by the university to promote a research culture on campus.

The Institute has been regularly conducting programmes to promote a vibrant research culture on campus. During the assessment period, 90 Workshops/Training Programmes /Sensitization programmes were conducted by the Institute (See Table 3.2 and Annexure 12).

Table 3.2: Number of Workshops/Training Programmes/Sensitization Programmes Conducted

Year	No. of Programmes
2010-2011	19
2011-2012	26
2012-2013	13
2013-2014	12
2014-2015	20

3.1.6 How does the university facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the university?

The Institute has adopted several measures to facilitate researchers of eminence to visit the campus. The measures taken include:

i)   The Institute has a provision to appoint Adjunct Professors;

ii) The Institute has also a provision under UGC regulations to invite researchers of eminence as Visiting Professors and Visiting Fellows;

iii) The Institute organizes national and international seminars/conferences every year. Eminent scholars are invited to deliver talks in these seminars/conferences;

iv) Eminent researchers serve in Doctoral Committees constituted for research scholars; and

v)   The Institute, under the banner "Popular Lecture Series," has invited several individuals who have made

remarkable contributions in specific areas to address the students, scholars and faculty.

This has led to: i) collaborative research; ii) identification of newer areas of research; iii) quality enhancement of on-going research projects; and iv) young research scholars and students being motivated and inspired to undertake quality research.

3.1.7 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.

The Institute does not have a separate budget-head for research under Non-Plan Grant. However, it has set apart a substantial amount for research under Plan Grant in the form of equipments and books.

During the assessment period, the Institute spent Rs.728.21 lakhs for the purchase of equipments and Rs.143.89 lakhs for books.

The Institute has spent Rs. 6.74 lakhs towards fellowship for non-stipendiary research scholars under the Institute Research Fund account.

3.1.8 In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.

Not Applicable

3.1.9 Does the university encourage research by awarding Post Doctoral Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the university and other sources.

i)   The Institute encourages research at the post-doctoral level. Seven candidates have already enrolled themselves for post-doctoral research during the assessment period in the Departments of Applied Research, Cooperation, Tamil, Sociology, Political Science and Computer Science.

ii) UGC and DST fund these researchers/research projects.

3.1.10 What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?

No faculty availed sabbatical leave during the assessment period for pursuing higher research.

3.1.11 Provide details of national and international conferences organized by the university highlighting the names of eminent scientists/scholars who participated in these events.

Knowledge dissemination is one of the mandates of higher educational institutions. Against this backdrop, GRI has been organising national and international Conferences/Seminars on various themes every year. These Conferences/Seminars serve as platforms for academicians, scientists and field activists to exchange ideas on several crucial issues. As many as 230 national conferences/seminars and 15 international conferences/seminars were organized by the Institute during the assessment period (See Table 3.3 and Annexure 13).

Table-3.3: Conferences and Seminars Organized

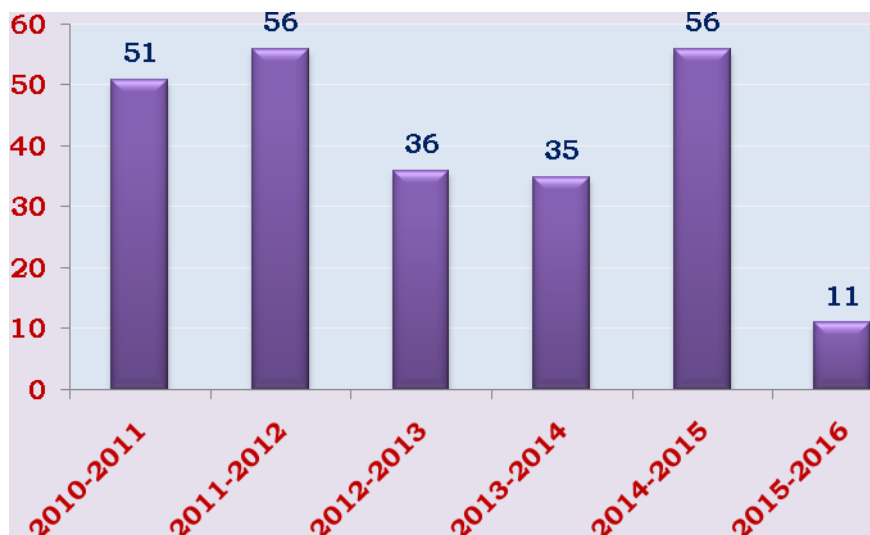| Year	No. of Conferences/Seminars Organized
2010-2011	51
2011-2012	56
2012-2013	36
2013-2014	35
2014-2015	56
2015-2016	11

Fig. 8: Conferences and Seminars Organized (Year-wise)

3.2 Resource Mobilization for Research

3.2.1 What are the financial provisions made in the university budget for supporting students' research projects?

The Institute supports its research scholars through its fellowships. As on 1st December 2015, as many as 140 students have availed this fellowship which is given from the Institute's funds.

Many students receive grants from agencies like UGC, DST and CSIR and receive RGNF, Maulana Azad National Fellowship and other such fellowships. The Institute budget cannot be split into teaching and research grants separately because the funds under the heads Equipments, Books and Journals, and Consumables are, in fact, used to support PG, M.Phil. and Ph.D. research projects indirectly.

3.2.2 Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

i) The Institute encourages its faculty to file patent applications for their innovations. It has set up an IPR cell to channelize patent applications;

ii) During the assessment period, the Institute conducted a workshop on IPR for the benefit of teachers of higher educational institutions including GRI with the support of National Research Development Council, New Delhi;

iii) Due weightage is given for patents in the API for CAS; and

iv) The Institute has filed two patent applications and one has been accepted.

3.2.3 Provide the following details of ongoing research projects of faculty:

77 research projects are being carried out by the faculty with a financial outlay of Rs.1628.97 lakhs. The major funding agencies are UGC, DST, DRDO, CSIR, ICSSR and others (See Annexure 14).
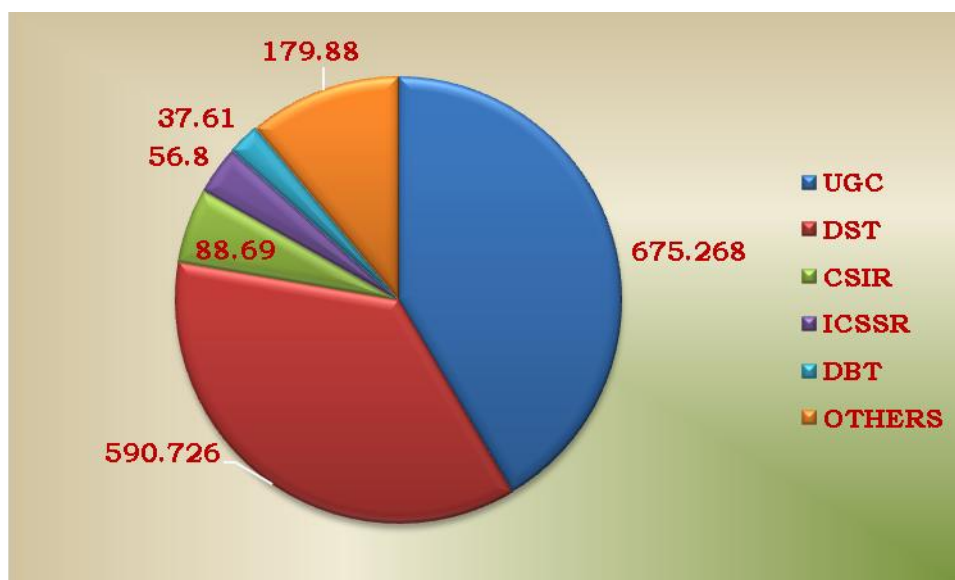

Fig. 9: Funds Received from Various Agencies

3.2.4 Does the university have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

Yes. The Institute has undertaken projects sponsored by industries and corporate houses to the tune of Rs.13.37 lakhs (See Table 3.4).

Table 3.4: Projects Sponsored by Industry / Corporate Houses

Sl. No.	Title of the Project	Name of the Staff	Name of the Funding Agency with full address	Sanctioned Amount (Rs.)
2013-14				
1.	Farming Equipment	Dr.R.Uthayakumar, Director i/c, REC	Jeyasorna Agro Tech., Dindigul	10,000
2.	The Town of Child Labour Elimination: Change of Sivakasi	Dr.L.Rathakrishnan Professor, Dept. of RIM	GRI-IDE & JETRO Japan	US $ 5400
2014-15				
3.	Baseline Survey and Micro Level Plan for 23 Villages in Ariyalur District	Dr N.Lalitha, Professor of Rural Development	Ultra Tech Cement Company-Aditya Birla Group	5,00,000/-
4.	Consultancy Project to write policy recommendations for a research study conducted by NCAER, New Delhi	Dr.G. Palanithurai, Professor of Political Science and Development Administration	IDRC, Canada	5,00,000/-

3.2.5 How many departments of the university have been recognized for their research activities by national / international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

Five Departments have been recognized for funding under UGC-SAP and four Departments have been selected for funding under DST-FIST. The details are given in Table 3.5.

Table 3.5: Departments Receiving Funds from National Agencies

Department	Quantum of Funds (in lakhs)
UGC-SAP	
Mathematics (DRS-I to DSA-II)	63.50
Chemistry (DRS-I to DRS-II)	150.00
Political Science and Development Administration (DRS-II)	32.00
Tamil (DRS-I)	70.00
Computer Science and Applications(DRS-I)	41.00
DST-FIST	
Mathematics	47.00
Chemistry	165.00
Computer Science and Applications	45.00
Physics	122.00

Significant Outcomes

❖ The Institute could enhance its physical facilities, especially its labs;

❖ Quality publications from these departments have led to the increase in the h-index of the Institute and the SCIMAGO research rating among Indian universities; and

❖ Eleven conferences were organized out of the funds received and these conferences have contributed substantially for knowledge exchange and dissemination benefitting hundreds of scholars and academicians.

3.2.6 List details of

a. Research projects completed and grants received during the last four years (funded by National/International agencies).

79 research projects with a financial outlay of Rs.669.88 lakhs were completed during the assessment period. The major funding agencies include DST, DRDO, UGC, CSIR and ICSSR (See Annexure 15).

b. Inter-Institutional Collaborative Projects and Grants Received

The Institute has four collaborative projects with institutions / agencies within India while five projects are being carried out with international institutions/agencies. The details are given in Table 3.6.

Table 3.6: List of National and International Collaborative Projects

i)   National Collaboration

Sl. No	Title of the Project	Name of the Principal Investigator(s)	Depart-ment	Year (s)	Sanctioned Amount (Rs. in lakhs)	Fund-ing Age-ncy	Total grant received (Rs. in lakhs)
1.	Development of Vibration Accelerometer using Piezoelectric Nanomaterials	Dr.K.Jayakumar, (GRI) and Dr.M.N.V.Prasad (ISRO)	IIT, Mumbai, ISRO and GRI	2012	13.00	ISRO	13.00
2.	Impact of MGNREGA in Household Decision Making	Dr.G. Palanithurai	IRMA, Gujarat	2014	12.00	ICSSR	12.00
3.	Models to Study the Impact of Sea Level Rise on Coastal Environment of India - PRACRITI Project	Dr.N.D.Mani and Dr.M.Muthukumar	GRI and SAC	2011	4.19	SAC	4.19
4.	Structural, optical and energy transfer studies of RE^{3+}IONS OXYFLUORIDE Glasses for the development of luminescence devices	Dr.K.Marimuthu (GRI) and Dr.N.Suria Moorthi (IGCAR)	GRI and IGCAR	2012	22.1	BRNS	22.1

ii) International Collaboration

Sl. No.	Title of the Project	Name of the Principal Investigator	Collabora-ting agency	Project Period	Sanctioned Amount (Rs. in lacks)	Funding Agency	Grants received (Rs. in lacks)
1.	Network Analysis of Social, Technological and Biological Networks	Dr. P.Balasubramaniam (Mathematics)	University of Malaysia	2011-2016	128000 (Ringit)	HIR	128000 (Ringit)
2.	Mathematical aspects of approximate dynamic programming in optimal control	Dr.P.Muthukumar. (Mathematics)	University of Texas at Arlington Research Institute, USA	13.08.2012 to 08.08.2013	20.96	IUSSTF-DST	20.96
3.	Rainfall induced Landslide forewarning system for Nilgiris, South India – (LINGASLIDE Project)	Dr.M.Muthukumar (Rural Development)	Norwegian Geotechni-cal Institute, Norway	2012-14	28.64	DST, New Delhi	28.64
4.	Porphyrin aggregates on TiO_2 Nanoparticle surface for Dye sensitized solar cell applications	Dr.P.Kalimuthu (Chemistry)	Department of Chemistry, Washington State University, WA, USA	01.07.2013 to 31.12.2013	11.75	UGC, New Delhi	11.75
5.	Indo-US 21st Century Knowledge Initiative - Augmenting the Curriculum of Higher Educational Institutions with an Online Integrated Cognitive-Based Employability Skills Assessment System using Signal and Video Analytics	Dr. P. Shanmugavadivu (Computer Science and Applications)	University of North Florida	2015-2018	125.00	UGC, New Delhi	67.00

3.3   Research Facilities

3.3.1 What efforts have been made by the university to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

i)   The Institute ensures optimal use of the Plan Grants received from the Government of India to strengthen its research facilities;

ii) All departments are encouraged to apply for funds. During the assessment period, three departments were upgraded to the second stage of UGC-SAP. Four departments applied for UGC-SAP afresh and the Departments of Computer Science and Applications and Tamil were successful in getting funds under SAP. Further, out of the four departments that applied for DST-FIST, two departments (Departments of Physics and Computer Science and Applications) have been selected for funding;

iii) Individual teachers also apply for funded research projects where there are provisions for purchase of equipments needed for research; and

iv) Consultative meetings are held with various departments for allocation of Plan Grants. The equipment needs are identified and augmented using these grants. To cite an example, a Scanning Electron Microscope (SEM) costing Rs. 78 lakhs has been installed. This instrument caters to the needs of research scholars of all science departments.

3.3.2 Does the university have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.

Yes. The Institute library serves as an Information Resource Centre catering to the needs of researchers.

- The Institute website carries information related to research. Through the website, scholars who have submitted their thesis can check the status of their thesis adjudication. The website has links to reputed journals such as Springer, Taylor & Francis, JSTOR, and Project Muse. Further, the Institute is linked to INFLIBNET which facilitates scholars in their research;

- The Institute has a Digital Knowledge Centre which caters to the needs of researchers; and

- Workshops and training programs are periodically conducted in the application of statistical tools such as SPSS for scientific data analysis.

3.3.3 Does the university have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?

Yes. The Institute has a USIC with a glass blowing section, an electronics section and a mechanical workshop. The facilities are available to all research scholars of the Institute. The USIC staff are paid from UGC funds allocated to the Institute.

3.3.4 Does the university provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national /international)?

i) The Institute has an exclusive Research Scholars' hostel;
ii) The whole campus is WI-FI enabled;
iii) The Faculty Guest House provides accommodation to Visiting Scientists and those invited for special lectures and other programmes; and
iv) The Institute has a Working Women's Hostel to cater to the needs of visiting women scientists.

3.3.5 Does the university have a specialized research centre/ workstation on campus and off-campus to address the special challenges of research programmes?

Yes. The Institute has a specialized research centre/workstation on campus to address the special challenges of research programmes in certain fields of research.

i) The Rajiv Gandhi Chair for Panchayat Raj Studies is a specialized Research Centre in the area of grassroots governance. It has a rich repository of research papers, reports and policy documents on grassroots governance. It serves as a clearing house for researchers in the field of governance;

ii) The Department of Extension Education, with expertise in the field of Participatory Learning and Action (PLA) and its network of trained faculty in PLA, provides consultancy in participatory research; and

iii) The Rural Energy Centre and the Rural Technology Centre share their expertise in the domain of rural development with researchers.

3.3.6 Does the university have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

Yes.

i) The Department of Chemistry has been recognized for its work in the field of Fluoride toxicity in drinking water;

ii) The Department of Extension Education has been nationally recognized for its work in the field of Participatory Learning and Action;

iii) The Rajiv Gandhi Chair for Panchayat Raj has national recognition in the field of grassroots governance;

iv) The Department of Rural Development is a recognized centre in micro-finance;

v) The Rural Energy Centre has been recognized for its work in non-conventional energy sources;

vi) The Department of Cooperation has been recognized by NCVI for training officials of Cooperatives in Business Planning under ICDP; and

vii) The Institute itself has been recognized by both State and Central Government for its research in the field of Rural Development.

The expertise and the facilities available at the Institute are made use of by external scholars and agencies.

i) Researchers from other universities who come to the Institute for training and consultation; they also make use of the libraries established in these Centres/Departments; and

ii) The State Government and the Central Government have sought the services of the faculty in these Centres/Departments for monitoring and evaluating their programmes and for providing inputs to improve the performance of various schemes.

3.4   Research Publications and Awards

3.4.1 Does the university publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

Yes. The Institute brings out two peer-reviewed research journals:

i) *Journal of Extension and Research* (ISSN:0972-351X; Quarterly) and

ii) *Gandhigram Literary Review* (ISSN:2278-8190; Annual)

Composition of Editorial Boards

The composition of the editorial board of *Journal of Extension and Applied Research* is as follows: Executive Editor; Honorary Editor; Associate Editors (three); and Members of the Editorial Board (three). Prof. S. Gurusamy, Professor of Sociology, is the editor and the Vice-Chancellor of GRI is the patron.

The editorial board of *Gandhigram Literary Review* consists of 10 members of whom 4 are from reputed universities in UK, USA, Japan and Africa. A Vice-Chancellor of a Central University is one of the members. Prof. A. Joseph Dorairaj, Professor of English is the Founder-Editor and the Vice-Chancellor of GRI is the patron.

Editorial Policy

Journal of Extension and Research: The policy of the journal is to publish original works related to rural issues and rural development and focus on successful and innovative extension programmes.

Gandhigram Literary Review: The policy of the journal is to promote a multi-disciplinary approach to English Studies. The journal straddles theory and practice and consciously includes canonical as well as non-canonical writers and their works and strives to promote mini-narratives in place of totalizing narratives.

3.4.2 Give details of Publications by the Faculty:

- The faculty of the Institute regularly publish research and popular articles in international and national journals, contribute chapters in books, publish books and edit volumes;
- The faculty, during the assessment period, have published 1781 research articles in refereed journals of these, 926 articles are Scopus-indexed;
- The faculty have authored 188 books and 87 edited volumes have been brought out during this period;
- The faculty have contributed 735 chapters in books;
- Research publications have earned a significant place for the Institute among universities and institutions including IITs, NITs and national laboratories; and
- The Institute has been ranked first in research excellence, second in nationalized impact, and seventeenth in leadership in research management among 148 institutions in India by SCIMAGO based on SCOPUS publications.

- **Number of papers published in peer-reviewed journals (national/international)**

Faculty members of GRI have published 1781 research articles in peer-reviewed journals during the assessment period. The year-wise publication details are given in Table 3.7 and the details of publications are given in Annexure 16.

Table 3.7: Number of Papers of Published in Peer-Reviewed Journals (National and International)

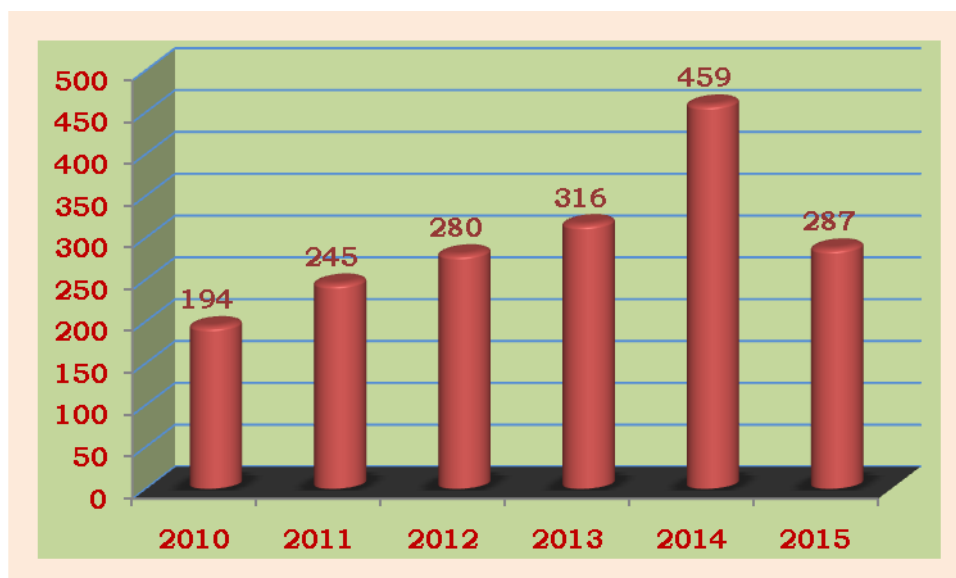| Year	No. of Publications
2010	194
2011	245
2012	280
2013	316
2014	459
2015	287

Fig. 10: Publications in Journals (Year-wise)

- **Monographs**

    10 Monographs have been brought out by the faculty during the assessment period (See Annexure 17).

- **Chapters in Books**

    The faculty of GRI have contributed 735 chapters in books (See Table 3.8 and Annexure 18).

Table 3.8: Year-wise Details of Chapters in Books

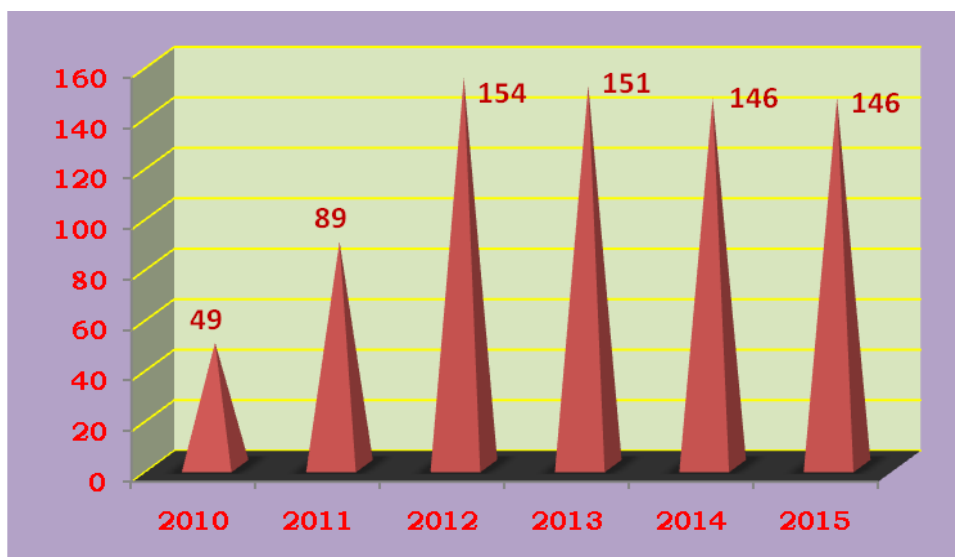| Year	No. of Chapters in Books
2010	49
2011	89
2012	154
2013	151
2014	146
2015	146

Fig. 11: Publications of Chapters in Book by GRI Faculty (Year-wise)

- **Books Edited**

    87 books have been edited by the faculty of GRI during the assessment period (See Table 3.9 and Annexure-19).

Table 3.9: Year-wise Details of Books Edited by Faculty of GRI

Year	No. of Edited Books
2010	4
2011	15
2012	18
2013	17
2014	13
2015	20

- **Books with ISBN**

    In keeping with the vibrant research culture at GRI, the faculty have written 188 books with ISBN. The year-wise details of books authored by GRI faculty are given in Table 3.10 and in Annexure 20.

Table 3.10: Year-wise Details of Books

Year	No. of Books
2010	15
2011	32
2012	40
2013	27
2014	45
2015	25
2016	4

Fig. 12: Publications of Books (Year-wise)
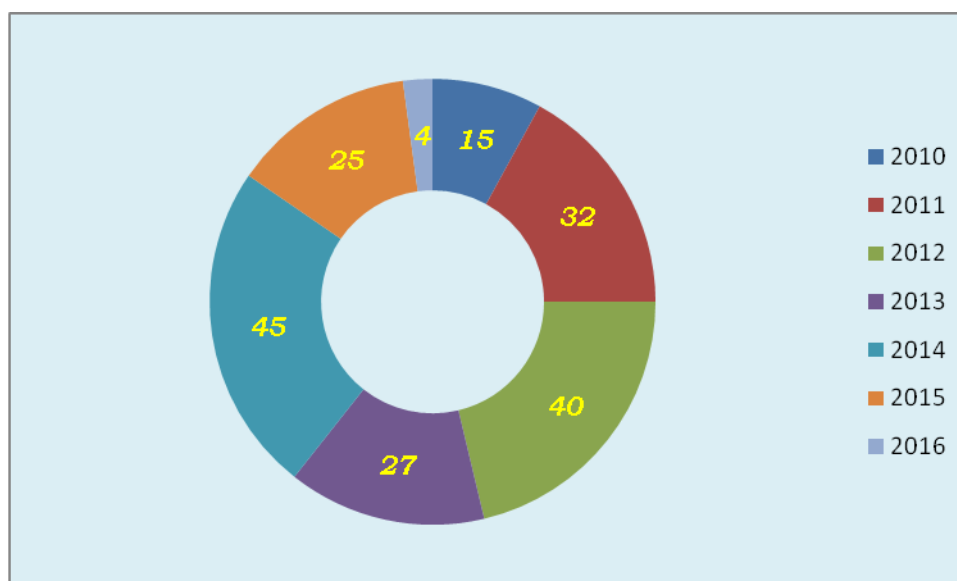
- **Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, etc.)**

  The Institute has 926 SCOPUS-indexed publications during the assessment period. The details are given in Annexure 21.

- **Citation Index – range / average**
  Cited documents   : 1441
  Total citation index   : 12849
  Average   : 7

- **SNIP**
  Range   : 0.149 – 1.454
  Average   : 0.806

- **SJR**
  Range   : 0.108 – 1.026
  Average   : 0.567

- **Impact Factor**
  Range   : 0 – 7.4

- **h-Index**   : 46

3.4.3 Give details of

- **faculty serving on the editorial boards of national and international journals**
- **faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies**

Thirty one faculty serve on the editorial boards of various journals, including international ones, as editors, consultants and referees (See Annexure 22). Many serve as members of organizing committees of various international and national conferences.

3.4.4 Provide details of

- **Research awards received by the faculty and students**
  During the assessment period, two faculty received Tamil Nadu State awards while one faculty from the Department of Tamil received the Young Scholar Presidential Award for Classical Tamil (See Annexure 23).

- **National and international recognition received by the faculty from reputed professional bodies and agencies**
  Many faculty have delivered invited lectures and lead lectures in national and international conferences. 50-65% of staff have delivered lectures and served as resource persons in various national/international academic meets (See Table 3.11). The details of the visits are given in Annexure 24.

Table 3.11: Number of Visits Abroad by the Faculty

Year	No. of Visits Abroad
2010-2011	8
2011-2012	7
2012-2013	17
2013-2014	8
2014-2015	14
2015-2016	1

3.4.5 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty during the last four years. Does the university participate in Shodhganga by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access?

The Institute has awarded Ph.Ds to 310 scholars during the assessment period. The year-wise details are given in Table 3.12 and complete details are given in   Annexure 25.

Table 3.12: Number of Ph.Ds Awarded

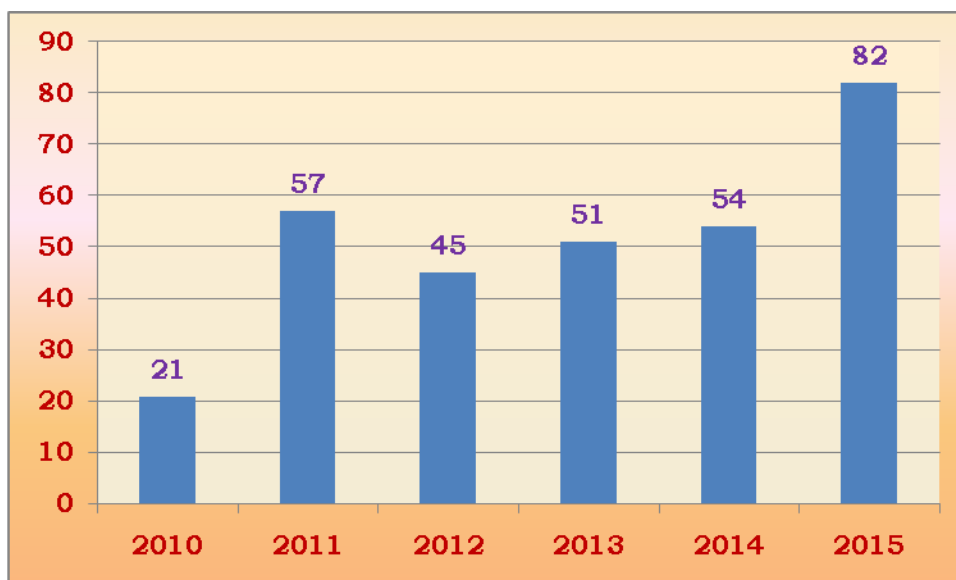| Year	No. of Ph.Ds Awarded
2010	21
2011	57
2012	45
2013	51
2014	54
2015	82

Fig. 13: Ph.Ds Awarded (Year-wise)

The Institute has so far deposited 450 Ph.D. theses with INFLIBNET for electronic dissemination through open access and 185 Ph.D. theses have already been uploaded in Shodhganga for open access.

3.4.6 What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

The Institute conforms to accepted code of principles of good research practices. It has an official policy to check malpractices and plagiarism in research. The policy states: "In case of scholars who have been confirmed to have committed the act of plagiarism, his/her thesis/degree shall be forfeited and he/she shall be debarred to register for any another programme in the Institute."

The Institute has installed Urkund (software) in its library which helps in the detection of plagiarism.

The Ph.D. theses of the Institute are evaluated by two examiners - one from India and the other from abroad. Malpractices and plagiarism are thereby kept in check.

So far, only one case of plagiarism has been reported and it is being investigated.

3.4.7 Does the university promote interdisciplinary research? If yes, how many interdepartmental / interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavours?

Yes. The Institute promotes inter-disciplinary and inter-departmental research projects. Under the Indo-US 21st Century Knowledge Initiative Award, a collaborative project consisting of faculty from the Departments of Computer Science and Chemistry has been sanctioned Rs. 1.25 crores.

The Department of Rural Development undertook an inter-disciplinary consultancy project with the Department of Cooperation. The project was funded by Ultra Tech Cements.

The Rural Technology Centre undertook a project on the evaluation of Rural Housing Schemes in Tamil Nadu with the Departments of Cooperation and Gandhian Thought and Peace Science.

Research scholars take up inter-disciplinary research under the joint guidance of faculty from diverse disciplines.

3.4.8 Has the university instituted any research awards? If yes, list the awards.

The Institute recently instituted Best Researcher Awards in different categories and these awards are given in recognition of their contribution to research every year.

3.4.9 What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?

The faculty who have received state, national and international recognition are honored at faculty meetings. Due weightage is given in the Career Advancement Schemes for promotion.

3.5   Consultancy

3.5.1 What is the official policy of the university for structured consultancy? List a few important consultancies undertaken by the university during the last four years.

The Institute encourages the staff to undertake consultancy assignments including state/central government projects. It has an official policy for structured consultancy. Important features of the consultancy policy are:

i) Three different types of consultancy, viz., individual consultancy, institutional consultancy and institutional project can be undertaken.

ii) Consultancy includes the establishment of a lab/pilot plant, preparation of bankable projects, sample/product/material testing, consultancy at the industry/farm site, professional training, sharing of expertise with NGOs, private groups and others, and field visits for diagnosis and problem-solving exercises.

iii) The revenue generated under individual consultancy will be shared between the faculty and the Institute at 60:40; under institutional consultancy, it will be 50:50. For individual consultancy project(s), honorarium will be fixed by the Consultancy Advisory Committee.

The Institute has introduced an innovative venture capital scheme to support teacher entrepreneurs who can help the Institute by promoting a business plan through incubation with the support of the Institute.

3.5.2 Does the university have a university-industry cell? If yes, what is its scope and range of activities?

The Institute has an Industry-Institute Cell headed by a senior faculty. This cell, launched recently, networks between the Institute and industries.

The Institute has an Entrepreneur Development Cell as well which motivates and trains students.

The Institute has a tie-up with Cottage and Small Scale Industries in Dindigul District. The students of the Department of Rural Industries and Management take up projects in these Small, Medium and Cottage Industries for their B.B.A. and MBA programmes. This department has trained hundreds of weavers in designing, dyeing and other textile operations.

The Institute has demonstration units in paper making, oil and soap units. The department of RIM has a close tie-up with Gandhigram Trust which has oil, soap and ayurvedic units.

The Departments of Chemistry and Biology have standardized many Ayurvedic products manufactured by Lakshmi Seva Sangam (Siddha and Ayurvedic Unit), Gandhigram.

The Centre for Entrepreneurship Development (CED) of the Institute collaborates with Neyveli Lignite Corporation in the rehabilitation of Project Affected People (PAP) and has provided training for livelihood options to empower the PAP.

3.5.3 What is the mode of publicizing the expertise of the university for consultancy services? Which are the departments from whom consultancy has been sought?

The modes of publicizing the expertise are through:
* Website
* Individual contact
* Institutional contact
* Peer reference
* Networking with various agencies
* Print medium

The Faculties/Departments/Centres/Cells from whom consultancy is sought:
* Faculty of Agriculture and Animal Husbandry
* Department of Cooperation
* Department of Economics
* Faculty of English and Foreign Languages
* Department of Sociology
* Department of Rural Industries and Management
* Department of Political Science and Development Administration
* Department of Extension Education
* Department of Lifelong Learning and Extension
* Department of Rural Development
* Department of Chemistry
* Department of Physics
* Rural Technology Centre
* Department of Computer Science and Applications

- Rural Energy Centre
- Faculty of Rural Health and Sanitation
- Centre for Entrepreneurship Development
- Internal Quality Assurance Cell

3.5.4 How does the university utilize the expertise of its faculty with regard to consultancy services?

The Institute encourages its faculty to offer consultancy services through the following modes:

i)   It enables departments to participate in the tender, wherever applicable.

ii)   It provides staff on-duty leave to undertake consultancy services.

iii) It offers faculty an enabling environment to take up consultancy work.

iv)   It provides necessary infrastructure for consultancy.

v)   It allows the constitution of inter-disciplinary teams.

Proposals received are forwarded to the domain experts available in the Institute and individuals/groups are encouraged to apply for consultancy services.

3.5.5 List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.

Broad Areas of Consultancy Services
1.   Grassroots Governance
2.   Participatory Development
3.   Community-based Organizations
4.   Micro-Plan
5.   Business Development in Cooperatives
6.   Evaluative Research
7.   Vocational Training
8.   Cost-effective Sanitation
9.   Cost-effective Housing
10.   Rural Housing
11.   Cottage and Small Industries
12.   Analysis of Fluoride
13.   Solar Energy

14. Watershed Management
15. Sustainable Agricultural Practices
16. Organic Farming
17. Integrated Farming System
18. Traditional Science and Technology
19. Rehabilitation and Resettlement of Project affected People
20. English Language Teaching
21. Mushroom Farming
22. Vermicomposting

Revenue Generated

Gandhigram Rural Institute was established with the following objectives: (i) Inclusive development with the mandate of serving the poor; (ii) Provision of knowledge support through action research and outreach programmes; and (iii) Value orientation.

Hence, most of the consultancy services offered by the faculty are voluntary and honorary in nature. However, the Institute has taken up certain paid consultancy services as well (See Table 3.13).

The details of consultancy projects handled during 2010-15 are given in Table 3.13.

Table 3.13: Paid Consultancy Projects

Sl. No.	Title of the Project	Name of the Faculty	Name of the Funding Agency with full address	Amount Generated (Rs.)
2011-12				
1.	Traditional Science and Technology Development for the benefit of students and people of Dindigul District	Dr. N.S.Nagarajan, Professor & Dean, FROS	Tamil Nadu State Council for S & T, Chennai	1,00,000/-
2.	Capacity Building Programme for Research Team of SSA, Kerala	Dr. M.A.Sudhir, Professor of Applied Research	State Project Director, SSA Bhavan, Thiruvananthapuram	3,93,003/-
3.	Consultancy Project for "Puthu Vaazhvu Project", Govt. of Tamil Nadu, Dindigul District	Dr.K.Somasundaram, Professor of Computer Science and Applications	Collectorate, Dindigul District	3,83,000/-

Sl. No.	Title of the Project	Name of the Faculty	Name of the Funding Agency with full address	Amount Generated (Rs.)
4.	Study by NITTR, Chennai on the Social Impact of Resettlement and Rehabilitation Programmes of Tamil Nadu Road Sector Project	Dr. M.P. Boraian, Professor of Extension Education	World Bank, Tamil Nadu	15,00,000/-
2013-14				
5.	Farming Equipment	Dr.R.Uthaya Kumar, Director i/c, REC	Jeyasorna Agro Tech., Dindigul	10,000
6.	The Town of Child Labour Elimination: Change of Sivakasi	Dr.L.Rathakrishnan, Professor, Dept. of RIM	IDE & JETRO Japan	US $ 5400
7.	Fluoride Analysis	Dr.S.Meenakshi, Professor of Chemistry	Meenakshi Dental College, Chennai	Rs.3,600/- @ 100/ sample
8.	Analysis of Fluoride in urinary samples	Dr.S.Meenakshi, Professor of Chemistry	TWAD Board, Chennai	28,000/- @ 100/ sample
2014-15				
9.	Impact of Rural Housing Scheme (CMSPGHS, IAY) in addressing Rural Poverty and Women Empowerment	Dr.K.Mahendran, Professor, Rural Technology Centre	State Planning Commission, Chennai	4,99,000/-
10.	Baseline Survey and Micro Level Plan for 23 villages in Ariyalur district	Dr N.Lalitha, Professor of Rural Development	Ultra Tech Cement Company-Aditya Birla Group	5,00,000/-
11.	Consultancy Project to write policy recommendations for a Research Study conducted by NCAER, New Delhi	Dr. G. Palanithurai Professor of Political Science and Development Administration	IDRC, Canada	5,00,000/-

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the university sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience during the last four years.

The Institute sensitizes its students and faculty on its Institutional and social responsibilities in the following ways:

A. Sensitization of Students:

i) All the newly admitted students of GRI are given a two-day orientation by the staff where they learn the history of GRI, its goals and objectives, the close link with the rural communities, and the roles and responsibilities of every student not merely in acquiring a degree but also in contributing his/her mite to the people in the villages.

ii) Students and faculty of all departments from Diploma to Master's level undergo a week-long Village Placement Programme in villages around Gandhigram every year. This is mandated as part of their curriculum to experience rural life.

iii) Every faculty/department organizes subject–based weekly field visits to villages for half–a–day (incorporated in their weekly timetable) to learn the practical dimensions of their curriculum.

iv) Special programmes of NSS and Shanti Sena take the students to villages and hill-based settlements for sharing their knowledge, skills and labour with the people living there.

v) Community–based organizations such as SHGs and youth clubs, local self–governance institutions such as Panchayats, democratic structures such as cooperatives, learning centres like schools, civil society organizations and traditional leadership structures are the other channels of learning, where students learn about their structure and functions, analyze their strengths and weaknesses and try to infuse new ideas into them, through alternate action plans and attitudinal changes.

vi) Students undertake *shramdhan* activities on campus as a prelude to their village-based *shramdhan* during their Rural Stay Programme.

In all these, students are oriented to be socially responsible by directly contributing to the community by studying their life and work, analyzing their problems, identifying solutions, mobilizing resources and contributing to the development of villages.

Sensitization of Faculty

i) The Institute organizes an orientation/induction programme for all the newly recruited staff and sensitizes them to the vision and mission of GRI, tasks to be accomplished, and the means and methods to be followed in realizing our goal of serving the community in the process of providing higher education.

ii) All members of the teaching community meet and deliberate on the positive as well as grey areas of our Village Placement Programme and their field visit experiences.

iii) With every batch of students placed in villages during VPP, the teaching and the field staff of the respective faculties and departments stay with them—living together, working together, contributing to and learning from the villagers and their physical environment.

iv) Teachers impart not only knowledge in their respective subjects but also talk about the reality of the rural communities around and far.

v) Almost every teacher who guides/supervises the dissertations of students from Degree to Doctoral level is seized of the status of rural communities and their struggle in various spheres of life.

The teaching community is well aware of its social responsibility towards the rural community, for along with the students they experience rural realities. They have a dual responsibility of teaching as well as instilling social values in their students.

B. Social Outreach Programmes which have created an Impact on Students' campus experience

i) Village Placement Programme:

The Village Placement Programme is mandatory for the students of various programmes offered at the Institute. The duration of the programme is seven days per year organized normally during the odd semester. The primary objective of the programme is to enable the students to experience rural realities. The major outcomes of the programme are: i) the students develop the spirit of service and voluntarism; ii) they learn the art of adjusting to the ground realities and develop the skill of managing crisis; iii) they gain first-hand knowledge of various socio-economic, political issues of rural areas; iv) the barriers between the students and teachers break down as a result of staying and learning together in villages; and v) the relationship between the Institute and villages deepens and creates opportunities for participatory development (See Table 3.14).

Table 3.14: Details of Village Placement Programme

Sl. No.	Year	Number of Students			No. of Staff	No. of Villages
		Male	Female	Total		
1.	2010-11	996	1038	2034	30	15
2.	2011-12	1079	1173	2252	34	17
3.	2012-13	1063	1325	2388	139	30
4.	2013-14	1179	1387	2566	141	31
5.	2014-15	1107	1496	2603	108	27

ii) National Service Scheme

National Service Scheme is another programme where all Diploma, UG, PG and PG Diploma students are enrolled as volunteers. The Institute has 20 NSS Units with a student strength of 2723. These students participate in regular and special programmes. The programmes offered under the scheme have enhanced environmental consciousness among the volunteers, fostered civic responsibilities among the students, inculcated in them the spirit of service to humanity and so on. The scheme has promoted citizenship qualities among the students.

iii) **Shanthi Sena**

Shanthi Sena (Peace Brigade) is unique to GRI. It is a significant social outreach programme with a strong conviction and faith in the principles of non-violence, truth, peace, and secularism. The Shanthi Sainiks (peace soldiers) are trained in conflict resolution and spread the message of Gandhi in the service villages through exhibitions, rallies and campaigns. Shanthi Sena has 520 volunteers.

3.6.2 How does the university promote university-neighborhood network and student engagement, contributing to the holistic development of students and sustained community development?

The Institute promotes university-neighbourhood network and student engagement through various means. There are department specific and Institute specific means. The initiatives are as follows:

i)   The Department of Political Science and Development Administration has promoted a network in the sphere of local governance by imparting training to panchayat leaders.

ii)   The Faculty of Agriculture and Animal Husbandry and the Krishi Vigyan Kendra have promoted Farmers' Associations by providing them training and consultancy services.

iii) The Department of Lifelong Learning and Extension has a strong network of children and women through its pre-school education centres, children's club and Self-Help Groups.

iv)   The Centre for Disability and Development has promoted a network of persons with disabilities through its outreach activities among the disabled.

v)   The Science Departments have promoted a strong network with the neighbouring schools through teaching science.

vi)   The Department of Biology has promoted a network of marginal and landless labourers by securing for them livelihood opportunities in mushroom cultivation.

vii) The Faculty of Rural Health and Sanitation has established a network through its cost-effective models of latrines and through skill-based training in sanitation.

viii) The Rural Technology Centre has promoted a network of masons in rural areas through its training programmes.

ix) The Institute has promoted a strong network with the neighbourhood community by continuously engaging in outreach activities through action-based research, training, placement of students, and through the activities of NSS and Shanthi Sena.

Students are an integral part of these activities which contribute to their holistic development and at the same promote a sustainable community development.

3.6.3 How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programmes?

The Institute promotes the participation of students and faculty in extension activities in the following ways:

i) The Institute has made the participation of all students in NSS mandatory.

ii) The Village Placement Programme, a flagship outreach programme of the Institute, is a compulsory two-credit course for all students.

iii) Several departments have made field-visits and field placements integral components of their curriculum.

iv) The Institute insists that the staff should be actively involved in outreach activities. The participation of the staff motivates the students to engage in such activities.

v) The Institute adopts a systematic procedure in planning and executing various activities. The students and staff get actively involved in the process which is an important factor in enlisting and ensuring participation.

vi) The Institute has a separate budget head for Village Placement Programme. Besides the organizing expenses, travel (students and staff) and food expenses (staff) are also met.

vii) The Institute has the practice of honouring the best extension worker of GRI by awarding him/her a Gold Medal at the annual convocation.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the university to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

A. Social Surveys

The Institute, through its various departments and through Village Placement Programme and as part of UG and PG projects, has undertaken various types of surveys.

The social surveys undertaken to ensure social justice and empower the underprivileged and the most vulnerable sections of the society are as follows:

i)   Survey on identification of persons with disabilities
ii) Survey on social exclusion and inclusion of persons in rural areas
iii) Survey of the social status of rural women and their empowerment
iv) Survey of the ultra-poor
v)   Survey on the socio-economic condition of the Arunthathiar community
vi) Survey of the socio-economic condition of Palia tribes in Kodaikanal Block

Besides these surveys, the Institute has conducted many specific surveys to empower the vulnerable sections of the society. Such surveys include:

i)   Geospatial survey
ii)   Energy use survey
iii) Survey on housing structure and pattern
iv)   Panchayati Raj awareness survey
v)   Leadership survey
vi)   Survey on awareness of welfare programmes
vii) Survey on food consumption pattern and nutritional status
viii) Survey on awareness of social evils
ix)   Literacy awareness survey
x)   Survey on awareness of fluoride content in drinking water
xi)   Survey on status of health and sanitation
xii) Survey on mineral deposits in the rural environment

B. Research Activities

The Centre for Study of Social Exclusion and Inclusive Policy has undertaken studies on deprived, marginalized and the most vulnerable sections of the community. The studies are as follows:

i) Livelihood of Coastal Fisherfolk: An excluded group in Tamil Nadu (UGC-funded)

ii) Social Exclusion of Transgender in Dindigul District (UGC-funded)

iii) An analytical Study of the Health Status among the Arunthatiyars in Tamil Nadu: A Vulnerable Case of Social Exclusion (UGC-funded)

iv) A Study on Cultural Practices and Living Conditions of Kottai Vellalar in Tuticorin and Tribals in Pitchavaram Mangrove Forest of Tamil Nadu (Institute-sponsored)

v) Social and Economic Exclusion of Arunthathiar community in Puliyurnatham Panchayat in Oddanchatram Block (Institute-sponsored)

vi) Educational Exclusion of SC Women in Nilakkottai Block (Institute-sponsored)

vii) Social Exclusion of Aged Population: A Sociological Study in Reddiarchatram Block, Dindigul (Institute-sponsored)

viii) An Anthropological Study of Social Exclusion of Widows in Athoor Block, Dindigul District: Causes, Consequences and Remedies (UGC-funded).

C. Extension

The Institute has taken up several outreach activities to ensure social justice and empower the underprivileged and the vulnerable sections of the society. They are briefly listed here:

Disabled: The Institute, through its Centre for Disability and Development, has taken concrete steps to serve the disabled.

i) The Centre raised disabled people's awareness in 10 village panchayats of Athoor and Dindigul blocks regarding various rehabilitation and welfare programmes of the government.

ii) The Centre facilitated in securing National Disability ID cards for 120 people.

iii) The Centre organised them into 12 SHGs—exclusively for women (10 groups) and for men (2 groups) in 10 village panchayats.

iv) 50 disabled young men and women were given vocational training at GRI in the following trades: a) Phenol making; b) Washing powder making; c) Tuti-fruiti making; d) Pickle making; and e) Mushroom soup making.

v) 50 disabled persons were given training in small animal rearing (domestic animals such as goat, sheep and rabbit) and poultry.

vi) Goats (one pair of young ones to each household), and Poultry (one unit with 10 birds of hybrid variety) were provided to 20 disabled persons free of cost.

vii) A demonstration programme was organized for disabled women farmers on the use of organic methods of farming and preparation of nutritive food at home.

viii) Aids and Appliances were given to the disabled using the grant of Rs. 6 lakhs received from LIFE (Living with Friends on Earth), an NGO in Tokyo, Japan.

Battery Scooter	1	CP chair	2
Tricycle	10	Braille kit	5
Wheel chairs	10	Calipers and crutches	18
Dark glasses	5	Shoes	4
Braille watches	10	Mobility canes	7
Book magnifier	10	Hearing aid	2
Low vision stand	10	MR children kits	33

ix) Persons with different kinds of disabilities of various categories were enabled to consult the following specialists/hospitals for treatment/follow-up :
   a) Visually impaired : Aravind Eye Hospital, Gandhigram
   b) Orthohandicapped : Artificial limb unit at Kasturba Hospital, Gandhigram

   c) Mentally retarded : Govt. Hospital, Dindigul
   d) Speech and Hearing
      impaired : Audiometric Centre, Dindigul

x)   Funds were mobilized from SV Foundation, Chennai which gave a subsidy of Rs. 5000/- each to 20 disabled persons, against a bank loan of Rs. 20000 each for purchase of goats, milch animals and poultry and setting up vegetable shops, cycle repair shops and petty shops.

xi)   Fifteen disabled persons were encouraged to avail a bank loan of Rs.30,000/- each from Canara Bank, Gandhigram under Government of India's SGSY scheme towards strengthening their livelihood base.

Tribals: The Institute, through the Department of Extension Education, surveyed the status of tribals in Sirumalai Hills and facilitated their meeting with the Department of Adi-Dravida and Tribal Welfare at the District Collectorate (Dindigul) for their basic needs such as free-housing, education for their children and lands for cultivation. The Department has also surveyed the status of Palia tribes in lower Palani hills and represented their basic needs and problems to the District Collector.

Pre-School education for the children of socially and economically disadvantaged sections of the society: The Institute has been running 14 Pre-School Centres with *pucca* infrastructure with financial assistance from the Social Welfare Board for more than a decade. The centres are located mostly in villages dominated by SC households who are landless and underprivileged. All these centres are run systematically under the guidance of a person appointed exclusively for this purpose by the Institute. Around 400 children below the age of five have benefitted through these pre-school education centres. The percentage of children belonging to SC communities hovered around 25 to 30 during the assessment period. Each centre has 30 children on an average (See Table 3.15).

Table 3.15: No. of Children in Pre-school Education Centres

Community / Year	SC	MBC	BC	Total
2010-11	121 (30.0)	55 (13.7)	227 (56.3)	403 (100)
2011-12	108 (28.7)	21 (5.6)	247 (65.7)	376 (100)
2012-13	118 (29.1)	26 (6.4)	262 (64.5)	406 (100)
2013-14	97 (25.3)	21 (5.5)	265 (69.2)	383 (100)
2014-15	102 (25.3)	12 (3.0)	289 (71.7)	403 (100)

Note: Figures in parentheses indicate percentages to total.

Supplementary and value education to underprivileged children: The Department of Lifelong Learning and Extension has undertaken a project in 14 villages with the objective of providing supplementary and value education to the schools located in remote villages. The project has benefitted 126 children, of whom 46% are SCs and 54% belong to Most Backward Communities. The major activities undertaken in the project are:

1. Formulation of children's club
2. Providing supplementary education in English, Mathematics and Science
3. Skill training in public speaking, spoken English, communication, drawing, dancing, singing, painting, leadership, sanitation, etc.
4. Parental education
5. Rallies/Campaigns
6. Educational tours
7. Children's mela
8. Financial assistance to children to continue their studies. Around Rs.5.3 lakhs have been disbursed as assistance to 126 children in 14 villages. Average amount provided to each child works out to Rs.4200/- per year.
9. Publication of Newsletters

Impact

1. There is a discernible improvement in their skills related to writing, oration, drawing, singing, dancing, etc.
2. The children have started contributing to the magazine by writing stories and articles and by drawing pictures.
3. The children have acquired basic skills in communicative English, computing, typing, leadership, and have developed team spirit through a one-month summer vocational training.
4. Tours arranged every year have enhanced their knowledge of their state, namely, Tamil Nadu.
5. There is a marked improvement in their performance in school examinations.
6. A strong bond has been created between the children, their teachers and parents and the Institute which has resulted in the improvement of the overall performance of the students.

Education for School Drop-outs

The Institute, through the Department of Lifelong Learning and Extension, runs a Centre of the National Institute of Open Schooling for educating the drop-outs. The Centre has mainstreamed the drop-outs by ensuring the completion of their schooling. 1561 drop-outs were enrolled for secondary and higher secondary schooling of whom 852 were enrolled for secondary schooling and 709 for senior secondary schooling. Of the total number of students enrolled, 52.5% successfully passed out. The pass percentage was higher in the senior secondary (56.6%) when compared to the secondary (49.1%) (See Table 3.16).

Table 3.16: Enrolment and Performance of Students under NIOS

Year	Secondary		Senior Secondary		Total	
	No. of students enrolled	No. students passed	No. of students enrolled	No. students passed	No. of students enrolled	No. students passed
2010-11	188 --	86 (42.8)	201 --	103 (51.2)	389 --	189 (48.6)
2011-12	201 --	61 (30.3)	151 --	35 (23.2)	352 --	96 (27.3)
2012-13	169 --	90 (53.3)	126 --	96 (76.2)	295 --	186 (63.1)
2013-14	132 --	70 (53.0)	114 --	93 (81.6)	246 --	163 (66.3)
2014-15	162 --	111 (68.5)	117 --	74 (63.2)	279 --	185 (66.3)
Total	**852 --**	**418 (49.1)**	**709 --**	**401 (56.6)**	**1561 --**	**819 (52.5)**

Note: Figures in Parentheses indicate percentages to total.

Training to Weaker Sections

The Institute, as part of its extension programmes, has organized a series of training programmes to cater to the needs of the vulnerable sections of the community. The participants of the training include mostly small and marginal farmers, landless agricultural labourers, SCs, STs, the disabled, women, project affected people and rural artisans. The areas of training include imparting skills in specific trades, entrepreneurship, farm practices, non-farm livelihood opportunities, awareness generation and so on. The Institute has conducted 262 training programmes during the assessment period benefitting 27,521 persons of whom around 50% were from vulnerable sections of the community (See Table 3.17).

Table-3.17: Training Programmes Organized

Sl. No.	Nature of Training	No. of trainings organized			Total
		Upto 15 days	16-30 days	> 30days	
1.	Agriculture and Animal Husbandry	33	-	-	33
2.	Electrical and Electronics appliances including computers	-	-	30	30
3.	Tailoring	-	-	1	1
4.	Typewriting	-	3	8	11
5.	Dancing, Singing, Acting, Drawing for children	19	-	-	19

6.	Awareness generation including gender sensitization	53	2	-	55
7.	Solar Energy	49	-	-	49
8.	Geoinformatics	-	3	1	4
9.	Masonry and Building Technology	4	3	-	7
10.	Counselling and Guidance	3	6	-	9
11.	Social Exclusion and Inclusion	4	-	-	4
12.	Business Development in Cooperatives	40	-	-	40
	Total	**205**	**17**	**40**	**262**

3.6.5 Does the university have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?

Yes. The Institute's Faculties/Departments/Centres/ Schemes like NSS and Shanti Sena encourage students to get involved in social movements and developmental activities which will be useful to nation-building.

Students undertake activities like promoting consumer awareness, awareness about Panchayati Raj system among Panchayat presidents and members, undertaking campaigns against social evils such as drinking, smoking and gambling, child labour, female infanticide, harassment of women, and developmental issues like energy saving and organic farming. Our NSS students donate blood, undertake *shramdhan* in villages, and take up other socially constructive activities.

While undertaking each of the above mentioned activities, the camp in-charge, campaign coordinators, and rally organizers, closely monitor the programme and assess their performance.

3.6.6 Bearing in mind the objectives and expected outcomes of the extension activities organized by the university, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.

All community-based activities undertaken by students with the faculty's guidance have a direct relevance to their curriculum. For instance, concepts and definitions of poverty taught in classrooms are clarified and refined through field learning. Similarly, the impact of fluoride on children and adults

becomes clear when students are helped to relate classroom teaching with field analysis of fluoride-endemic villages. Hundreds of topics taught in classes are reinforced by realities experienced by students during their field visits.

Values Inculcated:

- Concern for the poor
- Respect for local leaders
- Positive attitude towards rural people
- Dignity of labour
- Learning to adjust to conditions with poor amenities
- Community living
- Cleanliness
- Zeal for value–addition to the community environment
- Generosity/Concern to contribute to people in all possible forms
- Sense of partnering with local people
- Shedding religious/caste prejudices
- Team spirit
- Sensitivity to various issues
- Respecting traditional knowledge and system
- Listening

Skills Learnt

- Preparation of action plans
- Conducting surveys
- Undertaking case studies
- Consolidation of data and reporting
- Preparation of social mapping
- Organizing meetings
- Planning and executing awareness programmes
- Organizing cultural programmes
- Organizing *shramdhan*, need assessment, planning, and execution
- Computerization of data
- Use of software for storing specialized data such as housing type, location, drinking water and irrigation wells
- Reporting on day-to-day activities.

3.6.7 How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities.

The Institute strongly believes in the concept of 'working with the people' and 'participatory development'. It ensures that all its outreach activities and action-research projects have a high degree of people's participation. The efforts and initiatives taken by the Institute through various departments and centres to ensure community participation include the following:

i) The Institute has a close and continuous contact and involvement with the villages around which greatly helps in ensuring people's participation.

ii) The Institute has organized various sections of the community into groups such as self-help groups, youth clubs, farmers' associations, children's groups, working women's associations, sanitation committees and so on. Working with these groups ensures people's participation.

iii) The Institute has organized skill-based training programmes to various sections of the society ranging from one day to three months. The faculty serve as resource persons which create a bond between the people and the Institute which, in turn, helps and ensures participation.

iv) The Institute has promoted some permanent institutions like pre-school education centres in 14 villages which serve as the nucleus for carrying out various activities with the participation of the people.

v) The people have, over a period of time, developed confidence in the outreach programmes of the Institute which invariably has resulted in the voluntary participation of people.

vi) The strong link established by the Institute with NGOs, Government, Panchayat Raj Institutions and other civil society institutions helps in enabling the participation of the people.

vii) Above all, the bond between the Institute and the people in rural areas has been quite strong and this has created mutual confidence which is an important factor in ensuring people's participation.

3.6.8 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.

In recognition of its extension services and outreach activities, the Institute has been identified as a National Level Monitor to assess government projects and implementation of various schemes under the Ministry of Rural Development.

3.7 Collaboration

3.7.1 How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?

The Institute has collaborated with various departments of both the Central and State Governments, universities within and outside the country, and civil society institutions in the neighbourhood and across the country. These collaborations have had a discernible impact on the visibility, identity and diversity of the activities on campus.

A. Visibility and Identity

i) The Institute has been recognized as a training centre by the government departments in the fields of
- Local governance
- Participatory Rural Appraisal
- Managerial aspects of cooperatives
- Organic farming
- Micro-finance
- Community-based organizations
- Water and sanitation
- Rural industries
- Entrepreneurship
- Mushroom cultivation technology
- Cost-effective housing
- Micro-planning
- Non-conventional energy

ii) The Institute has been recognized as a centre for training grassroots workers.

iii) The central and state government departments and other bodies like UNDP and UNICEF have recognized GRI for undertaking evaluatory research and studies.

iv) Regional, national and international NGOs have partnered with the Institute in undertaking training and consultancy projects in the field of rural development.

v) The Institute is one of the ten institutions in India selected under Erasmus Mundus scheme (EMINTE) for staff and students' training in European universities.

B. Diversity of activities on campus

The collaboration of the Institute with other agencies has resulted in a wide spectrum of activities on campus. Some of the activities are as follows:

i) Besides teaching and research, many departments have taken up training on a large scale. The clientele includes farmers, landless labourers, grassroots workers in various fields of rural development, personnel and officials working in various government departments (forest, rural development, cooperatives, agriculture, animal husbandry and local governance), NGOs, universities and training institutions.

ii) Students get opportunities to get involved in these programmes.

iii) The Institute has emerged as a hub for rural development related trainings, consultancy and interactions.

C. Academic benefits

i) The faculty have taken up research projects in many current issues.

ii) They update their domain knowledge by engaging with various developmental issues and problems through research.

iii) They have an excellent opportunity of interacting with a wide spectrum of clientele, especially the grassroots workers.

iv) The faculty have opportunities to work with experts and scholars from abroad.

v) Students get good placement opportunities through internship.

vi) Students are enriched by hands-on training.

vii) Collaboration with international universities has been made possible. The collaborative project with the University of North Florida has resulted in Indo-US 21st Century Knowledge Initiative award.

viii) Scientific collaboration with the faculty of other universities, both national and international, has resulted in joint publications which is an important factor for GRI's position in SCIMAGO rating of Indian Universities/ Institutions.

ix) Collaboration with LIFE, Tokyo, an international NGO, has resulted in regular visits of students from Japanese universities to the Institute. The other benefits are: i) A few students from Japan successfully completed their studies in Rural Development at GRI; ii) A project on disability was completed; and iii) The Institute offered a short-term training programme in Participatory Rural Appraisal for the students of Japanese Universities.

x) Three faculty and one student visited European universities under the Erasmus Mundus (EMINTE) scheme.

D. Financial Benefits

i) The Institute, through various research and training programmes, could get 10 to 20% of the total budget of various collaborative projects as institutional charges.

ii) Departments which took up training programmes and research projects could augment their infrastructure facilities.

3.7.2 Mention specific examples of how these linkages promote

- **Curriculum Development**

  i) Curriculum development in Micro-finance, Self-help groups, NGO management, Participatory Rural Appraisal and many other courses are based on extensive interaction with government departments, NGOs, international funding agencies and grassroots workers.

  ii) The Institute has received support from Yamaha Motors in developing the curriculum for a one year vocational programme in two wheeler mechanism under the banner of GRI Community College.

iii) The collaboration with TAFE and Murugappa Group of Companies has enabled the Institute to develop curriculum for Farm Equipments, Operation and Maintenance under the B.Voc. programme promoted by the DDU KAUSHAL Kendra set up at GRI.

- **Internship**

  Collaboration with various agencies has helped students' internship in different agencies. Some examples are:
  i) The students of MBA (Rural Project Management) are placed for internship in Block Development Office, District Rural Development Agencies and Non-Governmental institutions.
  ii) The students of B.Com. and MBA Cooperative Management carry out their internship in district and apex level cooperative institutions.
  iii) The students of MA Rural Development are placed in NGOs and Government departments.
  iv) The students of MBA (Small Business Management) and (Rural Industries and Management) have their internship in various SMEs.
  v) The students of B.Ed. programme undergo teaching practice/internship in neighbouring schools with which the Institute has strong linkages.
  vi) Science students' summer internship programmes are sponsored by Science Academies like INSA each year.

- **On-the-Job Training**

  ✓ Linkages with NGOs have enabled the students undergo in-plant training.
  ✓ B.Tech. students undergo on-the-job training with various construction companies.
  ✓ UltraTech cement has conducted two training programmes on the nuances of building construction for the benefit of B.Tech. students.

- **Faculty Exchange and Development**

  ✓ Prof.G.Palanithurai, Department of Political Science, served as a visiting Professor at Cologne University, Germany for a semester.
  ✓ Prof.P. Balasubramanian of the Mathematics Department was a Visiting Professor at the University of Malaya.
  ✓ Prof.S.Abraham John was a Visiting Scientist at the University of Malaya in 2015.
  ✓ Under the Erasmus Mundus scheme three faculty members went abroad.
    o Dr. T. Anantha Vijayah, Assistant Professor of English, Faculty of English and Foreign Languages, visited the University of Dublin, Ireland, under the Erasmus Mundus scheme in 2014.
    o Prof. A. Joseph Dorairaj, Professor of English, Faculty of English and Foreign Languages, visited the University of Leuven, Belgium, under the Erasmus Mundus scheme in 2015.
    o Dr.M.Hilaria Soundari, Department of Applied Research visited Katholische University, Eichstat – Ingolstat, Germany as a Visiting Professor in 2015. She also visited Lund University, Sweden under the Erasmus Mundus scheme in 2015.
  ✓ Prof. A. Joseph Dorairaj, Professor of English, Faculty of English and Foreign Languages, visited institutions in Washington DC, New York, and Florida as a Fulbright Nehru International Education Administrator in 2015.
  ✓ Prof. K.S.Pushpa, Department of Home Science and Dr. S.Kavitha Maithily, Assistant Professor of Home Science visited the Laboratories of the Department of Speech and Language Pedagogy of Leibing University, Germany in connection with a collaborative research project.

- **Research**

  i) Dr.P.Kalimuthu of the Department of Chemistry and Dr.P.Muthukumar of the Department of Mathematics visited US Universities under the Singh-Obama Initiative for research.
  ii) Availing JSPS fellowship, Dr. S. Abraham John of the Department of Chemistry carried out research at Nagasaki University, Japan.

iii) Dr. P. Balasubramaniam of the Department of Mathematics and Dr.S. Abraham John of the Department of Chemistry conducted research as visiting scientists in the University of Malaya.

iv) A DST Indo-Norwegian a research venture, a research programme on the problem of rainfall induced landslide in the Nilgiris is being undertaken by Dr.M.Muthukumar of the Department of Rural Development.

- **Publication**

  i) 228 joint publications have come up because of linkages at the departmental level.

  ii) Training manuals have been prepared for a) Watershed management; b) Management of self-help groups; and c) Participatory Rural Appraisal.

- **Consultancy**

  A consultancy project to write policy recommendations for a research study conducted by NCAER, New Delhi has been undertaken with funding from IRDC, Canada.

- **Extension**

  i) Tie-up with LIFE, Tokyo helps in carrying out the Disability project in 50 villages.

  ii) MoU with VOSARD helps in the promotion of the welfare of persons with disabilities from rural and tribal communities living in Kumuli, Kerala and Dindigul, Tamil Nadu.

  iii) Field extension activities could be carried out with the extensive support of Panchayats, SHGs and local NGOs.

- **Student Placement**

The collaboration with various agencies has helped in students' placement especially with NGOs and educational institutions. A few examples are:

i) The students of PG programmes in Social Sciences and Rural Development were placed in MYRADA, Bangalore, Hand-in-Hand, Vellore, Tamil Nadu, and Action-aid, Bangalore. More than 125 graduates were placed in various NGOs.

ii) The collaboration has also resulted in the placement of students in corporate enterprises.

iii) The students of PG Diploma in Sanitary Inspectors' programme are placed in municipalities and corporations.

iv) The students of Diploma in Agriculture get placed in NGOs propagating organic farming, seed farms and corporate houses and modern dairies.

3.7.3 Has the university signed any MoUs with institutions of national/international importance/other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the university?

Yes, the Institute has signed MoUs with reputed institutions and corporate houses. The details are given in Table 3.18.

Table 3.18: List of Institutions with whom MOUs have been Signed

Sl. No.	Name of the Institution	Areas of Collaboration
1.	Lund University, Sweden	Erasmus Mundus Action 2 Lot 11, India – to promote Faculty Exchange programmes
2.	Cologne University, Germany	To have an educational exchange of students and faculty members
3.	UGC, New Delhi	UGC – Faculty Recharge Programme
4.	Canterbury Christ Church University, UK	To develop learning and teaching, research and scholarship, academic exchanges and cooperation and cultural activity

5.	VOSARD (Voluntary Organization for Social Action and Rural Development), Kumily	To promote the welfare of differently-abled persons in rural and tribal areas of Idukki District, Kerala
6.	Department of Speech and Language Pedagogy & Theray, Leibniz University, Hannover, Germany	To have an exchange programme viz., educational, scientific research and training for both staff and students
7.	Shri Ramachandra University, Chennai	To work for collaborative and joint research & development projects, Medical and Technical consultancy, etc.
8.	Leuven University College, Belgium	To have academic exchange programme viz., educational, research, field-based training and village development
9.	Leibniz University, Hannover, Germany	To promote students' and academic and administrative staff exchange, Joint Research activities and Exchange of academic materials
10.	Carborundum Universal Ltd. Murugappa Group, Chennai	To conduct campus recruitment at GRI as and when required
11.	Yamaha Motor Pvt. Ltd., Noida	To conduct vocational training – Diploma in Two wheeler Mechanism and Maintenance
12.	IRMA, Ahmadabad	Gendered impact of NREGS in Rural India: Evidence and Implications for Policy
13.	ASMAE, India	ASMAE India Project
14.	University of Malaya, Malaysia	Academic Co-operation
15.	EdCII India Limited, New Delhi	Preparation of a "Detailed Project Report" for the Institute, including a Master Plan for Building infrastructure, ICT Development Administration and Educational Planning
16.	Coconut Development Board, Cochin, Kerala	A statistical survey for concurrent estimation of coconut production in Dindigul and Theni Districts
17.	State Institute for Rural Development, Kerala	Impact Assessment Study of MGNREGS in Thiruvananthapuram & Kottayam Districts

18.	State Planning Commission, Chennai	Implementation of THAI Scheme and Effectiveness of Habitation-based planning
19.	Neyveli Lignite Corporation, Neyveli	Training and Skill Upgradation Programmes for Project Affected People (PAP)
20.	Ambo University, Ethiopia	Teaching, Research, Exchange of Staff and Students
21.	Mahatma Gandhi Gramodaya Vishwavidyalaya, Chitrakoot	To share experiences in curriculum design in Rural Development Science
22.	Indian Institute of Crop Processing Technology, Thanjavur	To promote collaborative research development curriculum and exchange of students and staff
23.	Rural Development Mahalir Thittam, Collectorate, Dindigul	To collaborate with SHGs & undertake MBA Students' projects
24.	Higher Institute of Agriculture and Animal Husbandry (ISAE) BUSOGO, Rwanda	To promote collaborative programme of research, curriculum and exchange of students and staff
25.	Exeter University, UK	To promote global partnership

The outcomes of the MoUs are as follows:
  i) These tie-ups have resulted in student and faculty exchange programmes;
  ii) They have enhanced the research output of the Institute;
  iii) In some cases, joint seminars have been conducted ensuring dissemination of knowledge; and
  iv) They have helped in student internship and placement.

3.7.4 Have the university-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

The Institute is situated in a rural area and offers expertise to small and medium scale industries, especially in the area of textiles. The University-Industry Cell formed recently envisages the establishment of highly specialized laboratories for material testing and processing.

The Department of Rural Industries and Management in association with the Department of Handlooms and Textiles, Government of Tamil Nadu has established the following facilities:

- A computer aided Textile Design Lab to develop textile design for handloom weavers and power loom units has been established; it has supplied more than 500 specialized designs to commercial/industrial centres.
- Handloom organizations in Dindigul District are using the Product Sampling Laboratory available in the department for developing new designs and products. The Product Sampling Lab has 10 units of multi-treadle designs/product development equipments to support industries and student practicals.

Impact of the above initiatives

1052 handloom weavers from Tamil Nadu representing various districts were given training in value-added weaving in handloom to enhance their earnings. This has resulted in a better marketing of handloom goods in Tamil Nadu.

& & & & & &

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 How does the university plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The Institute is located in a rural setting in a vast area of 207 acres which includes a farm area of 45 acres and a dairy farm of 20 acres. Academic and administrative buildings occupy 39,850 sq.m. while hostels and staff quarters occupy 20,000 sq.m. The playground and facilities for sports add upto 15,000 sq.m.

The Institute undertakes a periodical review of the facilities available and assesses its requirements keeping in view its growth and development potential. Comprehensive proposals have been sent to UGC under each plan period. Most physical infrastructure facilities have been developed utilizing the funds sanctioned by UGC. During XII Plan, UGC, in response to the Institute's proposal of Rs.120 crores, sanctioned Rs. 9 crores for infrastructure development. This amount has been utilized for building academic and residential complexes and common facilities. The Heads of departments and Deans of faculties are involved in the allocation of development grants received from UGC and allocation is based on needs and priorities.

Besides UGC Plan Grants, a few departments have received funds from DST-FIST and UGC-SAP grants. The departments of Physics, Chemistry, Mathematics, Computer Science, Political Science and Development Administration, and Tamil have received grants. Funding agencies like DRDO and DST have provided grants for the purchase of equipments under project grants.

The facilities created are optimally used. The means adopted are listed below:

(i) Timetable for various programmes are framed in such a way that classroom and laboratory infrastructure are shared and used optimally;

(ii) Common courses offered across Faculties/Departments are combined and handled in a common venue;

(iii) Common facilities such as the Multi-Purpose Auditorium, Silver Jubilee Hall, Day Scholars' Dining Hall and Seminar Halls attached to some departments are utilized optimally benefitting the students, the staff and the community;

(iv) Students are allowed to work in laboratories beyond normal working hours; and

(v) Internet connectivity/Wi-Fi facilities are provided to students and staff and this facility can be accessed beyond working hours in the hostels.

4.1.2 Does the university have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

Yes. The Institute has a clearly articulated policy for the creation and enhancement of infrastructure to promote a congenial teaching-learning environment.

- During the assessment period, Rs. 13.29 crores were spent on infrastructure. 58.69% of this amount was spent for the creation of infrastructure for academic departments while 41.31% was spent for the creation of additional support facilities;

- The Institute has spent Rs. 9.8 crores towards renovation and repair works. Nearly Rs. 2.7 crores have been spent for the renovation of academic blocks, class rooms and laboratories while Rs. 1.3 crores have been spent on strengthening sports facilities; and

- To improve the hostel facilities Rs. 5.8 crores have been spent and the hostels have been given a complete facelift.

Details of various initiatives taken towards the creation and enhancement of infrastructure facilities are given in Tables 4.1, 4.2 and 4.3.

Table 4.1: Infrastructure added after 2010-2015

S.No.	Details	Plinth Area (m²)	Cost (Rs.in Lakhs)
1.	Physics Annexure	218.00	20.00
2.	First Floor of Agriculture	186.00	19.00
3.	First Floor of J.C. Kumarappa Court	837.50	181.00
4.	Ground Floor of Economics	85.00	16.00
5.	First Floor of Sociology	85.00	7.50
6.	First Floor of Geoinformatics	250.00	32.00
7.	First Floor of Chemistry Annexure (Seminar Hall)	178.00	30.00
8.	Ground Floor of Home Science Annexure	90.00	11.25
9.	Ground Floor of Biology Annexure	138.00	28.00
10.	Ground Floor of Rajiv Gandhi Chair Building	104.83	10.00
11.	Tagore Block	1240.00	157.00
12.	Gandhian Thought	408.00	50.33
13.	Education	372.00	55.00
14.	RTC	806.70	78.00
15.	Gandhi Museum (I Floor)	199.12	20.00
16.	Mathematics	110.00	10.00
17.	NMR Lab	129.00	55.00
Total		5437.15	780.08

Table 4.2: Additional Infrastructure - Support Facilities (2010-2015)

S.No.	Details	Plinth Area (m²)	Cost (Rs.in Lakhs)
1.	Research Scholars Hostel - First Floor	118.25	17.69
2.	New Ladies' Hostel	1500.00	156.00
3.	New Boys' Hostel	1700.00	175.00
4.	Library Annexure	218.00	28.13
5.	Student Amenities	256.20	36.00
6.	Women's Fitness	377.00	45.00
7.	Basic Facilities for Women	377.00	50.00

8.	Dean, Students' Welfare Office	80.11	10.00
9.	New Ladies Basketball Ground		20.00
10.	Car Parking and Quarters		11.20
	Total	**4626.56**	**549.02**

Table 4.3: Details of Major Renovation and Repair Works (2010-2015)

Sl. No	Name of the Building	Cost (Rs. in Lakhs)
I. Academic Blocks		
1.	Renovation of old RIM Building for GRI	28,77,400.00
2.	Renovation and Conversion of old RIM building into Training School with Yamaha Motors GRI	28,44,800.00
3.	C/o First Floor of Jatropha Building	1,33,10,200.00
4.	Chemistry Lab - Provision of Lightning Arrester	4,41,400.00
5.	Martin Luther King Block	22,00,000.00
6.	Department of Mathematics	15,00,000.00
7.	Library	13,00,000.00
8.	Department of Chemistry – Renovation of Labs	15,00,000.00
9.	Faculty of English and Foreign Languages	10,00,000.00
10.	Department of Political Science	90,000.00
II. Amenities		
11.	Renovation of Health Centre for GRI at Gandhigram – Civil	13,72,800.00
12.	Construction of 8-lane Track for GRI	60,00,000.00
13.	Repair and Renovation work for Faculty Guest House – Civil	27,52,500.00
14.	Electrical Repair work in the Faculty Guest House	10,63,000.00
15.	Vivekananda Hall	15,00,000.00

	III. Hostel Facilities	
16.	Second Floor of Girls' Hostel (addition to the existing New Hostel Building - Manimegali Block)	2,66,51,000.00
17.	Ladies' Hostel – Kasthurba Block	21,43,000.00
18.	Ladies' Hostel – Toilet (West wing)	40,03,600.00
19.	Ladies' Hostel – Toilet (East wing)	40,03,600.00
20.	Ladies' Hostel – Compound wall	25,12,420.00
21.	Second Floor of Boys' Hostel (addition to the existing New Hostel building including SH: Rooms 36 to 44 and 58 to 68 (20 rooms))	1,89,00,000.00
	Total	**9,79,65,720.00**

4.1.3 How does the university create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?

The Institute is situated in a well-maintained green campus under the shadow of Sirumalai Hills. The clean and calm atmosphere is conducive for teaching and learning. In terms of laboratories and computing facilities for faculty and students, the following are worth mentioning.

1. Two labs have been renovated in the Department of Chemistry;
2. The Faculties of English and Tamil have set up language labs;
3. Under XI Plan, a Scanning Electron Microscope has been bought for the Faculty of Rural Oriented Sciences;
4. An additional lab has been set up in the Department of Biology;
5. A new NMR lab is being set up and is nearing completion:
6. Faculty members have been provided with Desktops/Laptops;
7. Faculty rooms are provided with internet connectivity through LAN and/or Wi-Fi;
8. Online access to reputed journals has been provided in the Central Library through INFLIBNET;
9. University Science Instrumentation Centre (USIC) has been entrusted with the responsibility of maintenance of IT instruments;

10. The Institute has invested Rs.1,48,19,108**/-** towards procurement of computers, printers and accessories during the last five years with funds from various sources.

Other facilities available in the campus:

11. The Institute has a full-fledged branch of Canara Bank, an ATM, a Post office, a Student Cooperative Stores, a Resource Centre, a Health Centre and a Canteen to cater to the needs of the students and staff;
12. A Day Care Centre to take care of under five children functions inside the campus; and
13. A Kendriya Vidyalaya functions within the campus.

4.1.4 Has the university provided all departments with facilities like office room, common room and separate rest rooms for women students and staff?

- Most faculty have been provided with separate/independent rooms;
- Office rooms have been provided with all necessary facilities like computers, copier, etc.;
- Some staff rooms are fitted with air-conditioners;
- Women Facility Centres have been established with funds from UGC;
- Separate restrooms for women students and staff are available in all academic and administrative buildings and in various departments; and
- Day scholars have been given a dining hall.

4.1.5 How does the university ensure that the infrastructure facilities are disabled friendly?

The Institute has implemented the UGC-sponsored scheme *Higher Education for Persons (Disabled) with Special Needs (HEPSN)* for the benefit of students with disabilities. The following Departments/Centres have been provided with ramps and/or handrails:

- Departments of Mathematics, Physics and Rural Industries and Management
- Departments of Cooperation, Home Science and Extension Education
- MBA Building (J.C. Kumarappa Complex)

- Faculty of English and Foreign Languages and Faculty of Tamil, Indian Languages and Fine Arts
- Rural Energy Centre
- Computer Centre
- Multi-Purpose Auditorium (side entrance)
- Office of the Dean, Students' Welfare
- Central Library
- Tagore Block
- Geoinformatics Block
- Health Centre

Wherever ramps could not be provided due to technical reasons, classes are held in the ground floor enabling the physically challenged students to attend classes.

4.1.6 How does the university cater to the requirements of residential students? Give details of

- **Capacity of the hostels and occupancy (to be given separately for men and women)**
- **Recreational facilities in hostel/s like gymnasium, yoga centre, etc.**
- **Broadband connectivity / Wi-Fi facility in hostels.**

Hostel

The Institute has separate hostels for boys and girls. These hostels are located on the campus and students have easy access to the facilities inside the hostels. The Working Women's Hostel also has been made available to girl students. The capacity of the hostels and their occupancy are given below.

Table 4.4: Capacity and Occupancy of the Hostels

Hostel	Current Capacity	Current Occupancy
Boys' Hostel	434	537
Girls' Hostel	780	904
Working Women's Hostel	78	70
Research Scholars' Hostel	46	55

Recreational Facilities

There is a TV hall/room in both hostels. Indoor games such as Carrom and Chess are available in both hostels. Students are encouraged to play Shuttle, Tennis and Volleyball for which facilities are available. The Yoga Centre established under the auspices of a UGC project in 2002, organises therapeutic sessions for students besides conducting awareness sessions. The Women Fitness Centre with facilities for indoor games was established in 2014.

Broadband/Wi-Fi connectivity

Table 4.4a: Broadband/Wi-Fi in the Hostels

Hostels	Access Points	Nos.
Girls' Hostel	2.4. GHz outdoor access point 300 Mbps with sector Antenna	9
Boys' Hostel	2.4. GHz outdoor access point 300 Mbps with sector Antenna	9
Research Scholars' Hostel	2.4. GHz outdoor access point 300 Mbps with sector Antenna	3

4.1.7 Does the university offer medical facilities for its students and teaching and non-teaching staff living on campus?

Yes. Medical facilities are available on campus. The Institute runs a Health Centre on its campus. It functions from 4 pm to 6 pm every day. The Healthcare Committee of the Institute coordinates the activities of the Health Centre. The services of doctors and nurses from Kasthurba Hospital are available under outsourcing arrangements. Kasthurba Hospital, a 300-bedded hospital is 1.5 kms away from the campus and caters to the medical needs of the students and staff. A First Aid kit is available in the office of the Dean, Student vehicles are made available for emergency cases. Welfare and both the Hostels. Students are covered under a medical insurance policy.

4.1.8 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?

The Institute has the following facilities for encouraging students in sports and cultural events;

i)   Department of Physical Education takes care of sports and games;

ii) Students are coached everyday in Volleyball, Basketball, Cricket, Hockey, Kabaddi and athletics;
iii) Volleyball and basketball tournaments are conducted every year;
iv) University blues are given free sports kits and uniforms;
v) A new basketball court has been constructed;
vi) NIS coaches are invited for conducting intensive coaching camps prior to competitions held outside;
vii) Summer coaching camps are organised periodically;
viii) A separate gym is available for students;
ix) Cell for Culture and Arts takes care of students' cultural activities;
x) Dance classes are arranged for both boys and girls in the evenings;
xi) Student clubs such as Movie Club, Trekking Club, Astronomy Club and Environment Club shape their personalities;
xii) The Institute organizes *Gramfest (*students' literary and cultural festival) every year; and
xiii) The Institute brings out *gramsruti,* student magazine, every year
xiv) Students organize Pongal and Onam celebrations every year.

4.2   Library as a Learning Resource

The Institute library was established in 1956. It moved to the present building in 1987. It is named after the Founder Vice-Chancellor Dr. G. Ramachandran. It stacks over 1.5 lakh books. Circulation and search have been computerised with KOHA (Linux based open source software)

The Institute has a good collection with regard to rural studies. With its collection of publications in varied branches of knowledge, it effectively caters to the needs of all stakeholders, not only from GRI but also from other colleges and universities.

The total area of the library building is about 18,000sq. ft. The library's ground floor houses the reference section, stack rooms, the circulation desk, INFLIBNET access points and also the Institute's publication gallery. The first floor houses the periodicals sections and the stack room. The library has 1,59,500 books, 7,377 reports and 4,253 recently-bound volumes.

4.2.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been taken by the committee to render the library student/user friendly?

Yes. The library has an advisory committee with the following members:

(i) Vice-Chancellor or his nominee   - Chairperson
(ii) Five Professors of GRI nominated by VC   - Members
(iii)One Associate Professor nominated by VC - Member
(iv)One Assistant Professor nominated by VC - Member
(v) Two external experts in the field of Library
and Information Science   - Members
(vi)Registrar   - Member
                                              (ex officio)
(vii) Librarian   - Member
                                               Secretary
                                              (ex officio)

The significant initiatives undertaken by the Library Committee are as follows:

* Provision of a separate section for research scholars with computers
* Better access to digital contents
* Provision for differently-abled students
* Biometric attendance systems
* OPAC and Web OPAC facilities
* CCTV camera
* Introduction of RFID technology
* Digitization of Ph.D. theses
* Installation of anti-plagiarism software
* Organization of book exhibitions
* Training to research scholars on the use of e-sources.

The above facilities have rendered the library user-friendly.

4.2.2 Provide details of the following:

* **Total area of the library (in Sq. Mts.)**
  18000 sq.ft

* **Total seating capacity**
  250

- **Working hours (on working days, on holidays, before examination, during examination, during vacation)**

Working days	-	8.00 am to 8.00 pm
Saturdays	-	9.00 am to 5.00 pm
Sundays	-	9.00 am to 1.00 pm
During vacation	-	9.00 am to 5.30 pm
Circulation	-	9:15 am to 5:15 pm
Before examination	-	8.00 am to 8.00 pm
During examination	-	8.00 am to 8.00 pm

- **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

  The Library has the following sections:
  (a) Reference Section
  (b) Circulation section
  (c) Stacks
  (d) Periodicals and Journals section
  (e) Digital Knowledge Centre
  (f) Server room
  (g) Section for M.Phil. Dissertations
  (h) Sections for UG and PG Projects
  (i) Provision for differently-abled
  (j) Reprography section

- **Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection**

  The library has sign boards, bulletin boards, display boards for new arrivals and fire extinguishers.

4.2.3 Give details of the library holdings:

a) **Print books, back volumes and theses**

Books	: 1,59,500
Current Periodicals	: 286
Back Volumes	: 4,253
Databases	: 23
Theses (Ph.D.)	: 622
Dissertations/Project Reports	: 7,377
CD/VCD collections	: 1,700

b) Average number of books added during the last three years

4212

c) Non Print (Microfiche, AV& CD)

2200

d) Electronic (e-books, e-journals)

- Links provided for open access books
- UGC INFONET Digital Library Consortium
- DELNET Consortium
- Indiastat.com

e) Special collections (e.g. text books, reference books, standards, patents)

- The library has added a separate section to highlight the publications of GRI academicians. This section showcases 245 publications in different subjects.
- There are 12 collections in Braille.

f) Book Banks

Not available

g) Question Banks

- UGC-NET Question bank is available.
- GRI end semester examinations question bank (both print and digital) is also available.

4.2.4 What tools does the library deploy to provide access to the collection?

- **OPAC**

  OPAC and WEB OPAC are available

- **Electronic Resource Management package for e-journals**

  UGC INFONET Content Management system is used through IP-based access.

- **Federated searching tools to search articles in multiple databases**

  Knimbus

- **Library Website**

  Link is provided in the Institute website to access these resources.

- **In-house/Remote Access to e-Publications**

  Such facilities are being planned and will be provided in future.

4.2.5 To what extent is ICT deployed in the library? Give details with regard to

- **Library Automation:** The library is fully automated using Koha.

- **Total Number of Computers for General Access :** 45

- **Total Numbers of Printers for General Access :**   7

- **Internet Band Width Speed**   : VPN and RailNet : 1GB

- **Institutional Repository**   : Available

- **Content Management System for E-Learning :** Available

- **Participation in Resource Sharing Networks/Consortia (like INFLIBNET)**
  INFLIBNET and DELNET are available.

4.2.6 Provide details (Per Month) with regard to

- **Average Number of Walk-ins :** 6765

- **Average number of Books Issued/Returned :** 1650

- **Ratio of library books to Students Enrolled :** 40:1

- **Average number of books added during the last four years**
2010-2011	:	2415
2011-2012	:	6422
2012-2013	:	6345
2013-2014	:	4036
2014-2015	:	2004
2015-2016	:	4276

- **Average number of login to OPAC :** 1842

- **Average Number of Login to e-Resources :** 400

- **Average number of e-resources Downloaded/Printed :** 50 per day

- **Number of IT (Information Technology) Literacy Trainings Organized :** 2

4.2.7 Give details of specialized services provided by the library with regard to

- **Manuscript :** Nil

- **Reference**

  Library provides reference services to its students, research scholars, teaching, non-teaching staff and the general public for research purposes.

- **Reprography/Scanning**

  The library has both reprography and scanning facilities.

- **Inter-Library Loan service**

  Implemented through DELNET membership.

- **Information Deployment and Notification**

  Notice boards in the library are updated regularly with circulars and notices to keep the users abreast of new developments. These details are also uploaded in the Institute website. Information regarding new arrivals and other relevant details are communicated to all departments and centres through a bulletin published by the library periodically.

- **OPAC**

  The Library has OPAC. The entire campus has access to it and within the library access is given through 40 terminals.

- **Internet Access**

  The Institute has provided students and staff access to internet facilities through LAN and Wi-Fi. The library has 45 computers for the benefit of its visitors. Students have better access to the internet at the Computer Centre which is equipped with 125 terminals (including those at the e-content Development Centre).

- **Downloads**

  Students, research scholars and faculty are permitted to download online materials from their individual computers. They also have access to departmental facilities for downloading and printing materials. The Digital Knowledge Centre has the facilities to download materials through various search engines.

- **Printouts**

  Printing and photocopying facilities are available in the library.

- **Reading list/Bibliography compilation**

  The library bulletin is published regularly and it contains a list of new additions to the library. This helps in the compilation of bibliographic contents.

- **In-House/Remote Access to E-Resources**

  The following e-resources are provided in the library:
  o UGC-INFONET – E-Journals link
  o DELNET
  o INDIASTAT.com
  o LIBRARY WEBSITE (INTRANET) - http://10.10.1.81
  o DIGITAL LIBRARY (INTRANET) - http://10.10.1.79

- **User Orientation**

  The Institute organizes every year a user orientation programme to the newly admitted students soon after they join the Institute. In addition, the library conducts separate programmes orienting the users to various sections and features of the library.

- **Assistance in Searching Databases**

  Library staff assist the users in all respects.

- **INFLIBNET/IUC Facilities**

  The library has INFLIBNET facility with 40 nodes.

4.2.8 Provide details of the annual library budget and the amount spent for purchasing new books and journals.

Table 4.5: Details of Annual Library Budget (2010-2015)

Year	Books Purchased	Budget Amount in Rs.	Journals Purchased	Amount in Rs.
2010-11	2415	15,98,740	240	1,05,065
2011-12	6422	25,95,702	240	1,91,449
2012-13	6345	26,66,004	244	3,24,637
2013-14	4036	26,21,023	250	3,06,700
2014-15	2004	13,14,751	277	2,89,301
2015-16	4276	22,60,300	286	3,87,199

4.2.9 What initiatives has the university taken to make the library a 'happening place' on campus?

The following initiatives have been undertaken by the Institute to make the library a 'happening place'.

- (i) Workshops have been conducted to orient the library users to take maximum advantage of the facilities available;
- (ii) Digital Knowledge Centre with 45 computers is an attraction;
- (iii) New books are added regularly to cater to the needs of library users;
- (iv) The Library subscribes to a lot of journals;
- (v) A slot in the timetable has been included to inculcate reading habits in students;
- (vi) A conducive ambience with proper lighting, ventilation and comfortable furniture has been created in the library to attract students;
- (vii) Advanced training programmes are arranged for the benefit of research scholars;
- (viii) Book exhibition motivates the staff and students; and
- (viii) Library week is celebrated every year;
- (ix) Article alert services are provided; and
- (x) Frequent users of the library are awarded prizes.

4.2.10 What are the strategies used by the library to collect feedback from its users? How is the feedback analysed and used for the improvement of the library services?

- There is a constant interaction between library users and the library staff.
- IQAC collects feedback from students about the library as part of its exit questionnaire.
- The Library Committee regularly offers its feedback to the library staff.
- The feedback collected from various stakeholders helps in augmenting the facilities and enriching the services of the library.

4.2.11 List the efforts made towards the infrastructural development of the library in the last four years.

- A separate building was constructed and attached to the existing library building and this houses the Digital Knowledge Centre (DKC);
- New furniture was bought for DKC;
- An IBM server was bought for library automation;
- Cubicles have been created;
- An exclusive section with computers has been created for research scholars;
- A separate section for Career Guidance and Counselling has been made available;
- Provisions have been made for physically challenged students;
- A digital repository has been created;
- Biometric attendance system has been introduced;
- CCTV has been installed;
- RFID technology has been introduced; and
- Anti-Plagiarism software has been installed.

4.3 IT Infrastructure

4.3.1 Does the university have a comprehensive IT policy with regard to

- **IT Service Management**

    The Institute has an IT policy which has been well articulated. The IT services are managed by the Institute Computer Centre but certain aspects of maintenance have been outsourced (AMC). The Website Management Advisory Committee takes care of the website. The Institute is developing a Management Information System (MIS) integrating administration, examination and finance sections.

- **Information Security**

    Information security is ensured through the installation of SPAM, an anti-virus software. The Institute ensures that information is accessed only by authorised users. It meets all legal requirements in this connection and steps have been taken to safeguard the reputation of the Institute.

- **Network Security**

    Network security is ensured through the installation of Firewall. Intranet and Internet available on campus cannot be accessed without the user ID and password. Authorized personnel take care of all security features.

- **Risk Management**

    The Server is maintained by a third party web portal. NIC provides the domain name. The site is hosted by *Adsin Media* with its server in USA. The risk on the part of the Institute is minimal. Websites with insecure contents are blocked. Steps have been taken to prevent hacking and any breach is detected by the system administrators immediately and rectified.

- **Software Asset Management**

  Only licensed software is bought by a duly constituted purchase committee and managed by the Computer Centre. Professional agencies take care of maintenance and in certain cases the Institute pays the subscription periodically. The software installed is being constantly monitored by the Computer Centre.

- **Open Source Resources**

  The Institute uses some open source software which are freely available for academic purposes. The Institute recently signed an MoU with MHRD for open source resources as a partner Institute under NMEICT programme.

- **Green Computing**

  The Institute has already taken steps toward green computing.
  - CRT monitors have been replaced by LCD/TFT/LED monitors;
  - Computer systems are bought under buy-back policy thus avoiding e-waste; and
  - Disposing of e-waste is banned inside the campus.

4.3.2 Give details of the university's computing facilities i.e., hardware and software.

- **Number of systems with individual configurations :** 526

  Hardware details:
  I   Computer Centre Lab
  > Intel i3, 550@3.2 GHz, 4GB RAM, 500 GB HDD with 15" monitors

  II   MCA Lab
  > Core2Duo, E6550@2.33 GHz, 1 GB RAM, 160 GB HDD with 15" monitors
  >
  > Xeon 2.0GHz, 2GB DDR2, 2 x 146 GB SAS HDD

   III   Internet Browsing Centre
  > AMD Sempron 2800, 1.60 GHz, 512 MB DDR, 80GB HDD with 15" monitors

IV   Centre for E-Content Development and Training
Pentium D, 2.80 GHz, 1GB DDR-II,
160 GB Sata HDD with 17" monitors

- **Computer-Student Ratio:** 1:5

- **Dedicated Computing Facilities**
  Dedicated computing facilities are available in the following locations:
  o Computer Centre
  o Internet Browsing Centre
  o Digital Knowledge Library
  o Department of Political Science and Development Administration
  o Faculty of English and Foreign Languages
  o Faculty of Tamil, Indian Languages and Rural Arts
  o Rural Technology Centre
  o MBA Computer Lab
  o Department of Mathematics
  o Geoinformatics
  o Centre for Applied Geology
  o Department of Education

- **Wi-Fi Facility**
  The Institute is Wi-Fi enabled.

- **LAN Facility**
  o OFC-Backbone covering about 6.5 Kms
  o UTP (500 nodes)
  o Wi-Fi with 86 Access points

- **Proprietary Software**
  I.   **Language Compilers / Interpreters**
  1. C
  2. C++
  3. Java
  4. Pascal
  5. PROLOG
  6. FORTRAN
  7. MS-COBOL
  8. PowerBuilder

II. GUI
1. Visual C++
2. Visual Basic
3. Visual Studio.NET

III. Office Suite
1. Microsoft Office XP
2. Open Office

IV. Database
1. FoxPro
2. Oracle 8i
3. Integra-4
4. SQL Server

V. DTP Software
1. PageMaker
2. CorelDraw
3. Indoword

VI. Multimedia Software
1. Director 8
2. Media Studio Pro
3. Adobe Premier
4. Adobe Photoshop
5. Macromedia Authorware
6. Macromedia Flash
7. Macromedia Fontographer
8. Power Director Pro

VII. Operating System
1. Windows 8
2. Windows 7
3. Windows XP
4. Windows 2000
5. Windows Me
6. Windows 95
7. MS DOS
8. MS Application Center 2000

VIII. Networking
1. MS Windows 2003 Server
2. MS SQL Server 2000
3. Windows 2000 Server
4. Windows NT 4.0
5. IBM Server
6. Red Hat Linux 80
7. Netware 3.12 (100 User)
8. Netware 4.11 (25 Users)

9. Novell Oracle
10. Win Proxy
11. Novell Netware
12. SQL 2005 Server

IX.   Antivirus Software
1. Symantec
2. Norton Internet Security2005
3. McAfee
4. Red Alert

X.   Mathematical Package
1. Mathematica
2. MAPLE V
3. MatLab

XI.   Mapping Software
1. IDRISI
2. SURFER

XII.   Statistical Package
SPSS -11.0

XIII.   Image Processing Tool
1. 3D Doctor
2. IDL (Interactive Definition Language)
3. Image J

- **Number of Nodes/ Computers with Internet Facility**
  500

- **Any other (please specify)**
  Broadband Connectivity
  1. RailTel Corporation – 10 Mbps
  2. BSNL (under NMEICT) – 20 Mbps

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The Institute's plan is to enhance the IT infrastructure on campus including the hostels. The following efforts have been taken:
a) LAN extension project has been initiated by NMEICT through BSNL to all hostels and newly created departments/centres;

b) Computer Labs have been established in the Departments of Management, Mathematics, Political Science and Development Administration, Applied Geology, Geoinformatics and Education and the Faculty of English and Foreign Languages;

c) Automation of administrative processes is almost complete;

d) The Institute website has been upgraded;

e) All buildings are Wi-Fi enabled;

f) There has been a massive replacement of CRT with TFT/LED monitors for saving power; and

g) Telephone cable-based internet has been replaced with OFC.

The establishment of virtual labs to cater to the needs of scholars, students and staff is to be carried out.

4.3.4 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching, learning and research.

- Teachers have been provided with computers;
- Classrooms are Wi-Fi enabled;
- Online journals under INFLIBNET have been made available to students and staff;
- E-content Development Centre has trained 28 staff members in e-content development for teaching-learning;
- Digital Knowledge Library is functioning in the Institute library; and
- Staff and students are able to access NMEICT website.

4.3.5 What are the new technologies deployed by the university in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?

- 60 Wi-Fi access points have been provided for the benefit of students;
- 21 Wi-Fi access points have been provided to hostel inmates;
- Direct access to the internet through students' laptops has been provided;
- Entrance examinations are conducted online for foreign students;

- Admission interviews wherever necessary, are held through Skype;
- A new software has been installed for keying in CFA marks; and
- Students submit assignments using the online mode also.

The above mentioned efforts and facilities will address future challenges as well.

4.3.6 What are the IT facilities available to individual teachers for effective teaching and quality research?

- All teachers have been provided with laptops/desktops;
- LAN/Wi-Fi facilities are available in the faculty rooms;
- Each department has an LCD projector; and
- Access to e-journals has been provided.

4.3.7 Give details of ICT-enabled classrooms/learning spaces available within the university? How are they utilized for enhancing the quality of teaching and learning?

- Some departments have LCD projectors permanently fitted in their classrooms;
- Teachers use PPTs for their lectures thus enhancing the teaching-learning process;
- Many departments (Political Science, MBA, Economics, Gandhian Thought, Chemistry, Sociology, Geology, Geoinformatics, Computer Science, Physics, and English) have classrooms with ICT-enabled facilities; and
- Common facilities like Board Room, Guest House, Silver Jubilee Hall, Library and Computer Centre have well-equipped ICT facilities.

4.3.8 How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the university for such initiatives?

- The Institute has a full-fledged e-Content Development Centre;
- The faculty have been provided with computers and accessories;

- LCD projectors are available in almost all departments;
- The faculty can access the internet through Wi-Fi in their respective classrooms for blended learning; and
- e-Content Development Centre has imparted training to 28 staff members in the preparation of e-content.

4.3.9 How are the Computers and their Accessories Maintained?

Computers and their accessories are maintained in-house by USIC and by outside agencies under AMC. The Departments; based on their needs are allowed to seek professional support from outside agencies.

4.3.10 Does the university avail of the National Knowledge Network connectivity? If so, what are the services availed of?

Yes. The Institute has availed 1 GB port under NMEICT through BSNL and NIC.

4.3.11 Does the university avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

- Educational web sources have been made available to students and staff. Online journals have been made available through INFLIBNET;
- Under UGC-INFONET Digital Library Consortium, 11 reputed databases have been made available; and
- NMEICT is used to access online resources.

4.3.12 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the university.

Table 4.6: Annual Budget for Maintenance (2010-2015)

Year	Computers and Peripherals (Rs.)	Internet Charges (Rs.)	Total (Rs.)
2010-11	2,329,023	1,567,354	3,896,377
2011-12	2,356,346	979,133	3,335,479
2012-13	1,650,823	979,133	2,629,956
2013-14	1,780,503	1,011,240	2,791,743
2014-15	1,154,313	1,011,240	2,165,553
Total			**14,819,108**

Note: The figures are actual expenditures incurred.

4.3.13 What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?

- The Department of Lifelong Learning and Extension has a satellite linked Village Resource Centre.
- The Institute plans to create a virtual learning environment in the near future.

The issues to be addressed are:

a) Issues like deployment of technology, course management, intellectual property rights and privacy have to be sorted out.
b) Most students are from rural areas and they need a considerable amount of time to gain control of the online environment.

The Institute is quite confident of addressing these issues meaningfully.

4.4   Maintenance of Campus Facilities

4.4.1 Does the university have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

- The Institute has an Estate Office headed by an Estate Officer (Group-A) supported by a team consisting of a junior engineer, an electrician, a plumber, a mason, a carpenter, a couple of pump operators, and the required number of MTS;
- The Estate Office is responsible for the maintenance and upkeep of all buildings;
- Sanitation and security services have been outsourced to professional contract agencies as per the UGC's directives;
- University garden, common space and lawns are maintained by the Estate Office and the Eco-Club;
- White/colour washing of buildings is done periodically;
- Trees/shrubs are pruned periodically;
- *Shramdhan* activities contribute to the maintenance of the campus; and
- The Institute offers a unique PG Diploma programme in Sanitary Inspectors' Course. The students of this programme are assigned the task of maintaining sanitation inside the campus.

4.4.2 How are the infrastructure facilities, services and equipments maintained? Give details.

- Sanitation and security services have been outsourced to professional contract agencies;
- Estate Office has been entrusted with the responsibility of building and maintenance;
- Equipments/instruments are maintained by USIC;
- The Institute has entered into AMCs with professional agencies for the maintenance of specialised equipments;
- IT infrastructure is maintained by the Computer Centre; and
- The Institute has appointed a faculty as Officer-on-Special Duty (OSD) to oversee the common utility rooms/buildings.

Any other information regarding Infrastructure and Learning Resources which the university would like to include. ?

The NAAC peer team which visited the Institute in 2010 had stated

1) the infrastructure is inadequate for teaching
2) the sports facilities are very basic;
3) the ambience in the reading rooms of the library needs to be improved;
4) Better access to science journals is needed; and
5) Hostels are overcrowded and more accommodation needs to be provided.

In this context it is stated that

1) The Institute has added buildings with a plinth area of 5437 m^2 at the cost of Rs.780 lakhs. An exclusive class room complex has been built at a cost of Rs.157 lakhs;
2) Additional infrastructure support facilities have been created at a cost of Rs.549 lakhs;
3) Repair and renovation works have been undertaken to the tune of Rs.9.79 crores;
4) Construction of 8-lane athletic track is being undertaken at a cost of Rs.60 lakhs;
5) A women's fitness centre has been established at a cost of Rs.45 lakhs;
6) Ladies' Basketball court has been constructed at a cost of Rs.20 lakhs;
7) The ambience in the library has been improved to a larger extent and the Digital Knowledge Centre established in the library premises caters to the needs of students and scholars;
8) The Institute website is connected to UGC INFONET- e journal link. Journals belonging to Springer, Taylor & Francis, JSTOR, JCCC, JSID, the Institute of Physics, Economics and Political Weekly and Cambridge University Press can be accessed;
9) The Institute website is linked to DELNET and Indiastat.com; and

10) New hostel buildings have been constructed at a cost of Rs.3.31 crores and repair and renovation have been undertaken at ladies' hostel at a cost of Rs.3.93 crores and the second floor of boys' hostel has been renovated at a cost of Rs.1.89 crores.

With the modest financial resources available, the Institute has effectively augmented the facilities required for teaching and research. The hostel facilities have been enhanced to a considerable extent. Computer infrastructure has been improved adequately. Library resources have been enriched. At present there are adequate classrooms, labs, hostels, sports facilities and toilets on campus and sufficient human resources have been provided to manage the infrastructure. The Institute has taken all steps to address the concerns of the earlier NAAC peer team.

& & & & & &

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

Yes. The Institute has a student support and mentoring system known as the *gurukula* system.

Each student is attached to a guru who is a faculty. The *guru-sishya* ratio depends on the number of faculty available in the department and the students' strength. A separate slot is allotted in the timetable for *gurukula* meetings. This ensures regular meetings of the mentors with their students.

i) The *guru* counsels his/her wards on academic matters, discipline, welfare measures, curricular and co-curricular aspects;
ii) Counselling is given during weekly meetings;
iii) Parents are also informed/consulted whenever necessary;
iv) Slow learners are advised to sign up remedial coaching programmes and
v) The *gurukula* system paves the way for successful adulthood and prepares the students for life and a career.

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

There are provisions for academic mentoring besides classroom interaction.

- The induction/orientation programme helps the students to gain knowledge of academic and supportive services available in various departments of the Institute;
- Regular interactions between the *gurus* and their wards help in providing them the needed support for their curricular and co-curricular activities; and
- Students' Club activities provide a platform to promote their non-academic skills.

Teacher-Student interaction beyond regular class hours is ensured through the following measures:
i) Educational tours/field visits/industrial visits;
ii) Internships/field placements;

iii) Project work/Dissertation for UG and PG programmes;

iv) Village Placement Programme;

v) Professional counselling sessions;

vi) Summer training programmes; and

vii) Seminars and paper presentations.

5.1.3 Does the university have any personal enhancement and development schemes such as career counseling, soft skill development, career-path identification, and orientation to well-being for its students? Give details of such schemes.

Yes. The Institute has a Personality Club and a Placement Bureau which regularly arrange programmes for the enhancement of students' soft skills and guide them in career planning.

- Various departments, the Personality Club and the Placement Bureau regularly organize programmes to strengthen students' soft skills;
- Placement Bureau provides guidance to students regarding career options and opportunities;
- CentServ, established with the mandate of helping students clear competitive examinations, organizes programmes to enhance students' skills, abilities and creativity leading to personality development;
- A mandatory course on Communication and Soft Skills for all UG and PG students has been incorporated into the curriculum from the academic year 2015-16. It is a non-credit course at the PG level and a 2-credit course at the UG level;
- NET Coaching Centre trains students to clear UGC/CSIR, NET/SET examinations;
- Students are encouraged to use the Language Lab at the Faculty of English and Foreign Languages to enhance their language proficiency; and
- French is taught as a Certificate Add-on Course.

5.1.4 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Yes. The Institute provides students all necessary documents for obtaining educational loans. During the orientation programme, the Branch Manager of the nationalized bank located on campus speaks on the schemes available for students. An exclusive support facility viz., scholarship section assists students in applying for educational loans.

5.1.5 Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

Yes. The Institute publishes its updated prospectus every year. It is also hosted in the website for the information of all stakeholders.

The following details are provided in the prospectus:
- Vision and Mission of the Institute
- Faculties and Academic departments
- Academic programmes offered
- Eligibility norms for admission
- Application details
- Admission procedure
- Fee particulars
- Details on central facilities
- Hostels

Besides the prospectus, every student is given a calendar at the beginning of every academic year. The details provided in the calendar are:
- Profile of the Institute
- Names of the authorities
- Faculty details
- Programmes offered and fee structure
- General discipline
- Admission and withdrawal
- Examination system
- Medals and awards
- Library rules
- Scholarship

- Prayer songs sung during the morning assembly and inter-religious prayers conducted on Friday
- Working hours of the Institute
- Schedule of important days

The academic calendar can also be accessed online.

5.1.6 Specify the type and number of university scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG /PG /M.Phil./Ph.D./Diploma/others (please specify).

i)   The Institute has created a separate fund for awarding stipend to non-stipendiary full-time Ph.D. scholars. During the assessment period, 140 research scholars received stipends under this banner;

ii) The Institute has waived hostel fee for physically challenged students; and

iii) The Institute has enabled its students to receive State and Central Government scholarships. The details are given in Table 5.1.

Table-5.1: Details of Scholarships availed by Students

Name of Scholarship	BC Students					SC/ST Students				
	Ph.D.	M.Phil.	PG	UG	Diploma	Ph.D.	M.Phil.	PG	UG	Diploma
Rajiv Gandhi National Fellowship						√	√			
UGC National Fellowship - NON JRF	√									
Maulana Azad National Fellowship	√					√				
State Board Ph.D. Scholarship-Chief Minister Award						√				
UGC National Fellowship		√								
Indira Gandhi PG Scholarship - Single Child		√					√			
PG Merit Scholarship for Rank Holders		√					√			
Postmatric Scholarship		√	√	√			√	√	√	√
Ex-Servicemen Scholarship		√	√	√			√	√	√	√

Scholarship								
Tuition Fee Concession					√	√	√	√
PG Scholarship for Professional Courses	√				√			
Central Sector Scholarship	√	√			√	√		
National Handicapped Finance and Development Corporation	√	√			√	√		
Minorities Scholarship	√	√	√					
Labour Scholarship	√	√	√		√	√	√	
Merit-Cum-Means Scholarship					√	√		
Higher Education Special Scholarship					√	√		
Uzhavar Scholarship		√	√			√	√	

The Institute, through its SC/ST Cell (Scholarship Section), has made consistent efforts to obtain scholarship from various sources. All scholarships are given to the students through the online mode and are distributed on time.

5.1.7 What percentage of students receive financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?

Almost 90% of the Institute students get BC, SC and ST scholarships from the State and the Central Governments. The percentage of students who received scholarship from other national agencies is given in Table 5.2.

Table 5.2: Percentage of Students who Received Scholarship

Sl. No.	Name of the Scholarship	Percentage of Students Availing Scholarships				
		2010-11	2011-12	2012-13	2013-14	2014-15
1.	UGC Research Fellowship in Science for Meritorious Students	8.1	7.2	11	14.2	12
2.	UGC-JRF	7.0	10.6	14	17.5	24
3.	ICCR Fellowship	2.0	--	--	--	
4.	CSIR	5.3	9.1	6.6	4.4	4.1
5.	ICSSR	2.9	2.4	4.4	6.9	8.8
6.	DST-INSPIRE	--	9.1	15.6	10.4	20.2
7.	Ministry of New and Renewable Energy	--	5.4	6.7	2.9	4.1

8.	Rajiv Gandhi National Fellowship	1.9	6.7	1.2	1.9	2.6
9.	Other State	--	--	--	2.9	--
10.	Gandhi Memorial Award	--	--	2	--	--
11.	Chief Minister Award	--	--	--	1.5	--
12.	TN Congress Committee Charitable Trust Education Scholarship	--	--	2	--	--
13.	CICT (Tamil)	2.9	--	2.2	1.4	--
14.	Cooperative Union	2.0	2.0	2.0	2.0	2.0
15.	GRI Fellowship for Ph.D. Students	10.6	10.1	11	9.4	12.5

5.1.8 Does the university have an International Student Cell to attract foreign students and cater to their needs?

Yes. The Director, International Students Relations looks after the admission of international students and their needs. He assists in fostering relations with foreign universities and helps in inviting international scholars to the Institute for academic programmes. International students and visitors are given all information pertaining to academic programmes and other services/facilities available in the Institute.

5.1.9 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Yes. The Institute enables its students to obtain educational loans through the following modes:

i) Documents required are made available without any delay;
ii) During the orientation programme, bank officials are requested to address students on the procedures for getting educational loans; and
iii) An exclusive support facility viz., Scholarship Section helps students in applying for educational loans.

5.1.10 What types of support services are available for

Overseas Students

i)   The Institute has created a separate cell for this purpose and the Director, International Students Relations looks after the welfare of foreign students.

ii) Online entrance examination and interviews are held for Ph.D. admissions from 2015-16.

iii) Support services with regard to registration with governmental agencies and finding accommodation are also available.

Physically Challenged/Differently-abled Students

i)   The Institute strictly adheres to Government reservation norms regarding admission to all its academic programmes and 3% of the seats are reserved for the differently-abled students.

ii) The Higher Education for Persons (Disabled) with Special Needs (HEPSN) scheme offers support facilities to the physically challenged students. Incidentally, this is HEPSN's fourth innings. The facilities provided are:

- Wheel chair
- Imported auxiliary crutches
- Static cycle
- Dr.Speech Diagno–Therapy system with accessories
- Dome magnifiers
- Spectacle magnifier

iii) Special lectures are arranged every Tuesday (4.45 pm - 5.45 pm) to enhance the soft skills of these students and address their special needs. Lectures were delivered on Goal setting, Time management, Personality development, Importance of English communication and Habits of highly successful people; and

iv) The Institute website is disabled-friendly.

SC/ST, OBC and Economically Weaker Sections

i)   The reservation norms of the Government of India are followed scrupulously. A Reservation Cell headed by a liaison officer is functioning in the Institute;

ii) Higher Education Special Scholarships are available to students with a parental income of Rs. 2 lakhs per annum and who have secured 75% attendance in their previous year of study (available to UG and PG hostel students);

iii) Post-Matric scholarships are available to SC/ST/SCC students with a parental income of Rs.2.5 lakhs per annum and who have secured 75% attendance in their previous year of study (available to Diploma, UG, PG, M.Phil. and Ph.D. students);

iv) Tuition fee is waived for SC/ST/SCC students of Tamil Nadu (for candidates from other states tuition fee is included in the sanction of Post-Matric scholarship);

v)   Post-Matric scholarships are available to BC/MBC/DNC candidates whose parental income is less than Rs. 2 lakhs per annum and who have secured 75% attendance in the previous year of study (for BA/B.Sc. programmes there is no income limit);

vi) Rajiv Gandhi fellowships are available to SC/ST students to pursue M.Phil. and Ph.D. programmes;

vii) The Institute received Rs.400 lakhs under OBC grants for the construction of hostels for men and women and hostels have been constructed and occupied; and

viii) CentServ provides coaching for competitive examinations such as Tamil Nadu Public Service Commission, Staff Selection Commission, Railway Recruitment Board and Banking services.

Students Participating in Various Competitions / Conferences in India and Abroad

Students are encouraged to participate in various competitions and conferences in India and abroad. The support services available are:

i) The Departments motivate the students to participate in conferences and competitions organized within as well as outside the State. The faculty guide the students in their preparation and expenses are met by the departments.

ii) The Cell for Culture and Rural Arts train the students in cultural events and motivate them to participate in cultural events organized at the regional and national levels. The expenses are borne by the Institute.

Health Centre, Health Insurance, etc.

i) The Institute has taken adequate measures to provide healthcare services to its students. The Health Centre on campus is kept open from 4:00 pm to 6:00 pm. every day. A team of doctors and nurses from Kasturba Hospital, Chinnalapatty/Gandhigram (located 1.5 kms from the Institute and with whom the Institute has a working arrangement) visits the centre and offers healthcare services to the students and staff seeking medical help.

ii) All newly admitted students undergo a complete medical check-up at the beginning of the academic year;

iii) Students requiring hospitalization are admitted in Kasthurba Hospital, a 300-bedded hospital; and

iv) Student Health Insurance Scheme is in place at the Institute. The benefits include all essential components of group insurance like compensation (due to accident), disablement compensation, and treatment for accidents. Parents are also covered in this scheme.

Skill Development (Spoken English, Computer Literacy, etc.)

i) The Faculty of English and Foreign languages conducts programmes for improving students' spoken English. Students are encouraged to make use of the Language Lab at the Faculty of English and Foreign languages during the day and also after class hours and during holidays;

ii) The Media Lab at the Faculty of English and Foreign languages has taken steps to produce Audio Books and also help in students' voice culture;

iii) Soft Skills programmes are conducted regularly;

iv) The Department of Computer Science and Applications offers a mandatory, foundation course on "Introduction to Computer Applications" to all UG students and "Computer and its Applications" to all PG students;

v) Part-time Diploma and Certificate Programmes in Programming in C, Visual Basic, Office Automation, C++, MS Office, Java, Internet and Technology, E-content Development and Multimedia are offered; and

vi) The Internet Browsing Centre and Digital Knowledge Centre of the Institute help students develop their computer skills and train them in the use of web resources.

Performance Enhancement for Slow Learners

Departments identify and take remedial measures for enhancing the performance of slow learners. Peer tutorials and remedial coaching help the slow learners to improve their performance. The *gurukula* system helps in addressing the concerns of these learners.

Exposure of students to other institutions of higher learning/ corporate houses/business houses, etc.

i) Various departments regularly arrange study tours for students so that they visit other institutions of higher learning and premier scientific labs;

ii) Summer internships for science/humanities students enable them to visit and work at IISC, IGCAR, PRL and CSIR labs and also in TBGRI, IIM Ahmadabad and IRMA;

iii) Two of our students spent one semester in Sweden and Hungary respectively under the Erasmus Mundus (EMINTE) Scheme and the Hungary Fellowship programme;

iv) Students of MCA, M.Sc. Information Technology and M.Sc. Geoinformatics spend their final semester in an industry for their project work;

v) MBA students are placed in companies, NGOs and business houses for their internship; and

vi) A research scholar working in the Department of Political Science and Development Administration availed DADD fellowship and went to the University of Cologne, Germany.

Publication of Student Magazines

The Institute publishes *Gramsruti*, students' magazine every year. The magazine contains poems and articles written by students and carries photographs of outgoing students. *Gramsruti* serves as a platform to nurture students' creativity and literary talents. Students help the editorial team in compilation and editing.

An in-house students' magazine titled *mirror* is also published.

5.1.11 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defense Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

Yes. The NET Coaching Centre for SC/ST/Minorities conducts coaching classes for students.

Table 5.3: Coaching Classes

Category of Students	No. of Beneficiaries				
	2010-11	2011-12	2012-13	2013-14	Total
SC	229	69	112	17	427
ST	2	3	2	--	7
Minority	112	31	51	13	207
Total	**343**	**103**	**165**	**30**	**641**

Outcome of the Coaching Classes

During the assessment period, 130 students have cleared NET; 25 students have passed SET. 11 have cleared GATE and 57 students have emerged successful in various competitive examinations. Two students have cleared Civil Service examinations.

5.1.12 Mention the policies of the university for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

Additional Academic Support and Academic Flexibility in Examinations

i) 10% of the seats in Diploma and UG programmes and 5% of the seats in PG programmes are reserved for sportspersons;

ii) The Institute teams are trained by special coaches;

iii) For Science programmes, special lab sessions are organized for those who represent the Institute in sports and games;

iv) Duty leave is given to sportspersons; and

v) Supplementary tests are conducted for sports students who missed the tests due to tournaments.

Special Dietary Requirements, Sports Uniform and Materials

i) Two sets of uniforms are provided to those representing the Institute;

ii) TA/DA is given to participate in inter-college/university events;

iii) Special camps are organized for sportspersons; and

iv) Nutritious food is given during special camps.

Any other (Please Specify)

i) Sportspersons who bring laurels to the Institute are honoured on Sports Day; and

ii) Outstanding sportspersons are honoured during the convocation.

5.1.13 Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare them for interview, and develop entrepreneurship skills?

i. The Placement Bureau has been playing a proactive role in offering placement services, student capacity-building activities and showcasing their competencies and skills to prospective employers.

The regular activities of the Placement Bureau are:

- Enhancement of employability skills by capacity-building programmes;
- Sharing of information with regard to job opportunities;
- Strengthening of the link between alumni and current students for potential employment; and
- Arranging for Job fairs and Campus interviews for placement

ii.   The Centre for Entrepreneurship and Development makes students aware of potential avenues for self-employment. It regularly conducts skill-oriented programmes; and

iii.   The Career Guidance Cell trains students in preparing for job interviews. Mock interviews, mock tests and mock group discussions are regularly organized.

5.1.14 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

During the assessment period, Proscape LLC, Dubai, Wipro, Chargebee, Symentec, Hand-in-Hand India, Sakthi Finance Limited, Coimbatore, Ujjivan Financial Services Private Limited, Sanmark group, Chennai, Kumutha Matric Hr. Sec. School, Nambiyur, Erode, SRV Boys Hr. Sec. School, Rasipuram and ICICI Bank visited the campus. Students have been placed through off-campus interviews in companies such as Anthem Bioscience, Bio-corn, Sashan Chemicals, Wipro, HCL, Accenture, FICO, Pune, Ship Management Pvt., Ltd., Chennai, Mithran Financial Solution, Chennai, and Kenzen Tech. Pvt. Ltd., Tiruppur.

The Institute Placement Bureau coordinated the month-long "Training for Young Graduates" organized by Tata Consultancy Service (TCS), Chennai at GRI in July 2013. GRI students and those from other institutions in Dindigul District were the beneficiaries.

5.1.15 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university?

Yes. The Institute has an alumni association. The alumni of various departments meet batch-wise as per their convenience and take initiatives for the benefit of the Institute. They are also involved in providing feedback on the curriculum.

The alumni have opened their chapters in Madurai, Chennai, Tirunelveli, Coimbatore and Trivandrum. Some help in getting internships and placements for our students in various organizations.

An alumni cell is functioning in the Institute and liases between the Institute and the alumni.

5.1.16 Does the university have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

Yes. The Institute has a duly constituted students' grievance redressal committee. The Dean, Students' Welfare is the nodal officer and chairperson of this committee. Suggestions and grievance boxes are kept in the office of the Dean, Students' Welfare where students can post their grievances, if any. These are checked periodically and taken up by the Dean, Students' Welfare for remedial action. Every student has easy access to the authorities of the Institute.

Periodical meetings are held with the research scholars of the Institute and attempts have been made to redress their grievances. Students' grievances are also addressed during the departmental committee meetings. Grievances include the non-receipt of governmental scholarships and fellowships and the Institute has obtained scholarships and fellowships from UGC to a large extent. The non-recognition of the nomenclature of a few programmes by the Government of Tamil Nadu was another major grievance but this too has been sorted out with the Tamil Nadu Government and necessary GOs have been issued and all our programmes have been duly recognized by the Tamil Nadu Government.

5.1.17 Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.

Yes. An Internal Complaints Committee against Sexual Harassment (ICC SH) has been constituted as per UGC Regulations to address issues related to sexual harassment of women in workplaces.

The ICC SH is committed to observing the law on sexual harassment, sensitizing the campus community on gender issues and addressing complaints from victims. Gender champions were selected among boys and girls of the Institute along with two nodal teachers.

The Centre for Women's Studies has conducted several awareness programmes for the staff and students on women's rights and their safety and security at workplaces.

5.1.18 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

Yes. The Institute has constituted a standing committee consisting of all deans and six teaching staff. A squad consisting of teaching staff has also been formed to maintain discipline and prevent ragging both inside and outside the campus.

The campus is totally free from ragging and no case of ragging was reported during the last four years.

5.1.19 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

i) All departments conduct parent-teachers meetings once a year where the students' performance is discussed with their parents;

ii) The alumni assist in student placements. There is an alumnus in the BoS who offers his/her feedback on the curriculum and also guides students with regard to placement; and

iii) The faculty constantly interact with those living in nearby villages and get a first-hand knowledge of rural issues and problems and also gather their feedback on the role of the Institute.

5.1.20 How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

Women students outnumber men students and, in fact, women students have been playing a proactive role in organizing cultural activities and department festivals.

Women students are motivated to participate in various sports activities and sports counseling is offered exclusively for women students (See Table 5.4).

Table 5.4: Participation and Achievements of Women Students in Sports

Sl. No.	Date	Level of the Event	Type of Event	Name of the Participant	Result
1.	27.07.2010 28.07.2010	District level Inter-Collegiate tournaments organised by TANSAC, Chennai	Shot put	V.Maheshwari I B.Sc.Maths	Third
			Discus Throw	V.Maheshwari I B.Sc.Maths	First
			400mts	M.Girija III B.Sc FSN	First
2.	12.07.2011	District Level Junior athletic meet	Discus Throw	Maheswari II B.Sc.Maths	Second
			Shot put	S.Anitha III B.Sc.Maths	Third
3.	30.08.2011	District Monthly Athletic meet	Pole Vault	P.Vijaya Bharathi	First
			Discus Throw	V.Maheswari II B.Sc.Maths	Third
4.	21.09.2011	District Level Tournament	Discus Throw	V.Maheswari II B.Sc.Maths	Second
5.	20.10.2011	District Level Tournament	Discus Throw	V.Maheswari II B.Sc.Maths	Second
			1500mts	K.Selvi I B.A GSW	Second
			1500mts	M.Girija III B.Sc FSN	Third
6.	10.07.2012	District Level Junior athletic meet	Discus Throw	Maheswari III.B.Sc.Maths	First
			Under-20 – Women Shot put	S.Anitha B.Ed	Third
			Discus Throw	S.Anitha B.Ed	Third
7.	29.09.2012	District Level Tournaments organised by Dindigul District Co-operative Banks	Discus Throw	V.Maheswari III B.Sc Maths	First
			Shot put	V.Maheswari III B.Sc Maths	Second
			Shot put	S.Anitha B.Ed.	First
			Discus Throw	S.Anitha B.Ed.	Third
8.	02.02.2013	District level Police Public Athletic meet	Shot put	S.Anitha B.Ed.	Second
			Shot put	V.Maheswari III B.Sc Maths	Third
9.	16.07.2013	District Level Junior athletic meet	Long Jump	K.Prema I B.Sc. HS	Second
			Under-28 - Women 1500mts	M.Krishnaveni I B.Sc. Chem.	Third

10.	07.09.2013	District Volleyball Championship	Volleyball		Winners
11.	26.10.2013	District Level Chief Minister's Cup Volleyball Tournament	Volleyball		Runners
12.	02.12.13 to 04.12.14	South Zone Inter-University Volleyball Tournament	Volleyball		Qualified for quarter finals.
13.	27.12.2013	Tamil Nadu State Volleyball Tournaments	Volleyball		Winners and received a cash award of Rs.15000
14.	09.01.2014	Tamil Nadu State Deemed Inter-University Volleyball Tournament	Volleyball		Fourth
15.	15.01.2014	Tamil Nadu State Volleyball Tournaments	Volleyball		First and received a cash award of Rs.5000.
16.	28.02.2015	Tamil Nadu State Inter-Deemed University Athletic Meet	200mts	G.Sobana I B.Sc.H.Sc	Third and received a cash award of Rs.1000/-
			800mts	G.Sobana I B.Sc.H.Sc	Second and received a cash award of Rs.2000/

5.2 Student Progression

5.2.1 What is the student strength of the university for the current academic year? Analyse the Programme-wise data and provide the trends for the last five years.

a) Student strength for 2015-16

The student strength for 2015-16 is 2723 (excluding Ph.D. scholars) of whom 46.64% are UG students; 39.22% are PG students; 7.09% are Diploma students; 3.16% are PG Diploma students; and 3.89% are M.Phil. students (See Table 5.5).

Table 5.5 Student Strength for 2015-16

Programme	No. of Students	%
M.Phil.	106	3.89
M.Ed.	9	0.33
MA	124	4.55
MBA	121	4.44
MA Development Administration	96	3.53
M.Sc.	519	19.06
M.Tech.	35	1.29
MCA	164	6.02
B.A./B.Com./B.B.A.	371	13.62
B.Sc.	578	21.23
B.Sc. Agriculture	147	5.40
B.Tech.	138	5.07
B.Ed.	36	1.32
P.G. Diploma	86	3.16
Diploma	176	6.46
Post Diploma	17	0.62
Total	**2723**	**100**

b) Trend in Students' Enrollment

A programme-wise analysis of the trend in students' enrollment and strength has indicated that M.Phil. and PG Diploma programmes have registered around 75% increase over a period of 5 years. The students' enrollment and strength in UG programmes has witnessed an increase of 46.6% while PG programmes have recorded an increase of 10.79% and Diploma programmes an increase of 11.98% over a period of five years (See Table 5.6).

Table 5.6: Trend in Student Strength

Programme	2010-11		2011-12		2012-13		2013-14		2014-15	
	No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%	No. of Students	%
M.Phil.	59	2.68	94	3.90	106	3.99	97	3.62	103	3.64
M.Ed.	23	1.05	35	1.45	37	1.39	30	1.12	35	1.24
MA	118	5.36	137	5.68	171	6.43	155	5.78	135	4.77
MBA	114	5.18	110	4.56	119	4.48	112	4.18	119	4.21
MA Development Administration	86	3.91	88	3.65	87	3.27	91	3.39	104	3.68
M.Sc.	498	22.64	506	20.98	522	19.63	504	18.79	517	18.28
M.Tech.	Nil	Nil	Nil	Nil	Nil	0.00	14	0.52	32	1.13

MCA	171	7.77	171	7.09	177	6.66	167	6.23	177	6.26
B.A./B.Com./ B.B.A.	328	14.91	367	15.22	400	15.04	393	14.65	413	14.60
B.Sc.	398	18.09	445	18.45	520	19.56	527	19.65	582	20.58
B.Sc. Agriculture	Nil	Nil	Nil	Nil	31	1.17	90	3.36	120	4.24
B.Tech.	108	4.91	121	5.02	128	4.81	132	4.92	135	4.77
B.Ed.	50	2.27	50	2.07	51	1.92	45	1.68	46	1.63
P.G. Diploma	55	2.50	65	2.69	79	2.97	90	3.36	95	3.36
Diploma	183	8.32	214	8.87	224	8.42	222	8.28	205	7.25
Post Diploma	9	0.41	9	0.37	7	0.26	13	0.48	10	0.35
Total	**2200**	**100**	**2412**	**100**	**2659**	**100**	**2682**	**100**	**2828**	**100**

An analysis of the students' strength across the programmes has shown that the proportion of PG students to the total student strength has declined from 45.81% in 2010-11 to 39.57% in 2014-15 whereas the proportion of UG students has increased from 40.18% in 2010-11 to 45.82% in 2014-15. The proportion of M.Phil. students has increased from 2.68% in 2010-11 to 3.64% in 2014-15. A similar trend could be observed in PG Diploma programme as well.

The main reasons for the higher growth rate in students' strength in UG programmes could be the increasing demand for various UG programmes and the introduction of B.Sc. Agriculture during the assessment period. The higher growth rate in the students' strength in M.Phil. programmes could be attributed to the introduction of new M.Phil. programmes.

5.2.2 What is the programme-wise completion rate during the time span stipulated by the university?

The programme-wise completion rate is given in Table 5.7. During the assessment period, 22 out of 47 programmes offered at the Institute had a completion rate ranging from 80 to 99%. 6 programmes had a completion rate of 100%. 10 programmes had a completion rate of 60 to 79%.

Table 5.7: Programme-Wise Completion Rate

Sl. No	Title of the Programme	Average Pass (%)
1.	M.Phil. Tamil	92
2.	M.Phil. English	81
3.	M.Phil. Economics	100
4.	M.Phil. Food Science and Nutrition	100

5.	M.Phil. Rural Development	82
6.	M.Phil. Micro Level Planning	88
7.	M.Phil. Chemistry	92
8.	M.Phil. Development Sociology	100
9.	M.Phil. Energy	33
10.	M.Phil. Physics	100
11.	MA Hindi	94
12.	MA Sociology	95
13.	MA Human Resource & Conflict Management	57
14.	MA Rural Development	61
15.	MBA Rural Project Management	70
16.	MBA Small Business Management	81
17.	MBA Cooperative Management	91
18.	MBA Rural Industries and Management	63
19.	MA Tamil & Indian Literature	87
20.	MA English & Communicative Studies	62
21.	M.Sc. Mathematics	50
22.	M.Sc. Physics	57
23.	M.Sc. Chemistry	56
24.	M.Sc. Micro Biology	93
25.	M.Sc. Zoology	92
26.	M.Sc. Botany	75
27.	M.Sc. Dairy Science	87
28.	M.Sc. Food Science & Nutrition	74
29.	M.Sc. Information Technology	54
30.	M.Sc. Geoinformatics	84
31.	M.Sc. Applied Geology and Geomatics	100
32.	Master of Computer Applications	86
33.	BBA Rural Industries & Management	66
34.	B.A. Gandhian Social Work	70
35.	B.Com. Cooperation	71

36.	B.Sc. Mathematics	86
37.	B.Sc. Physics	81
38.	B.Sc. Chemistry	94
39.	B.Sc. (Food Science & Nutrition)	73
40.	B.Sc. (Textiles and Fashion Design)	50
41.	B.Ed. Integrated	100
42.	B.Tech. Civil Engineering (HD)	82
43.	M.Ed.	82
44.	PG Diploma in Sanitary Inspectors' Course	85
45.	Post Diploma in Commercial Horticulture	74
46.	PG Diploma in Spatial Technology	82
47.	Diploma in Agriculture	28

5.2.3 What is the number and percentage of students who appeared/qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, GATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.?

The number of students who have qualified in national level examinations is given in Table 5.8.

Table-5.8 Number of Students Qualified in National Level Examinations

Name of the Examinations	Number of Students Qualified
CSIR - NET	7
UGC-NET	123
SET	25
GATE	11
State Bank of India	8
TNPSC	177
Staff Selection Commission	1

5.2.4 Provide category-wise details regarding the number of Ph.D./D.Litt./D.Sc. theses submitted/ accepted/ resubmitted/ rejected in the last four years.

Details regarding the number of Ph.D. theses submitted/ accepted / resubmitted / rejected are given in Table 5.9.

Table 5.9: Details Regarding Number of Ph.D. Theses Submitted / Accepted

Year	Number of Ph.Ds			
	Submitted	Accepted	Resubmitted	Rejected
2010-2011	48	42	6	Nil
2011-2012	50	46	4	Nil
2012-2013	42	35	7	Nil
2013-2014	66	58	8	Nil
2014-2015	57	46	11	Nil

5.3 Student Participation and Activities

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

(i) Range of sports, cultural and extra-curricular activities available

a) Sports and Games

- Basketball
- Volleyball
- Hockey
- Cricket
- Football
- Kabaddi
- Taekwondo
- Badminton
- Kho Kho
- Athletics
- Indoor games (Table Tennis, Chess and Carrom)

b) Cultural Activities
- Drama
- Folk arts
- Dance
- Celebration of festivals
- Gramfest

c) Extra-Curricular Activities

- The Institute has launched six students' activity clubs. They are:

  - Trekking Club
  - Eco Club
  - Photography Club
  - Quiz and Personality Development Club
  - Skywatchers' Club
  - Movie Club
  i) Department-wise associations provide students opportunities to participate in co- and extra-curricular activities
  ii) NSS
  iii) Shanthi Sena

(ii) Participation of Students in Sports, Cultural Activities, NSS, Shanthi Sena, etc.

a) Participation in Sports

- Students participate in Basketball, Volleyball, Hockey, Cricket, Football and Kabaddi tournaments at the district, state and national levels;
- Inter-class (intramural) tournaments are organized every year during August–September;
- Inter-house (intramural) tournaments are conducted in sports and games in January-February every year;
- Tournaments are conducted in the hostels too;
- GRI teams have participated in many inter-university tournaments at the state level and won prizes.

The details of participation of GRI teams in various tournaments/sports meets are given in Table-5.10.

Table-5.10: Participation of GRI teams in Sports and Games

Year	Sports	Number of Events Participated		
		District	**State**	**National**
2011-12	Athletics	4	1	2
	Basketball	4	2	2
	Cricket	3	--	1
	Football	2	--	--
	Kabaddi	--	2	2
	Volleyball	4	8	2
	Taekwondo	--	--	1
	Total	**17**	**13**	**10**
2012-13	Athletics	4	--	1
	Basketball	1	5	3
	Cricket	4	--	1
	Football	1	--	--
	Kabaddi	3	1	1
	Volleyball	2	6	2
	Taekwondo	--	1	--
	Total	**15**	**13**	**08**
2013-14	Athletics	3	--	2
	Basketball	2	2	1
	Cricket	3	--	1
	Football	3	--	--
	Kabaddi	2	4	1
	Volleyball	5	8	2
	Kick Boxing	--	1	--
	Total	**18**	**15**	**07**
2014-15	Athletics	--	7	--
	Chess	--	1	--
	Cricket	1	--	--
	Hockey	--	4	--
	Kabaddi	1	5	1
	Taekwondo	--	2	--
	Volleyball	7	3	--
	Total	**9**	**22**	**1**

b) Participation in Cultural Activities

The Institute encourages and provides students avenues to participate in various cultural activities and programmes. The Institute has a separate budget provision to meet the expenditure related to cultural activities.

GRI students participated in the following programmes:

- Inter-collegiate and inter-university cultural festivals organized outside the Institute;
- Department-wise inter-collegiate festivals organized by the respective Students' Associations;
- GRAMFEST—an intramural literary-cultural festival organized by the students of the Institute with full financial support from the Institute; and
- Celebration of Onam, Pongal and Christmas.

The Cell for Culture and Rural Arts assists students in organizing *Gramsfest*. It also helps them in organizing various festivals and facilitates in their participation in various cultural activities (See Table 5.11).

Table-5.11: Participation in Cultural Events

Years	No. of Events Participated
2010-11	16
2011-12	19
2012-13	15
2013-14	16
2014-15	18

c) Extra-Curricular Activities

Students have ample opportunities to participate in various extra-curricular activities.

i) Students enroll themselves as members of Students' Clubs and participate in the Club activities. On an average, ten programmes are organized every year.
ii) The Departmental Associations organize inter-collegiate festivals and competitions every year.

Discipline-based inter-collegiate competitions organized by various departments are listed below:

Table-5.12: Intercollegiate Competitions

Department	Theme of the Festival
Chemistry	Resonance
Physics	Festophys
Computer Science and Applications	Interface
Biology	Biofest
Mathematics	Mathfest
Faculty of English and Foreign Languages	Sāhitya
Home Science	Homefest, Signora
Faculty of Agriculture and Animal Husbandry	Agrofest
MBA Programme	BIZ Game

These festivals/meets attract a large number of participants (around 200 for each programme) from at least 20 institutions from various parts of Tamil Nadu. These programmes are designed and executed by the students with staff members serving as facilitators.

iii) Students have participated in various State and District level oratorical, essay writing, quiz and drawing competitions and have won prizes.

d) NSS

- There are twenty NSS units in the Institute;
- The unique feature of NSS at GRI is that all students (Diploma, UG and PG students) are enrolled as volunteers;
- *Shramdhan*, tree plantation, blood donation, and awareness rallies on AIDS, Consumer Rights, Save Fuel are the main activities undertaken by NSS;
- 27 Personality Development Programmes involving eminent experts were conducted for the benefit of students during the assessment period;
- On an average two blood donation camps are held every year and 200 units of blood have been donated every year;
- 49 special camps were conducted during the assessment period; and
- NSS volunteers actively participated in pulse-polio immunization progrmmes and plantation of saplings.

e) Shanthi Sena

- Shanthi Sena, the peace brigade of the Institute, is involved in spreading the message of Mahatma Gandhi in villages and rural schools;
- On an average, 12 programmes are organized every year on peace and non-violence, conflict resolution and Yoga;
- An exhibition on Gandhi is organized in select villages of Dindigul District every year;
- Special programmes are organized on Martyrs' Day (30th January) every year. It is followed by a week-long constructive programme in rural areas under the banner "Sarvodaya Week";
- A ten-day training programme on Yoga and meditation is arranged for Shanthi Sainiks every year;
- 6 Shanthi Sainiks are deputed every year to participate in the inter-religious course on "Religion, Science and Spirituality" held at the Institute of Gandhian Studies, Wardha in December;
- Shanthi Sena plays an active role in the celebration of Gandhi Jayanti by organizing rallies, seminars, elocution and essay competitions; and
- Taking Gandhi to Villages and Cycling for Peace are the popular programmes organized by Shanthi Sainiks in the service villages of GRI.

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National/ International, etc. during the last four years.

a) Achievements in Cultural activities:

GRI students have participated and won a number of prizes in inter-collegiate district level and state level meets. During the assessment period, 17 shields were won by the students of various departments in inter-collegiate festivals. 23 first prizes were won by GRI students in various competitions. Details are given in Annexure-26.

b) Sports

Table-5.13: Prizes Won by GRI Students

Year	Games/Sports	Level of Participation	Result	
			Event	Place
2010-11	**Athletics**	District level Inter-Collegiate tournaments	High jump	I
			400 mts	II
			800 mts	II
			5000 mts	I
			5000 mts	II
			Discus	III
			Shot put	III
			Discus	I
			4x400 mts Relay	II
			200 mts	I
			400 mts	I
	Basketball	District level Inter-Collegiate tournaments	I	
	Cricket	Dindigul District 7 UP Trophy Cricket tournament	I	
		Open District Level Cricket tournament at Ramanathapuram	I	
		District Level Cricket tournament at Murugathurampatti.	I	
		Open District Level Cricket tournament at Kamalapuram.	II	
		District Level Cricket tournament at Palani	III	
		District Level Cricket tournament at Oddanchattram	III	
		District Cricket League tournament at Dindigul.	I	
	Volleyball	District level Police - Public tournament	II	
		State level open Volleyball tournament at Dindigul.	III	
		District level Inter-Collegiate tournaments	I	
		District level PYKKA Tournament at Dindigul.	I	
		Dr.T.S.Soundram Memorial tournament at GRI	I	
		State level open Volleyball Tournament at Manapparai	I	
	Kabaddi	Open District Level Kabaddi tournament at Maniakaranpatti	I	

Year	Games/Sports	Level of Participation	Result	
			Event	**Place**
		Open District Level Kabaddi tournament at Panjampatti	I	
	Football	District Football league tournament at Dindigul	I	
2011-12	**Athletics**	District Level Junior athletic meet, Dindigul	Overall Team Championship	
		State Level Track & Field Meet	100 mts 200 mts Pole vault Women Discus 1500 mts 1500 mts	III III III II III III
	Basketball	SDAT Match at Dindigul	I	
		District Team, SDAT, Dindigul	Four GRI players represented the Dindigul district team and attended the coaching camp	
	Volleyball	Men's Volleyball team participated in the State Level Triples tournament at Madurai; State Level Volleyball Tournament, Vadugapatti; District level Volleyball Tournament, Karisalpatti; District level Volleyball Tournament, Vilampatti; Dr.T.S.Soundram Memorial State Level Inter-Collegiate Men's Volleyball Tournament; and SDAT PYKKA Volleyball Tournament	III III III I I I I	
		Dindigul District Taekwondo Championship held at Dindigul	S.Prabakaran (I M.Sc. Physics)- Gold Medal in Sr.boys 63-68kg weight category	
		State level Takewondo tournament in Dindigul	S.Prabakaran (I M.Sc.. Physics)- participated in Sr.boys 63-68 kg weight category Gold medalist	
		TNCA Inter District under 19 Cricket tournament held at Tanjore	M.Karuppasamy I B.Sc. Maths represented the DGL District cricket team.	
		TN state Junior Kabaddi Tournament held at Vellankoil, Erode	R.Karthik II D.Agri represented Dindigul District Kabaddi team	

Year	Games/Sports	Level of Participation	Result	
			Event	**Place**
		TN state junior Kabaddi team	R.Karthik II D.Agri was selected	
		Inter State Takewondo Championship - Madurai	S.Velmani of I.B.Sc.Chem won Silver Medal	
2012-13	**Athletics**	District Level Junior athletic meet, Dindigul	100 mts Under-20 – Men	III
			100 mts	III
			4 X 100 mts Relay Women	III
			Discus	I
			Under-20- women Shot put	III
			Discus	III
		District Level Tournaments, organised by Dindigul District Co-operative Banks	1500 mts	I
			1500 mts	II
			1500 mts	III
			400 mts	II
			100 mts	III
			High Jump	I
			4 X 400 MR Women	III
			Discus	I
			Discus	III
			Shot put	
		District level Police Public Athletic meet	Men: 400 mts	I
			100 mts	III
			Shot put	III
			4 X 100 MR Women	I
			Shot put	II
			Shot put	III
	Basketball	State Level Inter-Collegiate Basketball Tournament- K.S.S Memorial Trophy	III	
		State level Inter-Collegiate Tournament held at Mary Matha College, Periyakulam	Won Reverend Kuriakose Elias Memorial Basketball Trophy and a cash award of Rs.8000/-	
		State level Inter-Collegiate Tournament held at Bishop Heber College, Tiruchirappalli	Won Bishop Solomon Doraisammy Memorial Trophy and a cash award of Rs.3000/-	
	Cricket	Inter-District Cricket Tournament	Our students represented the TNCA Inter- District Under 19 Dindigul District cricket team	

Year	Games/Sports	Level of Participation	Result	
			Event	**Place**
	Kabaddi	District level Inter-Collegiate Tournament held at Palyamkottai, Dindigul	III	
	Volleyball	Tenth Annual Kamaraj Memorial State Level Inter-Collegiate Volleyball tournament for Men held at S.V.N College, Madurai	Our team entered the Super League and received a cash award of Rs.3000/- for winning the fifth position.	
		Police Public Level Athletic Meet held at Dindigul	Our team were the runners-up.	
		District Level Volleyball Tournament, Dindigul	I	
		State level Inter-Collegiate Volleyball tournament held at SSM College of Engg, Kumarapalayam	Our team won the third prize and a cash award of Rs.4000/-.	
		Police-Public Athletic Meet at Dindigul.	Our team were the runners-up.	
2013-14	**Athletics**	District Level Junior athletic meet, Dindigul	Shot Put Under-20 - Men	I
			100 mts 1500 mts	III
			4 X 100mts	II
			Women	III
			Long Jump Under-28 - Women	II
			1500 mts	III
		District Level Chief Minister's Cup Athletic Meet held at Dindigul	Javelin Throw	I
			Discus Throw	I
			800 mts	II
		Represented Tamil Nadu Inter District Junior Athletic Championship held at Arunai College of Engg. & Tech. Thiruvannamalai	M.Rajeshkumar II B.Com	
	Cricket	II Division Dindigul District League Tournament at Dindigul	I	
	Football	Athoor Block Level Football Tournament	II	
	Kabaddi	State level Kabaddi Tournament at Madurai	I & II	
		Kongu Trophy State level Inter-Collegiate tournaments	IV place and a cash award of Rs.4000/-	
		District Level Chief Minister's Cup Kabaddi Tournament, Dindigul	I place and a cash award of Rs.10000/-	

Year	Games/Sports	Level of Participation	Result	
			Event	**Place**
		State Level Kabaddi Tournament, Dindigul	II place and a cash award of Rs.6000/-	
	Volleyball	11th Annual Kamarajar Memorial State Level Inter-collegiate Volleyball Tournament	A cash prize of Rs. 3000/-	
		The Volleyball Women's team participated in the Dindigul District Volleyball Championship held at Athoor	I	
		Dindigul District Volleyball Championship held at Athoor	II	
		District Level Chief Minister's Cup Men's Volleyball Tournament held at Dindigul	II	
		Women's team participated in the District Level Chief Minister's Cup Volleyball Tournament held at Dindigul	II	
		Tamil Nadu State Men's Volleyball Tournaments held at Pattiveeranpatti	Winners	
		Tamil Nadu State Women's Volleyball Tournaments held at Pattiveeranpatti.	Winners	
		Tamil Nadu State Men's Volleyball Tournaments held at Lakshmipuram,Theni	Winners	
		Tamil Nadu State Women's Volleyball Tournaments held at Lakshmipuram, Theni on 15th and 16th January 2014	Winners	
	Kick Boxing	14th IFMA MFI Muaythai Kick Boxing Championship 2013 held at Villupuram.	N.Sudharsun I M.Sc. GIS won the Bronze medal in senior men 74Kgs category.	
2014-15	**Athletics**	Open Athletic Meet held at Panjampatti, Dindigul	1500mts	I
		Tamil Nadu state inter-deemed university Athletic Meet, Chennai	200mts 800mts Shot-put Discus throw 800mts 1500mts	III II I III III III

Year	Games/Sports	Level of Participation	Result Event	Place
	Hockey	CM Trophy, Dindigul	III	
		Tamil Nadu State Inter-Deemed University Hockey Tournament	III place and a cash award of Rs. 18000/-	
	Kabaddi	15th Kongu Trophy State level Inter-Collegiate tournaments	IV place and a cash award of Rs. 18000/-	
		Tamil Nadu State Inter-University Kabaddi tournament at J.N.Stadium, Chennai	III	
		CM Trophy at Dindigul	I place and a cash award of Rs.12,000/-	
		State Level Kabaddi Championship	I place and a cash award of Rs 6,000/-	
		State Level Kabaddi Championship at Palani	I place and a cash award of Rs 6,000/-	
	Taekwondo	68 Kgs and 54Kgs weight category in the Tamil Nadu State Taekwondo Championship	P.Amarnath, I B.Sc. Mathematics won the Gold Medal and Madhan, I.B.A.GSW won the Silver medal	
	Volleyball	District Volleyball Championship	I	
		District Level Volleyball tournament at Azhagapuri	I	
		State Level Volleyball tournament at Chinnalapatti, on 3rd and 4th November 2014	III	
		CM Trophy at Dindigul	I place and a cash award of Rs.12,000/-	

5.3.3 Does the university conduct special drives / campaigns for students to promote heritage consciousness?

Yes. The Institute takes every effort to promote heritage consciousness in its students. The Institute, with its long years of history, has seen eminent national leaders (former Presidents and Prime Ministers and other dignitaries) visiting Gandhigram on various occasions. These sites are being maintained for the benefit of our students and staff. Students are also taken to various historic sites with a view to inculcating in them heritage consciousness.

The Department of Gandhian Thought and Peace Science maintains a museum on Constructive Programmes of Mahatma Gandhi. This museum attracts students and staff not only from

Gandhigram Rural Institute but also from other institutions as well.

5.3.4 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

Gramsruti, students' annual magazine, is brought out every year. Students are encouraged to contribute poems, short stories, articles and other creative works. There are student corners in department notice boards.

5.3.5 Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.

Yes. Each department has a Students' Association with officer bearers chosen from various classes. The Association office bearers are responsible for conducting inter- and intra-department as well as inter-college competitions every year.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

The Institute has taken all possible efforts to ensure that students are represented in academic and administrative bodies. Student representatives figure in: i) Departmental Committees; ii) Hostel Management Committee; iii) Internal Quality Assurance Cell; and iv) Departmental Associations.

The major activity of the Departmental Committee is to make a thorough review of the academic programmes. The main task of the Hostel Management Committee is to manage the hostels effectively. The mess is run on a "dividing system". The students run the hostel mess by undertaking activities such as purchase of goods, maintenance of stores, maintenance of stock and calculation of mess rate. The Departmental Association arranges all cultural and extra-curricular activities including the organization of *gramfest*.

The students had representation in the Senate prior to 2012. The Amended MoA/Rules based on UGC (Institutions Deemed to be University) Regulations Act has not provided for students' representation in any of the statutory bodies of the Institute.

Any other information regarding Student Support and Progression which the university would like to include.

The NAAC peer team during its last visit had observed that

1) HEPSN could be reintroduced,
2) Indoor and outdoor games and sports facilities need to be augmented and
3) The Placement cell needs to be activated.

The above observations of the NAAC team have been acted upon:

1) HEPSN has been reintroduced and the differently-abled students are provided with all help and support.
2) Sports facilities have been enhanced to a large extent by the construction of ladies' basketball court, women's fitness centre and a 8-lane track.
3) Facilities for indoor game have been created in both the hostels.
4) The Placement Bureau of the Institute has been revamped and earnest steps have been taken not only to train students for placement but also to bring prospective employers to the campus.
5) The tie-ups with TCS, Yamaha Motors and Murugappa Groups of Companies are expected to ensure placement.

& & & & & &

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1   Institutional Vision and Leadership

The Gandhigram Rural Institute was founded in 1956 by two dedicated disciples and contemporaries of Mahatma Gandhi who had a strong conviction in 'freedom for development'. They practised the principles of democracy and participatory management. Their successors too have adopted the basic tenets of good governance, viz., transparency, accountability, autonomy and participatory decision-making which have helped in strengthening and sustaining the activities of the Institute.

6.1.1 State the vision and the Mission of the University.

Vision of the Institute: Promotion of a casteless and classless society through   instruction, research and extension.

Mission of the Institute: Providing knowledge support to the rural sector to usher in a self-reliant, self-sufficient and self-governed (rural) society.

6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Yes. The Institute has certain distinctive characteristics. They are:
- Rural-centric and rural-oriented;
- Inclusive development with the mandate of serving the poorest of the poor;
- Knowledge support to rural areas through action research and outreach programmes and activities;
- Value orientation; and
- Non-violence and truth.

The mission statement reflects the character of the Institute. It addresses the needs of the society as it provides for instruction and training in such branches of learning that would determine to promote a classless and casteless society and integrated and sustainable rural development on Gandhian lines. It seeks to serve a vast majority of the students who are drawn from socially and economically marginalized communities, especially from rural areas. The Institute has the tradition of serving the rural community through instruction, research and outreach programmes and activities based on Gandhian values such as non-violence, unto-the-last, and secularism. These values are reflected in its vision statement.

6.1.3 How is the Leadership Involved

- **In ensuring the organization's management system development, implementation and continuous improvement?**

  o GRI has a well established system of governance. The statutory bodies of the Institute are the Board of Management, the Planning and Monitoring Board, the GRI Society, the Academic Council and the Finance Committee. The Vice-Chancellor is the Academic Head and Principal Executive Officer of the Institute. Other officers of the Institute, namely, the Registrar, the Deans of Faculties, the Controller of Examinations, the Finance Officer, the Heads of Departments and Directors of Centres report to the Vice-Chancellor. He ensures the smooth functioning of the management system through the implementation of various policies and the deployment of appropriate strategies for the continuous development of the Institute.

  o The procedures, functions and powers of various bodies and officers are clearly defined in the bye-laws of the Institute.

  o The proceedings of all the statutory bodies of the Institute are recorded properly, effectively followed up, and action taken reports are submitted in subsequent meetings.

  o The leadership has a strong faith in democratic principles and follows a participatory management style.

- o Operational decisions involving day-to-day activities of the Institute are largely decided in the meetings of Deans of Faculties, Heads of Departments and Directors of Centres, and subsequently implemented at the faculty and department levels.
- o The Head of each department plays the lead role with regard to academic and administrative matters at the department level. He/she also plays a crucial role in curriculum development and implementation.

- **In Interacting with its Stakeholders?**

  - o Students, the primary stakeholders, have free access to the Heads, Deans and the Vice-Chancellor. All teachers are available even beyond working hours for interaction with students;
  - o The Institute constantly interacts with the alumni through the meetings of alumni associations;
  - o Every department organizes parent-teacher meeting annually;
  - o The *gurukula* system and the departmental committee meetings provide the platform for the interaction between teachers and students;
  - o The Institute fosters a strong interaction with the rural community through field visits, field camps, Village Placement Programmes, action-oriented projects, short-term training programmes, community-based organizations and other such measures; and
  - o The interaction with industries takes place through the participation of the representatives from industries in the Boards of Studies meetings and through the Industry-Institution cell.

- **In Reinforcing a Culture of Excellence?**

  - o The Institute constantly embarks on quality initiatives by promoting a culture of excellence;
  - o As many as 39 highly qualified teachers were recruited during the assessment period on the basis of merit as per the UGC Regulations, 2010;

o The revision of CBCS regulations and the revamping of the curricula paved the way for establishing a culture of excellence in the domain of curriculum;

o Weekly reports are obtained from all departments to monitor their performance;

o Every department conducts National Conferences /Seminars/Workshops and encourages the faculty to participate in programmes organized by other institutions;

o Research awards have been instituted to promote and encourage research activities;

o Students who bring laurels to the Institute are duly recognized and honoured during the morning assembly; and

o Team spirit is encouraged. Students and members of non-teaching staff are included in the working committees along with the teaching staff. This work culture enables them to internalize the core values and ethos of the Institute and enhance their sense of belongingness.

- **In Identifying Organizational needs and striving to fulfill them?**

o Annual and periodical requirements of all departments are collected and discussed at the meeting of Deans and HoDs. The consolidated need assessment of the university is discussed and approved at the meetings of the Planning and Monitoring Board, the Finance Committee and the Board of Management;

o During every Five Year Plan period, the needs and requirements of individual departments and centres in terms of their programmes are examined on the basis of their performance and their perspective plans, and a comprehensive plan for the Institute is prepared based on inputs from all departments and faculties;

o Subsequently, the Institute administration submits the five year perspective plan and annual budgetary requirements to the UGC and other funding agencies; and

o The Institute is in the process of preparing the Vision Document-2025.

The funds obtained from the UGC and other bodies are allocated to various departments on prioritized need basis.

6.1.4 Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.

No vacancies occurred in the top leadership positions for more than a year during 2010-2015.

6.1.5 Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

A significant development during the assessment period was the adoption of UGC (Institutions Deemed to be University) Regulations Act, 2010 as per the direction of MHRD, Government of India and the UGC. The MoA and Rules of the Institute were amended in tune with the provisions of the Act of 2010 and the amended MoA and Rules came into force with effect from 24-01-2012.

During the assessment period, all vacant positions in statutory bodies were filled up as and when they fell vacant.

The meetings of the statutory bodies such as the Senate, the Syndicate, the Finance Committee and the Academic Council (pre-regulation period) and the meetings of the GRI Society, the Board of Management, the Finance Committee, the Planning and Monitoring Board and the Academic Council (post-regulation period) were conducted as per the provisions of the MoA and Rules of the Institute.

The MoA and Rules stipulate that the Syndicate/Board of Management shall meet at least four times in a year; Senate/GRI Society at least once in a year; Finance Committee twice in a year; and the Academic Council not less than three time in an academic year. The meetings of the various statutory bodies are conducted as per the requirements and the number of meetings conducted is given in Table-6.1.

Table-6.1: Meeting of Statutory Bodies in the Pre- and Post-MoA Amendment Period

Statutory Bodies	Pre-Amendment Period	Post-Amendment Period
Senate	5	-
Syndicate	10	-
Finance Committee	2	6
Academic Council	3	7
GRI Society	-	9
Board of Management	-	10
Planning and Monitoring Board	-	3

The Institute has thus ensured that the meetings of the Statutory Bodies are conducted as per the provisions of the MoA and Rules of the Institute.

6.1.6 Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

Yes. The Institute leadership has a strong faith in democratic principles and accordingly adopts participatory management practices in its functioning. It involves both the teaching and the non-teaching staff at all levels in the development and implementation of policies and programmes and in the management of the day-to-day activities of the Institute. Major decisions are taken collectively by involving the Deans, the Heads of Departments and the faculty.

The culture of participative management has been nurtured, cherished and practised through different modes:
- The teaching staff have a fair representation in statutory bodies like the GRI Society, the Board of Management and the Planning and Monitoring Board;
- The Academic Council has more than 90% of its members from among the faculty of the Institute;
- Decisions on academic and administrative matters are, by and large, taken in the meetings of HoDs and Deans. Such meetings are convened at least once a month; and

- Various working groups, committees and sub-committees consisting of teaching and non-teaching staff have been constituted to deal with academic, research, outreach, and administrative programmes of the Institute. These committees have a fair representation of men and women, and the young and the old who are drawn from both arts and science disciplines.

Thus participative management is practised at different levels.

6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

Not Applicable

6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

Not Applicable

6.1.9 How does the university groom leadership at various levels? Give details.

The Institute grooms leadership through formal and informal means at different levels.

- There are representatives of the teaching staff of the Institute in statutory bodies like the Board of Management, the GRI Society, the Academic Council, and the Planning and Monitoring Board and they are appointed on a rotation basis based on seniority;
- The Headship of various Departments and the Deanship of Faculties are rotated once in three years as per the provisions of MoA and Rules;
- The members of the staff are assigned corporate social responsibilities such as Programme Coordinators and Programme Officers (NSS), Coordinators (Student Clubs), Directors (Centres), Camp-in-charge (Village Placement Programmes) and Chairpersons and

Conveners (Committees and Working Groups). These responsibilities strengthen the leadership skills of the staff;

- Decentralization of the conduct of End Semester examinations and assigning this responsibility to the Heads of Departments and the Deans is yet another step towards grooming of leadership; and

- Student leaders are groomed in many ways. The Village Placement Programmes are mostly managed by students with the staff playing the role of facilitators. Department Associations, Subject-based student festivals, Student clubs, Shanthi Sena, National Service Scheme and Cultural festivals provide the ideal platform for grooming leadership among the students.

6.1.10 Has the university evolved a knowledge management strategy? If yes, give details.

Yes. The Institute, from its inception, encourages the adoption of trans-disciplinary strategies for knowledge development and application. The following are a few examples:

- The MBA programme with four specializations is jointly offered by four different departments cutting across two faculties;

- The Rural Energy Centre functions harnessing the knowledge and expertise from different departments, viz., Biology, Mathematics, Physics, Agriculture and Economics;

- The Nanotechnology Centre is established pooling expertise from various departments, namely, Physics, Chemistry and Biology; and

- Using the expertise of many departments of the Institute, a proposal to establish a model village has been put forth.

As knowledge management aims at making the right knowledge available to faculty and students, due weightage is given for knowledge creation and management through the following strategies:

- Providing opportunities for both students and faculty for participation in seminars/conferences/workshops conducted across the nation and the world; and
- Deputing students/faculty for short-term study/research work abroad through collaborations.

6.1.11 How are the following values reflected in the functioning of the university?

The goal of higher education is to mould young men and women into good citizens and equip them with knowledge and skills so that they contribute to meeting societal needs and work towards the development of the nation. This goal has been embodied in the quality policy of the Institute and substantially met through the following means:

- **Contributing to national development**
  - o The Institute was founded with the aim of providing professionally trained graduates who will cater to the needs of those living in villages. The Institute serves as a knowledge incubator and storehouse in the rural development sector benefitting the rural populace through S&T enabled rural development projects. The innovative curricular design enables the Institute, by appropriately amalgamating teaching, research and extension, to supply techno-managerial cadres needed for Integrated Rural Development.
  - o The micro-research programmes carried out by the Institute enable the professionals in the field of rural development to gain a proper perspective on development strategies.
  - o The extension programmes enable the staff and students to imbibe the knowledge and skills required for working with the people in developmental programmes.

- **Fostering global competencies among students**

  - o The curricula of various academic programmes offered by the Institute are developed in such a way that they promote students' critical thinking. The curricula of various courses are on par with the curricula of international and national universities;

o The Institute provides opportunities for the promotion of multicultural communication among students by incorporating ICT courses appropriately;

o Collaborative programmes with foreign universities through MoUs provide opportunities to the staff and students to interact with their counterparts in international institutions. International student/staff exchange programmes are implemented;

o Regular participation and presentation of papers in international forums by the students and staff members enables them to gain global competencies.

- **Inculcating a sound value system among students**

A sound value system is inculcated through the following measures:
  o Provision of mandatory value-based courses;
  o Courses in subjects dealing with societal and environment issues;
  o Value education courses—Women's Studies, Human Rights, Gandhian Thought, Yoga and Fine Arts—at the UG level;
  o Eco clubs for promoting love for nature;
  o Shanthi Sena (Peace Corps) for promoting peaceful co-existence;
  o Concern for community through field extension work, Village Placement Programme and action research;
  o *Gurukula* system for developing the spirit of integrated learning and respect for teachers;
  o Daily morning prayer and regular inter-religious Friday prayers to create religious amity and respect for different religions;
  o Observing days of national importance and celebration of international days to develop a patriotic and at the same time a multicultural perspective; and
  o Fostering cultural values through the Cell for Culture and Arts by celebrating national festivals such as Onam and Pongal and through the organization of *Gramfest,* an intra-institutional students' cultural festival.

- ## Promoting use of technology

All academic programmes of the Institute have a substantial percentage of courses with practical inputs. The frequent revision of curriculum enables the Institute to incorporate recent developments including technological advancements in the respective fields of specialization. The Institute has been taking consistent efforts to build the IT infrastructure for the benefit of teachers and student communities.

Today the Institute has
- A considerable number of computers
- Internet connectivity/Wi-Fi connectivity
- INFLIBNET connectivity
- Multimedia projectors
- Smart class rooms in few departments

The Centre for e-content Development and Training has given training to the young faculty to develop e-learning materials. It also helps the administration in introducing e-governance in the Institute. The Institute has adopted ICT-enabled admission and examination for select courses. The Institute, through its various departments, devises and promotes appropriate technology for the development of the rural community. Significant efforts in this regard include
- Low cost housing technology promoted by Rural Technology Centre;
- Low cost sanitary toilets promoted by Faculty of Rural Health and Sanitation;
- Non-conventional energy devices and their promotion by the Rural Energy Centre and the Departments of Home Science and Physics; and
- Labour-saving farm equipments developed by the Faculty of Agriculture and Animal Husbandry.

All UG and PG students and M.Phil. and Ph.D. scholars are motivated to address current problems in their projects and dissertations, applying modern technologies. This, to a greater extent, helps the students to acquire knowledge in the use of modern technologies.

- **Quest for excellence**

The Institute has been striving continually on its own and in collaboration with other institutions, universities, NGOs and industries to achieve excellence. In recent years, the Institute has entered into collaborative agreements (MoUs) with 25 institutions in India and abroad focusing on academic, research and extension programmes. Simultaneously, it strives to promote excellence in administration, examination and evaluation systems. The following are some of the significant achievements of the Institute and its roadmap to excellence:

o   Five departments have been granted SAP by the UGC;
o   Four departments have been selected for funding under DST-FIST;
o   The Institute has been identified by MHRD, GoI as the host institute for implementing Global Initiative for Academic Networks (GIAN);
o   The Institute is one of the four universities in the country selected under the Indo-US 21st Century Knowledge Initiative Award by UGC;
o   The Institute is implementing three international collaborative research projects;
o   The Institute has been recognized as the National Level Monitor (NLM) to oversee Rural Development programmes implemented by the Government of India; and
o   The Institute has established Centres and Departments in cutting edge knowledge and research fields.

6.2   Strategy Development and Deployment

6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

Yes. GRI has a perspective plan for development. It has been relentlessly pursuing the attainment of a full-fledged Central University status to the Institute.   The Institute's Planning and Monitoring Board examines and recommends plans for meeting its long- and short-term goals.

- **Vision and Mission**

  o The Institute has the specific objective of providing trained manpower needed for integrated rural development. Most of the courses and academic programmes offered by the Institute are rural-centric.

- **Teaching and Learning**

  o GRI, being a pioneer institution with its three-pronged approach to higher education, viz., teaching, research and extension, has introduced new strategies for teaching and learning which include experiential learning.
  o The curricula include major electives, non-major electives, skill-based courses and modular courses in cutting edge areas and socially relevant themes in tune with the perspective plan of the Institute.

- **Research and Development**

  o The Institute plans its research and development programmes based on the national requirements and the emerging trends in specific disciplines.
  o Research projects are undertaken keeping in mind the long- and short-term plans of the Institute.
  o Measures such as installation of anti-plagiarism software, MoUs with reputed organizations and institutes, creation of IPR Cell and Digital Knowledge Centre have been taken in support of the perspective plan.
  o The Institute has taken steps to strengthen its laboratories to support and promote research in Science and Technology.

- **Community Engagement**

  o GRI, with the mandate of serving the rural populace, has integrated the extension component in its curriculum.
  o Project work, a mandatory component for all UG, PG and M.Phil. programmes, inculcates a research attitude in the students. Constant efforts are taken by the Institute to train the students and staff in identifying and addressing rural issues and problems.

- **Human Resource Planning and Development**

  o Keeping the organizational goals in mind, a number of seminars, conferences, workshops, training and exchange programmes are organized with a view to strengthening the staff and students' core competencies.
  o As a strategy, eminent scientists and experts in various fields are invited to interact with the staff and students as part of Popular Lecture Series.
  o The staff of the Institute are given eligible study leave to pursue their higher studies.

- **Industry Interaction**

  o A separate cell has been created to promote interaction with industries and such interaction provides opportunities to students to do their internship in select industries. TCS, Chennai, TVS Motors, Madurai and Yamaha Motors, Noida offer skill-enhancement training to our students.
  o A few sponsored students are on the rolls as part-time research scholars.
  o The consultancy services offered by the faculty strengthen the Institute's interaction with industries.

- **Internationalisation**

  o During the assessment period, the Institute has signed 18 MoUs with various national/international organizations/institutions.
  o Credit transfer facility will facilitate the enrollment of international students at GRI.
  o Forging ties with partner institutions as in the case of Erasmus Mundus scheme (EMINTE) will help the staff and students to go abroad and also facilitate, wherever possible, the exchange of students and staff.
  o The Institute conducts online programmes and continuing educational programmes through Edusat.

6.2.2 Describe the university's internal organizational structure and decision making processes and their effectiveness.

The organizational structure of the Institute is given below*:
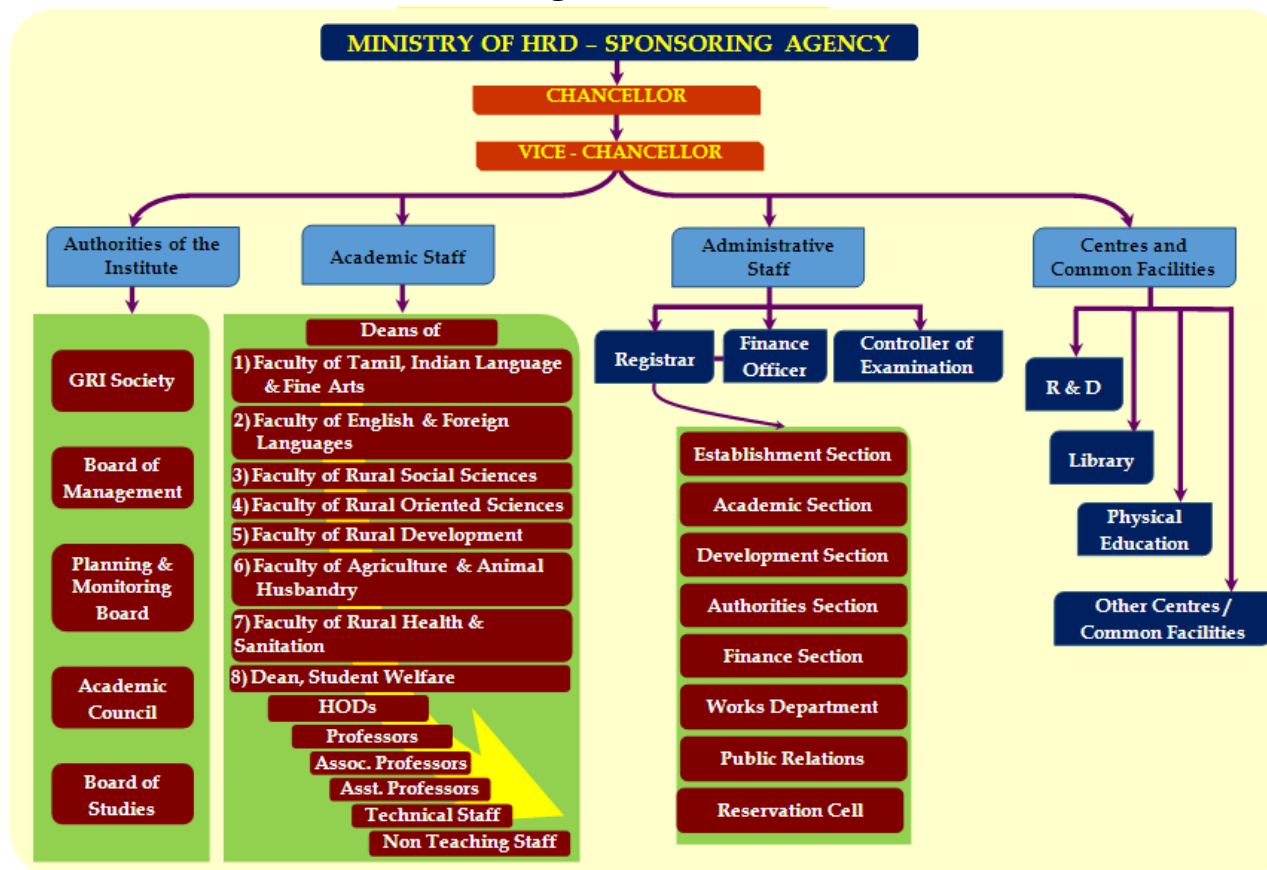
* Further details are given in Annexure-27.

6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

Yes. The quality policy of the Institute is to strive for global standards of excellence in teaching, research, extension and governance without compromising its rural character and Gandhian values.

This policy has been framed harnessing the collective wisdom of the faculty and the authorities. Policies related to quality in teaching, research, extension and governance emanate from different sources such as the Board of Management, the Planning and Monitoring Board, the Academic Council, the Finance Committee, meetings of the Deans and Heads of Departments, the Research Advisory Committee, the Internal Quality Assurance Cell and various working committees and working groups constituted for specific purposes.

The policies formulated through such bodies are conveyed to the departments and sections through executive orders, circulars and through interaction and discussion with the teaching and non-teaching staff.

All quality related policies are effectively followed up by the authorities of the Institute, Deans, Head of Departments, Directors and Section Heads.

The policies and their translation into action are reviewed in statutory bodies and appropriate action is taken to make the policies dynamic.

6.2.4 Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

Yes. All departments enjoy a great deal of autonomy and function independently to a great extent.

Autonomy

o Every Department has an independent Board of Studies chaired by the Head of the Department. The Board enjoys a high degree of autonomy in designing, updating and reviewing the curricula in consultation with the external experts;

o The Institute has given full autonomy to its Departments on matters related to admission, conduct of internal examinations and the day-to-day activities of the Department;

o Members of the staff enjoy autonomy in designing and running Add-on courses for the benefit of students;

o Staff are encouraged and enabled to design innovative courses and academic programmes;

o The departments are free to take up funded projects in their respective fields of specialization. The Institute has created a conducive environment for project-holders to run their projects smoothly;

o Granting of leave, including on-duty leave, has been decentralized to facilitate the staff to participate in seminars and conferences; and

o The Institute encourages its staff to innovate in teaching and learning methodologies, and outreach activities.

Accountability

Autonomy without accountability ends in anarchy. Hence, the Institute has ensured accountability while allowing the departments to function independently. The measures taken are:

o The Choice Based Credit System has an in-built mechanism to ensure teachers' accountability in terms of completion of all the five units in the syllabus, conduct of tests at periodic intervals, valuation of internal test papers, and organization of academic and outreach activities;

o The Deans' and Heads' meetings are convened at periodic intervals by the Vice-Chancellor to review all academic matters. The decisions arrived at in such meetings are closely followed up resulting in accountability; and

o The Departmental Committee meeting in each semester, the parent-teachers meetings, and Faculty/Departmental meetings go a long way in ensuring accountability.

6.2.5 During the last four years, have there been any instances of court cases filed by and against the Institute? What were the critical issues and verdicts of the courts on these issues?

35 court cases were filed during the last 5 years. Out of these, 22 cases have been completed and only 13 cases are pending. Most cases are related to land acquisition, MoA amendment, admission, and service and pension. Since the Institute scrupulously follows GoI rules, many cases have been won by the Institute and several were dismissed.

6.2.6 How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder-relationship?

The Institute has, over the years, evolved a grievance redressal mechanism to address the stakeholders' grievances meaningfully and promote a good relationship with them.

o Grievances and complaints from members of the teaching and non-teaching staff are referred to the Staff Grievances Redressal Committee constituted as per the guidelines of the UGC. The Committee meets as and when required and make its observations and recommendations on the complaints received. The report of the Grievance Committee is placed in the meeting of the Board of Management for appropriate action. Specific complaints from the non-teaching staff on issues such as promotion, Assured Career Progression, fitment, protection of seniority, etc. have been referred to the Grievance Committee and have been disposed of promptly;

o The Institute has constituted a separate committee called Internal Complaints Committee as per the guidelines of

the UGC which is committed to developing a conducive atmosphere on campus where women are respected and treated with dignity;

- o Complaints and grievances related to SC/ST are referred to SC/ST Standing Committee. The Liaison Officer for SC/ST students plays a key role in sorting out their grievances with the help of the standing committee;
- o Examination related complaints are referred to students' Disciplinary Action Committee and Appeal Committee constituted specifically for this purpose;
- o The Institute constitutes adhoc committees whenever necessary to deal with a few long-pending issues of a couple of staff;
- o Students have enough channels to represent their grievances and sort them out.
    - ➢ The Institute has adopted *gurukula* system under which each staff is allotted a group of students as wards. The *guru* meets his/her wards once a week. When confronted with academic as well as personal problems, the wards seek the advice of their *gurus* who counsel and help them to sort out their problems.
    - ➢ The Departmental Committee gives students an opportunity to air their grievances, if any. Grave issues are referred to appropriate authorities for redressal.
    - ➢ Yet another channel for redressal of students' grievances is the Grievance Redressal Committee for students, which meets as and when required to sort out their problems.

6.2.7 Does the university have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

Yes. The IQAC of the Institute collects students' feedback on courses and teachers at the end of every semester, analyses this feedback using indigenously developed software and prepares reports. The reports are submitted to the Vice-Chancellor for further action.

The exit questionnaire administered to all outgoing students provides feedback on academic programmes, examination system, support facilities and outreach activities.

The Departmental Committee convened every semester is yet another important source of feedback reflecting the status of academic and organizational climate within the department and in the Institute.

The feedback received from students has been used to better our institutional performance. The measures taken include: i) Revisiting CBCS regulations; ii) Restructuring Village Placement Programme; iii) Improving lab and classroom infrastructure; iv) Revising curriculum; v) Revising time-schedule; and vi) Introducing group insurance scheme.

6.2.8 Does the university conduct performance audit of the various departments?

- Yes. The Institute conducted an academic audit of all faculties and departments in 2013 by constituting a committee with external experts. The outcome of the audit has been shared with the respective faculty and department with a view to enabling them to improve their performance;

- The Institute has also conducted an administrative audit to assess the strengths and weaknesses of various sections with the aim of promoting a dynamic and responsive administration;

- Besides the above, the Institute has an internal mechanism such as review meetings at the departmental and faculty level convened at regular intervals to assess the performance of the students and the staff;

- At regular intervals, the Vice-Chancellor, along with the Deans of the Faculties, assesses the performance of the faculty/department, staff and students; and

- The self-appraisal reports submitted by the members of the teaching and non-teaching staff periodically also provide necessary input for performance assessment.

6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?

Not Applicable

6.2.10 Does the university have a vibrant College Development Council (CDC) /Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.

Not Applicable

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

The Institute has initiated various measures to enhance the professional development of the teaching and the non-teaching staff.

Professional Development of Teaching Staff

- **Study Leave:** The members of the teaching staff are given study leave with full pay to pursue Ph.D. programmes.
- **Participation in Seminars and Conferences:** The Institute follows a liberal policy of deputing members of the staff to participate in seminars, conferences, workshops, etc.
- **Travel Grant:** Travel support and duty leave are extended to staff members to participate in international academic meets. Travel grant is also extended to staff to attend seminars/workshops within the country.
- **Post-Doctoral Research:** Teachers are encouraged to do post-doctoral research in reputed institutions both in India and abroad.
- **Staff Exchange Programme:** Faculty members are permitted to go abroad under staff exchange programme. They are also permitted to attend short-term courses abroad.
- **Staff Development Programmes:** Members of the teaching staff are periodically deputed to attend staff development

programmes organized by research institutions and institutions of national importance.

- **Orientation and Refresher Programmes:** Members of staff are encouraged to attend Orientation and Refresher courses organized by HRDCs across the country.
- **Start-Up-Grant:** Newly recruited staff have been encouraged to apply for start-up research grant of UGC. Some of them have already received start-up grants.
- **Venture Capital:** The Institute has launched the venture capital scheme to encourage the staff to organize training programmes and undertake outreach activities.

Professional Development of Non-teaching staff

i) The Institute has organized various courses/programmes for the non-teaching staff to improve and upgrade their skills. The courses organized include:
- English Language Skills
- Computer education (Internet, MS Office and Visual Basic)
- CCS Rules and
- Finance Rules.

ii) Special training programmes are also periodically conducted on office procedures, accounting, financial management and computerization.

iii) Non-teaching staff are deputed to attend various training programmes organized by HRDCs/Universities.

iv) They are permitted to do Ph.D. as part-time candidates of GRI.

v) They are also permitted to undergo training and development programmes offered by various Human Resource Development Institutions.

vi) The Centre for Entrepreneurship Development organized a 21-day training programme for all multi-tasking staff.

6.3.2 What is the outcome of the review and various appraisal methods used by the university? List the important decisions.

The Institute has adopted the system of inviting self-appraisals from the teaching and non-teaching staff, students' feedback on teachers, review of CBCS, Village Placement

Programme and other programmes. Twice during the assessment period the Institute had undertaken under the leadership of the Chancellor a comprehensive review of the functioning of the Institute in the context of the changing scenario.

Outcome of such reviews and appraisals:
- Self-appraisal by the staff greatly helped in their professional development and career advancement;
- Appraisal by the students helped in identifying the inadequacies in the teaching-learning process and in initiating corrective measures;
- Review of the functioning of the Institute under the chairmanship of the Chancellor provided input for strengthening the values of the Institute and also gave a roadmap for the growth of the Institute;
- Review of CBCS resulted in revamping the CBCS which has been in operation for twenty years; and
- Review of Village Placement Programme helped to restructure VPP and prepare the VPP Manual.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

Welfare Schemes with Monetary Benefits
- ❖ House Building Advance : 25%
- ❖ Medical Reimbursement : 70%
- ❖ Festival Advance/Bonus for non–teaching staff : 100%
- ❖ Leave Travel Concession – once in 04 years: 80%
- ❖ Education Allowance for children of teaching and non-teaching staff : 90%
- ❖ Small Family Norms : 10%
- ❖ Relief to the family of an employee who died in service : 100%

Non-Monetary Welfare Schemes

- ❖ Working Women's Hostel   :10%
- ❖ Day Care Centre for staff children   :100%
- ❖ GRI Staff Co-operative – Thrift and
  Credit Society   : 80%
- ❖ Free Uniform for multi-tasking staff   :100%
- ❖ Health Centre for staff and students   :100%
- ❖ Women Facility Centre   :100%
- ❖ Yoga Centre   : 30%

6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?

The Institute has taken various measures for attracting and retaining eminent faculty.

- Selection is merit-based. The guidelines issued by the regulatory bodies are scrupulously followed in the selection of faculty;
- The Institute has created ample opportunities for professional development;
- Service rules are employee-friendly;
- The Institute extends monetary and non-monetary benefits to the staff;
- Opportunities are available for the staff to experiment and innovate in teaching, research and outreach activities; and
- There is a vast scope for the staff to get involved in various curricular, co- and extra-curricular activities.

6.3.5 Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

Yes. The salient findings for the assessment period are:
- The enrollment of girls has consistently registered an upward trend. 54.5% of the total enrolled students (15274) during the assessment period (2010-15) are girls; 63.3% of all M.Phil. scholars (458) are girls; and 38.2% of all Ph.D. scholars are girls.

- Around 60% of the girls reside in hostels on campus.
- The pass percentage among girls is higher (79.3%) than that of boys (68.7%).
- The percentage of women staff going abroad for academic programmes has increased from 25% to 37%.
- Around 25% of the teaching faculty are women

The data indicates that women students outnumber men students and also do better than them as indicated by the pass percentage. The increasing number of women staff appointed during the assessment period shows a healthy trend.

During the assessment period, the Institute did not receive even a single complaint of women harassment.

6.3.6 Does the university conduct any gender sensitization programmes for its faculty?

Yes. The Centre for Women's Studies has organized a series of programmes to sensitize the staff and students on gender-related issues.

The Centre has organized a series of lectures on "Gender-related Issues in Society," "Gender Discrimination," "Women Rights and Human Rights," "Women and Education" and "Domestic Violence". 36 programmes were organized during the assessment period. The Centre organized two programmes in July 2013 on "Women's Safety and Security at Workplaces".

The Centre has also conducted various programmes on gender-related issues in the service villages of GRI as part of its extension activities.

6.3.7 What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the university faculty?

Not Applicable

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

The mechanism available at the Institute to monitor the effective and efficient use of financial resources are:

- Efficient budgeting and budgetary control as laid down in the bye-laws of the Institute;
- Review of the budget at periodic intervals by a team of officials (Registrar, Finance Officer and Assistant Registrar) headed by the Vice-Chancellor and initiating measures for effective utilization of funds;
- Review of the budget with the officials of the UGC twice a year;
- A well-structured finance division—one section for dealing with Non-Plan and Maintenance Grants and the other for Plan and Project funds—headed by a finance professional;
- An internal audit section to monitor expenditure;
- The Finance Committee which meets twice a year analyses the expenditure pattern meticulously and gives necessary directions;
- The GRI Society which meets twice a year reviews the income and expenditure pattern and offers pragmatic recommendations;
- The meetings of Heads of Departments and Deans of Faculties provide inputs for allocation of resources and examine the expenditure pattern of various departments and faculties;
- Effecting receipts and payments through banks helps in eliminating misappropriation of funds totally;
- Computerization of financial transactions facilitates effective monitoring of utilization of funds; and
- Decentralized purchase system with strict adherence to financial rules and purchase procedure helps in effective utilization of resources.

6.4.2 Does the university have a mechanism for internal and external audit? Give details.

Yes. The Institute has a mechanism for both internal and external audits.

- The Institute has an internal audit section with a staff strength of three headed by a Section Officer;
- The accounts of the Institute are audited on a concurrent basis by a statutory auditor (Charted Accountant) appointed by the Board of Management;
- The final audit of the accounts of the Institute is undertaken by auditors from the Office of the Comptroller and Auditor General, Government of India; and
- The accounts related to NSS and scholarships are audited by the Local Fund Audit of the Government of Tamil Nadu.

6.4.3 Are the Institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

The accounts of the Institute are audited regularly. There has never been any delay in submitting the audited accounts to various bodies and agencies. The audit objections are carefully examined and defects, if any, are rectified promptly. Many objections have been dropped based on effective follow-up action. For instance, of the 22 audit objections 8 have been dropped based on replies given.

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

- The consolidated Income and Expenditure Statement for the period from 2010-11 to 2014-15 is furnished below:

Table 6.2: Consolidated Income and Expenditure Statement

Particulars	2010-11	2011-12	2012-13	2013-14	2014-15
					Rs. in lakhs
Income					
Academic Receipts	128.40	133.25	137.11	379.46	147.76
Grants / Subsidies	3,198.29	3,230.59	3,744.26	4,597.27	4,226.13
Income from Investments	4.62	6.64	4.92	162.71	62.88
Interest earned	33.69	57.67	57.25	93.72	43.28
Other income	24.80	32.07	37.17	101.02	53.64
Total	**3,389.80**	**3,460.22**	**3,980.71**	**5,334.18**	**4,533.69**
Expenditure					
Staff Payments	2,454.59	2,564.04	4,352.84	4,146.49	3,692.67
Academic Expenses	144.90	201.51	140.28	148.05	144.52
Administrative and General Expenses	84.64	94.50	104.15	404.64	279.07
Transportation Expenses	12.21	30.08	25.23	14.83	17.35
Repairs and Maintenance	46.14	83.04	59.66	86.42	92.51
Finance Costs	0.13	0.14	0.14	0.37	0.00
Depreciation	*	*	137.30	*	283.17
Other Expenses	36.51	51.67	59.23	0.42	6.94
Total	**2,779.12**	**3,024.98**	**4,878.83**	**4,801.22**	**4,516.23**

* Depreciation was not charged for these years.

6.4.5 Narrate the efforts taken by the university for resource mobilization

The Institute has made conscious efforts to mobilize funds from various sources. The efforts taken during the assessment period are given below:

- The UGC is the major source of funding. The Institute has taken all possible efforts to get the maximum grant from the UGC under Plan and Non-Plan grants;

- The Institute has encouraged the staff to apply for funds under various schemes launched by MHRD and UGC (e.g. DDU KAUSHAL Kendra and Community College);

- The departments have been motivated to apply for UGC Innovative Programmes. During the assessment period, the Centre for Applied Geology and the Department of Home Science have been sanctioned one UGC Innovative Programme each;

- During the assessment period, the Departments of Tamil and Computer Science have been granted the UGC-SAP status and the Departments of Physics and Computer Science received FIST grants;
- The Institute has also received money from local MLA and MP funds for improving the infrastructure of the departments of Political Science and Development Administration and Physics;
- Young staff members have been motivated to apply for start-up research grant and a few have received funds;
- Systematic efforts have been taken to promote Project Culture among the staff and projects are an important source of funds; and
- Members of the staff are encouraged to take up evaluation studies outside the Institute which help in mobilizing resources in the form of consultancy charges.

6.4.6 Is there any provision for the university to create a corpus fund? If yes, give details.

Yes.

- The Institute has a provision to create a corpus fund. In 1996, the staff contributed their one month salary towards the creation of a corpus fund. Since then systematic efforts have been made to augment the corpus fund. The sources are: (i) Donations from individuals, industries, organizations and Institutions; (ii) Allocation of a part of the overhead charges provided under projects; and (iii) Savings in a few projects.
- The Institute has so far collected Rs. 270.76 lakhs as corpus fund.
- The Institute recently constituted a committee under the chairmanship of the Vice-Chancellor to augment the corpus fund.
- The Institute has also got permission from the Income Tax Department for tax exemption on contributions made by donors.

6.5   Internal Quality Assurance System

6.5.1 Does the university conduct an academic audit of its departments? If yes, give details.

Yes. The Institute conducted an academic audit of all its departments in 2013 with external experts. A committee consisting of Prof. Nagabooshanam and Prof. Dasan from the University of Mysore, Prof. Suryaprakash Rao from Pondicherry Central University, Prof. Thirumavalavan from Bharthiar University, Coimbatore, Prof. G. M. Nayar from Central University of Kerala and Prof. V. R. Muraleedharan from IIT Madras conducted the academic audit. The committee visited all departments and submitted a report. The committee suggested the revamping of CBCS and it was done in December 2014 in the light of the UGC-CBCS framework.

A committee consisting of the Vice-Chancellor, the Deans and the Director, IQAC assessed the performance of all departments as a prelude to the preparation of XII Plan proposal. The shortcomings were pointed out to the staff of each department. The outcome of this exercise was discussed in the meeting of the Heads of Departments and the Deans of Faculties.

In May 2015, the Vice-Chancellor, along with the Director, IQAC, visited all Faculties, Departments and Centres and assessed their performance and gave his feedback in the meeting of the faculty held in June 2015.

6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

The Institute has made an honest attempt to implement the recommendations of the academic audit committee.

The CBCS regulations were revisited in a workshop organized specifically for this purpose. Subsequently, the CBCS regulations were revamped.

The major outcomes are:

- Revision of credit distribution to ensure that credits are optimally distributed across courses;
- Classification of courses into foundation courses, major electives, non-major electives, skill-based courses and modular courses to ensure that students are given opportunities to choose from various courses;
- Development of curriculum with objectives, specific outcomes of learning, and lecture schedule for each course to facilitate a smooth teaching- learning process;
- Introduction of question paper setting by external examiners and evaluation by course teachers for all UG Programmes; and
- Introduction of external evaluation for practical courses.

6.5.3 Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Yes. There are two bodies, viz., i) Deans' Council; and ii) Heads' Council to review the teaching-learning process.

The Deans' Council consists of all the seven Deans of the faculties and also the Dean, Students' Welfare. The Vice-Chancellor is the chairperson. The Deans' Council meets periodically to review the teaching and learning process. Decisions taken are recorded and are followed up. Similarly, the Heads' Council, along with the Deans, meets every month to sort out issues related to the teaching-learning process. The decisions taken in these meetings are recorded, circulated and implemented.

The Institute has a Planning and Monitory Board. It deliberates on the strategies to be deployed for quality sustenance and quality enhancement.

6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?

The IQAC has contributed substantially in institutionalizing quality assurance strategies and processes. Important among them are indicated below:

- The IQAC has devised and customized the format for direct recruitment and promotion under Career Advancement Scheme which was approved by the statutory bodies of the Institute. These formats were used for both direct recruitments and CAS during the last five years. This format is being used by many universities in South India;

- The IQAC has initiated the process of collecting and analysing students' feedback every semester. The consolidated feedback is submitted to the Vice-Chancellor for appropriate intervention. From 2015-16, students' feedback is collected online;

- IQAC has initiated the process of analysing the profile of the students admitted each year to study their socio-economic and academic backgrounds. This has helped in evolving suitable strategies to cater to the differential academic needs of students. As a follow-up, the Institute has categorized the newly admitted UG students into two streams based on their proficiency in English and separate textbooks are used to teach English to these two streams. Student profiling has now become an integral feature of the teaching-learning process of the Institute;

- The IQAC played a key role in conducting the academic and administrative audits of all departments and administrative sections which resulted in revamping the CBCS;

- The IQAC has been collecting information on details of courses offered by teachers and their workload which helped in designing strategies for the optimal utilization of the human resources and the infrastructure facilities of the Institute;

- The IQAC has been largely responsible for setting quality benchmarks for teachers in terms of publications, participation in seminars/conferences/workshops,

strategizing innovative practices in teaching and undertaking funded projects;

- The IQAC has suggested faculty-wise research colloquia to motivate research scholars to present papers in their fields of study. This has been incorporated in the Ph.D. regulations of the Institute;

- The IQAC has assisted the Institute in articulating the Graduate Attributes of GRI students through a series of consultative meetings with the senior faculty of the Institute; and

- The IQAC conducted a brainstorming session on the theme of Ranking of Institutions and Accreditation and the report of the deliberations was sent to NAAC and MHRD.

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the University for Implementation?

The following decisions of IQAC were placed before the statutory authorities:

- Customized API Indicators and Format for Direct Recruitment and CAS of teachers as per UGC Regulations, 2010;
- Revision of CBCS regulations based on academic audit;
- Restructured Village Placement Programme;
- Constitution of Research Quality Circle;
- Staff orientation programme on: i) Gandhian Values; ii) INFLIBNET; and iii) Office Automation; and
- Formulation of Graduate Attributes of the Institute.

6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

Yes. The IQAC has three external members drawn from educational institutions and industry. The external members have contributed substantially to the functioning of the IQAC.

i) The external members suggested the teaching of English to UG students in two different streams, catering to the needs of both slow and advanced learners;

ii) Based on the suggestion from external IQAC members, e-content for 16 courses has been developed by the faculty; and

iii) External members have suggested the introduction of NPTEL and online courses at GRI. The Institute has now become a partner institution of MHRD in its National Mission on ICT.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

Yes. The IQAC, along with the Centre for Study of Social Exclusion and Inclusive Policy (CSSE & IP) has conducted a study on the incremental academic growth of students from disadvantaged sections of the society.

6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

The Institute has clearly articulated its policies for the periodic review of its administrative and academic departments.

The MoA and Rules and Bye-laws provide for periodic reviews of the activities of the Institute (Rule 42 and 14 of MoA and Rules and Bye-laws No.13.9, 13.10 and 13.11).

The reviews are, by and large, undertaken through the following mode:

- The Deans' Council, chaired by the Vice-Chancellor, reviews the administrative and academic departments every month;
- The regular meetings of Heads of Departments, chaired by the Vice-Chancellor, provide the platform for reviewing the activities of various departments. These meetings are an important source of policy formulation on various academic matters;
- The Research Advisory Committee undertakes a critical review of the research activities of the Institute; and
- The Vice-Chancellor, as the Chairperson of statutory bodies such as the Board of Management, the Planning

and Monitoring Board, and the Academic Council, provides a comprehensive picture of the activities of the Faculties, Departments, and Centres and the Institute as a whole to various statutory bodies. These bodies critically review the performance of the Institute based on the input given by the Vice-Chancellor.

Any other information regarding Governance, Leadership and Management which the university would like to include.

The previous NAAC peer team had asked the Institute to tap the community resources available with alumni and dignitaries such as MPs and MLAs. Accordingly the Institute has tapped the Local MP's fund for constructing a laboratory in the Department of Physics and another laboratory in the Martin Luther King Block which houses the Centre for Applied Geology.

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CRITERION VII: INNOVATIONS AND BEST PRACTICES

7.1 ENVIRONMENT CONSCIOUSNESS

7.1.1 Does the university conduct a Green Audit of its campus?

Yes. The Institute conducted a green audit of its campus in 2014 and a booklet on Green Audit has been brought out. The findings of the Audit are:

- The campus has a rich biodiversity of 673 plant species including 83 species of trees and 483 medicinal plants;
- A botanical conservatory has been established to conserve 286 endangered plants endemic to the Western Ghats;
- The butterfly diversity of the campus has been explored and 83 species have been documented;
- The fauna of the Institute covering 117 species of birds, reptiles and insects have been documented; and
- The flora diversity of the Institute has been documented and trees have been labelled with their botanical and common names.

Two new species of plants from the Western Ghats, namely, *Impatiens courtalliensis Ramasubbu* and *Impatiens mathewiana Ramasubbu* have been discovered.

The gene sequences for 15 novel microbes have been documented and have been deposited in the National Center for Biotechnology Information (NCBI), USA.

7.1.2 What are the initiatives taken by the university to make the campus eco-friendly?

- **Energy Conservation**

The Rural Energy Centre (REC) conducted a complete energy audit of the Institute to assess the total energy requirements. Based on the audit report, the following measures have been undertaken:

- Conventional tube lights have been replaced by CFLs and LEDs;

- Only star-rated electronic gadgets such as Air Conditioners, Geysers and Refrigerators are bought to ensure low power consumption;
- The Institute has switched over to solar-powered street lights;
- Students and staff have been sensitized to save power and stickers have been put up in appropriate places;
- Sprinklers are deployed to water the garden and minimize power consumption;
- All CRT monitors in the campus have been replaced with TFT/LCD monitors.

- ## Use of Renewable Energy

  - A 2.5 KW stand-alone Solar Energy Power Station has been commissioned in the Administrative Building with a pay-off of 20 kwh;
  - Three solar-powered water heaters, each with a capacity of 1500 LPD, have been installed in Faculty Guest House and in Boys' and Ladies' Hostels;
  - 70 solar-powered street lights have been installed on campus;
  - A 100 watt Wind Electric Generator has been installed; and
  - With the support from National Institute of Wind Energy, Chennai and sponsored by the Ministry of New and Renewable Energy, a 50 metre Wind Monitoring Station has been commissioned to assess the wind potential in Dindigul.

- ## Water Harvesting

  The campus has 6 rainwater harvesting structures in the form of ponds. The locations are:
  - a. B-Farm
  - b. Meteorological Observatory
  - c. Orchard
  - d. Dairy Farm
  - e. Multipurpose Auditorium
  - f. Krishi Vigyan Kendra

The following measures have been taken:

- The contour bunts across the slope at various places have been raised and strengthened to ensure zero drain of run-off water and this has augmented the ground water table;
- A percolation pond is being maintained near the Department of Cooperation;
- Roof rain-water harvesting measures are in place in all the buildings on campus;
- Ten tanks, each with a capacity of 25,000 liters, have been constructed at vantage positions;
- Drip-irrigation mechanism is in practice in the agricultural farms as well   as in the gardens; and
- Waste water from the hostels is treated prior to letting it out for gardening.

- **Check Dam Construction**

The Institute has five check dams in the following places to arrest the run-off rain water:
  - Two in C Farm
  - Two in B Farm
  - One in Ladies' Hostel

- **Efforts for Carbon Neutrality**

- In the last four years, the green cover of the Institute has increased by 15%, thanks largely to the efforts of NSS and Shanthi Sena volunteers;
- A biofuel farm with the following species
  - *Jatropha curcas* L. (Barbados nut)
  - *Millettia pinnata* (L.) Panigrahi (Indian Beech)
  - *Calophyllum inophyllum* L. (Alexandrian laurel) and
  - *Madhuca longifolia* (J.Konig) J.F.Macbr. (Mahua)
  has been established on a three acre farm;
- The practice of sending e-circulars through Intranet, leading to a paperless office, has radically reduced the consumption of paper;
- The e-prospectus and e-applications have dramatically reduced the consumption   of paper; and

- The Institute is moving towards a green computing climate.

- **Plantation**

  - Every year saplings are planted to consciously increase the green cover of the campus;
  - Department gardens are maintained by students and staff;
  - A *Natchatra Vanam* (Star Garden), consisting of 27 plants signifying 27 stars of the constellation, has been created;
  - An arboretum consisting of 21 varieties of tree species has been established; and
  - The rich green cover on campus has prevented soil erosion considerably.

- **Hazardous Waste Management**

  - Laboratory effluents from the Department of Chemistry are treated and let into soak pits for safe disposal;
  - Hazardous chemicals are stored in a protected environment;
  - Students are instructed to wear personal protective equipments during practical sessions to prevent any direct contact with hazardous chemicals; and
  - Solid waste is segregated into bio- and non-bio degradable waste for suitable disposal.

- **E-Waste Management**

  - Electronic gadgets, as and when found obsolete, are disposed off through buy-back schemes;
  - Only computers with low power consumption are bought;
  - CRT monitors have been replaced with LED monitors; and
  - Intranet-enabled communication has significantly reduced the usage of CDs and DVDs.

- **Other Practices:**

  - Concerted efforts have been taken to ensure a plastic-free campus;
  - Flex banners have been prohibited on campus;

- Used tube lights are recycled into useful laboratory glassware;
- Incinerators have been deployed in Ladies' Hostels;
- Biological and medical wastes are disposed off safely;
- In-house monitoring of campus cleanliness is carried out by the Faculty of Rural Health and Sanitation;
- *Prosopis julifera* is periodically weeded out;
- Energy-efficient wooden log stoves have been developed by the Rural Energy Centre and have been supplied to hundreds of Noon Meal Centres in Athoor Block, Dindigul District;
- Initiatives for generating bio-gas from the hostels' food waste using bio-gasifier have been undertaken;
- Smokeless chulas have been promoted in neighbouring villages through the Department of Physics; and
- Training programmes are conducted to empower the rural youth as entrepreneurs:

  - Rural Energy Centre conducts training programmes in "Repair and Maintenance of Solar-powered Gadgets".
  - A skill-development programme titled "Surya Mitra" is regularly conducted to popularize the use of solar energy.
  - Training programmes in vermicomposting are conducted to promote and sustain indigenous farming practices.
  - The Faculty of Agriculture and Animal Husbandry periodically organizes training programmes in Drought Mitigation.
  - KVK gives demonstration-cum-training on Terrace Gardening and Organic Farming.
  - KVK regularly organizes training programmes to promote millet cultivation and consumption.

7.2 INNOVATIONS

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the university.

I. Academic:

GRI has been making rapid strides in designing innovative curricula for various programmes of study. The Institute has revamped the CBCS regulations and the major components are:

- Core Subjects
- Major Elective
- Non-Major Elective
- Skill-based Courses
- Modular Courses
- Foundation Courses
- Non-Credit Courses (Audit)

The programmes offered in the Institute are innovative. For instance, the MBA programmes have been redesigned with dual disciplines with *functional* and *sectoral* specializations that are aligned with the objectives of the Institute. M.Sc. Applied Geology and Geomatics that integrates Natural Resource Management, Natural Disaster Management and Eco System Studies is an innovative programme with its focus on Science and Technology enabled Rural Development. M.Tech. in Renewable Energy is being offered from 2013 to address energy-related challenges and issues and popularize renewable and alternate energy resources. Two students of this programme carried out a part of their studies at Uppasala University, Sweden and University of Miskolc under the Erasmus Mundus (EMINTE) programme and Hungarian Fellowship programme. This reflects the academic flexibility and credit transfer facility incorporated into the curricular design.

The Institute has introduced "Information Technology for Rural Development" as a core course for M.Sc. Information Technology with a view to motivating the students to prepare software for efficient local Governance and also develop Decision Support Systems for rural management.

M.Sc. Chemistry has courses in cutting edge areas like Advanced Functional Materials and Molecular Electronics and Organic Photovoltaics.

The Department of Political Science offers a course in "Citizenship Building" which is unique. "Management of Workplace Conflicts" and "Societal Power for Conflict Resolution" offered by the Department of Gandhian Thought and Peace Science, "Social Entrepreneurship" and "Rural Resource Analysis" offered by the Department of Rural Industries and Management, "Instruments and Servicing" and "Weather Forecasting" by the Department of Physics, "Geriatric Care" and "Functional Foods" by the Department of Home Science and "Medical Geology" from the Centre of Applied Geology are innovative courses.

II. Research:

GRI has contributed substantially in the domain of research. Publication of two research articles in national/international journals is insisted upon for all Ph.D. scholars. Similarly presentation/publication of at least one research article/paper is mandatory for all M.Phil. scholars. The Institute has formulated and approved the guidelines for the introduction of D.Sc. and D.Litt. programmes.

The Research Quality Circle constituted at the Faculty/Department level gives the research scholars a platform to discuss their areas and topics of research with their peers and the faculty. Periodic presentation at Research Quality Circles is mandatory for all Ph.D. scholars.

III. Administration:

The entire admission process for the academic year 2015-16 was through the online mode. There were apprehensions that the majority of applicants, being rural-based, would find the process cumbersome and beyond their reach. But thanks to initiatives like provision of computer operators and systems at strategic locations to cater to the needs of these rural students, the entire process was smooth and the

number of applicants doubled. 21,225 aspirants registered online and 13,938 paid the application cum registration fees. The online process was user-friendly and helped the Institute avoid cumbersome paper work and postal expenses. The Institute saved approximately Rs.15 lakhs which is usually spent on advertisements, printing of applications and prospectus.

Other innovative measures:

- Fees is paid online;
- A novel degree-awarding system through *tatkal* for the benefit of those students who have been awarded PDF or have job offers has been introduced;
- Land records dating back to 1956 have been digitized; and
- e-newsletter has been launched from January 2015.

7.3 BEST PRACTICES

7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the university.

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.

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Dr. S. NATARAJAN
Vice-Chancellor

Declaration by the Head of the Institution

I certify that the data included in this **Self-Study Report (SSR)** are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the Peer Team visit.

Signature of the Head of the Institution
with seal
VICE-CHANCELLOR
Gandhigram Rural Institute-Dt
Gandhigaram

Place: Gandhigram

Date: 10.02.2016