



# YEARLY STATUS REPORT - 2020-2021

## Part A

### Data of the Institution

#### 1.Name of the Institution

THE GANDHIGRAM RURAL INSTITUTE  
(DEEMED TO BE UNIVERSITY)

- Name of the Head of the institution **Dr. S. Madheswaran**
- Designation **Vice Chancellor**
- Does the institution function from its own campus? **Yes**
- Phone no./Alternate phone no. **04512452305**
- Mobile no **9442105116**
- Registered e-mail **gridu@ruraluniv.ac.in**
- Alternate e-mail address **vc@ruraluniv.ac.in**
- City/Town **Dindigul**
- State/UT **Tamil Nadu**
- Pin Code **624302**

#### 2.Institutional status

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

- Name of the IQAC Co-ordinator/Director **Dr .P .Shanmugavadivu**
- Phone no./Alternate phone no **04512452371**
- Mobile **9443736780**
- IQAC e-mail address **iqac@ruraluniv.ac.in**
- Alternate Email address **ruraliqac@gmail.com**

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

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

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

**Yes**

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

[https://www.ruraluniv.ac.in/includes/academics/calendar/Calendar2020\\_2021.pdf](https://www.ruraluniv.ac.in/includes/academics/calendar/Calendar2020_2021.pdf)

### 5.Accreditation Details

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

**6.Date of Establishment of IQAC**

**15/12/2003**

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

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

The Gandhigram Rural Institute	Regional Coordinating Institute, Unnat Bharat Abhiyan	MoE	2019 - 2 years	1000000
Department of Mathematics	NBHM Library Grant	Department of Atomic Energy	1999 - 2020	4933000
Centre for Geoinformatics	DST	DST	2019 - 4 years	3529900
Department of Cooperation	Unnat Bharat Abhiyan	NCI, UBA	2019 - Continuous	3000000
Department of Biology	DBT	DBT	2019 - 4 years	2639600
Department of Mathematics	CSIR	CSIR	2017 - 3 years	1754333
Department of Chemistry	SERB	DST-SERB	2018 - 3 years	3206500
Department of Chemistry	DBT	DBT	2018 - 3 years	2030800
Department of Chemistry	SERB	DST-SERB	2018 - 4 years	2023000
Department of Chemistry	SERB	DST-SERB	2017 - 3 years	3390508
Department of Chemistry	DBT	DBT	2017 - 3 years	2323200

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

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

**9. No. of IQAC meetings held during the year** **3**

- The minutes of IQAC meeting and **Yes**

compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)

- (Please upload, minutes of meetings and action taken report)

[View File](#)

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

- If yes, mention the amount

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

- The institute was placed in the rank band 101-150 among universities of the country in NIRF 2021, and recognized in the band "PROMISING" under the category "University & Deemed to be University in ARIIA 2021.
- Prepared Students profile statistics. Documented the feedback collected on courses, course teachers and programmes offered.
- Research publications of GRI were compiled under the categories viz., SCI, Web of Sciences, Scopus, UGC CARE list, and ICI.
- Finalized the proforma for Direct Recruitment and CAS of teaching staff, as per the UGC Guidelines, 2018.
- Incorporation of OBE elements in the programmes offered at GRI was scrutinized and strengthened.
- Digitalization of faculty and student profiles
- Facilitated provision of seed money research grant for Assistant Professors to enhance the research quality and publications.

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

Plan of Action	Achievements/Outcomes
Preparation and Submission of AQAR 2019 - 2020	AQAR (2019-20) was submitted to NAAC as well as uploaded in the Institute's website on 31.12.2021.

Participation in NIRF 2021	The institute was placed in the rank band 101-150 among universities of the country in NIRF 2021
Participation in ARIIA 2021	The Institute participated in the ARIIA rankings 2021 and was recognized as "PROMISING" under University and Deemed to be University category.
Unnat Bharat Abhiyan Initiatives	GRI received Perennial Assistance Fund from UBA.
Knowledge dissemination and sharing from Conduct of Seminars / Conferences / Workshops / Symposiums / Training Programmes etc	100 International / National / State / Regional / University level Programmes were organized viz., (11 International level, 70 National level, 10 State level, 9 University & College level Conferences / Seminars / Training / Special Lecture / Endowment Lecture Programmes and Brainstorming Sessions. Nearly 16451 participants, covering faculty members, scientists, research scholars, and students of GRI and other institutions, across the nation and beyond participated in the programmes.
IQAC has constantly taken special efforts to promote Elearning	A broad spectrum of students of GRI regularly enrolled for the courses offered under NPTEL, Spoken Tutorials, etc.
Strengthening of E governance	The authorities of GRI have taken necessary steps towards hundred percent implementation of e-Governance
Promotion of green energy	GRI has prepared energy audit report and works towards energy optimization.
Promotion of green campus	Massive sapling plantation was done to mark Independence Day and Gandhi Jayanthi

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

- Name of the statutory body

Name	Date of meeting(s)
<b>IQAC Committee</b>	<b>12/05/2022</b>

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

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

## Part A

### Data of the Institution

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• Alternate Email address	<a href="mailto:ruraliqac@gmail.com">ruraliqac@gmail.com</a>
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="http://www.ruraluniv.ac.in/academics?content=iqacaqar">http://www.ruraluniv.ac.in/academics?content=iqacaqar</a>
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.ruraluniv.ac.in/includes/academics/calendar/Calendar_2020_2021.pdf">https://www.ruraluniv.ac.in/includes/academics/calendar/Calendar_2020_2021.pdf</a>

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Year	Date of Submission				
2020-2021	30/03/2022				
<b>16. Multidisciplinary / interdisciplinary</b>					
<p>The curricular framework of all the programmes offered in GRI, are formulated with due provision to accommodate sufficient for interdisciplinary and multi-disciplinary courses. Apart from the core courses, the students also join courses on modern languages viz. English, Tamil, Hindi, Malayalam and French. They also get opportunities to choose their own courses under categories like Modular Courses, Major and Non Major Elective Courses, Generic Elective Courses. Apart from these, the students are provided options to choose skill development courses. Mandatory courses on Gandhian principles, Ethics, and Extension Education are also provided. Students get hands-on experience by working on dissertations, field visits, Village Placement Programme, Shanti Sena, and internships.</p>					
<b>17. Academic bank of credits (ABC):</b>					
<p>The Institute has taken the necessary steps to implement Academic Bank of Credits, to facilitate horizontal and vertical mobility across the programmes.</p>					
<b>18. Skill development:</b>					
<p>The curriculum of GRI offers wider scope to nurture core skills and soft skills, aligned with the expected employment potentials of a graduate. Every syllabus has a right mix of theory and practical classes. The courses offered on communications and soft skills, enable the students to acquire the essential written and</p>					

communication skills, the choices of courses offered under modular courses and skill based electives, augment employability skillsets of the students. The non-major electives and value added courses offered by every department provides opportunity to the students of GRI, to acquire knowledge beyond the discipline of their study. The graduates of GRI are shaped into responsible and society-conscious citizens, through field placement and village placement programme, internship, in-plant training, on-the-job training

Skill Development Course, Modular Course, Foundation Course, Computer Skill, Soft Skills, Internship, Field Placement, Village Placement Programme, Extension Activity, In-plant training, Students activities club, Non-Major Elective, Inter-Departmental Elective, UGC-NET Coaching Centre for SC/ST and Minorities, Remedial Coaching for SC/ST/OBC (Non Creamy Layer) and Minorities, CENTSERV (Coaching Centre for Entry into Services), and all courses of B.Voc. D.Voc. Programmes.

**19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

GRI is yet to open up its account in full-fledged on-line courses.

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

The Outcome Based Education(OBE) has emerged as one of the quality frameworks to define and measure the learning outcomes of the programmes offered by the Higher Educational Institutions across the nations. The National Assessment and Accreditation Council (NAAC) has prescribed OBE as an important mandate for '*Teaching-Learning and Evaluation*', to ascertain the '*Students Performance and Learning Outcomes*'.The OBE is designated as one of the mandates of recently evolved Student-Centric Education System. It defines the outline for the expected learning outcomes of the graduating students in terms of the Programme of study, curricular design, mechanics of teaching-learning and students' performance assessment in terms of attainment against expected learning outcomes etc.,. The OBE emphasizes on the curricular enrichment, academic flexibility, value based education, augmentation of core competency and employability skills. OBE is an essential criterion for the professional degrees/ departments to be accredited by National Board of Accreditation (NBA).

THE BENEFIT

Washington Accord is an international agreement for Quality Assessment and Accreditation for engineering degrees. Due to the quality-oriented initiatives of NBA, India is one of the Signatories of Washington Accord 2014. This assessment facilitates the mutual recognition of accredited degrees among the countries signed in the Accord.

#### THE PARAMETERS OF OBE

- Program Educational Objectives (PEO)
- Programme Specific Outcomes (PSO)
- Program Outcomes (PO)
- Course Outcomes (CO)
- Graduate Attributes (GA) (12 GA are prescribed by NBA)

#### THE RUBRICS

- The formulation and Internalization of Rubrics (Analytical/ Holistic Rubrics)

#### THE MEASUREMENT OF OBE

- Assessment of Learning Outcomes
- Assessment of CO (Coursewise - Mid-Semester/End-Semester)
- Assessment of PO (Short-term Assessment; at the time of graduation)
- Assessment PEO (Long-Term Assessment; 4-5 Years after Graduation)
- Mapping/Correlation of PEO, PO, CO & GA
- Assessment of Attainment

#### THE ASSESSMENT TOOLS

- Teaching Practices
- Learning Practices
- Assessment Practices
- Employer Feedback
- Alumni Feedback
- Other Stakeholders Feedback

#### OBE IN GRI

The Curriculum and Syllabi of all the programmes offered by The Gandhigram Rural Institute (Deemed to be University) are about to be designed in conformation with the framework of Outcome Based Education (OBE). The Programme Educational Objectives (PEOs),

Programme Outcomes (POs) of each Programme and the Course Outcomes (COs) of the respective courses will be suitably correlated in accordance with the vision and mission of the Institute. A separate manual on OBE shall contain the detailed PEOs, POs and COs.

### 21.Distance education/online education:

Not Applicable

## Extended Profile

### 1.Programme

1.1

96

Number of programmes offered during the year:

File Description	Documents
Data Template	No File Uploaded

1.2

33

Number of departments offering academic programmes

### 2.Student

2.1

3713

Number of students during the year

File Description	Documents
Data Template	No File Uploaded

2.2

1088

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	No File Uploaded

2.3

6999 (3520 + 3479)

Number of students appeared in the University examination during the year

File Description	Documents
Data Template	No File Uploaded
2.4 Number of revaluation applications during the year	9
<b>3.Academic</b>	
3.1 Number of courses in all Programmes during the year	2459
File Description	Documents
Data Template	<a href="#">View File</a>
3.2 Number of full time teachers during the year	122
File Description	Documents
Data Template	No File Uploaded
3.3 Number of sanctioned posts during the year	185
File Description	Documents
Data Template	No File Uploaded
<b>4.Institution</b>	
4.1 Number of eligible applications received for admissions to all the Programmes during the year	23316
File Description	Documents
Data Template	<a href="#">View File</a>
4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	1989

File Description	Documents
Data Template	<a href="#">View File</a>
4.3 Total number of classrooms and seminar halls	147
4.4 Total number of computers in the campus for academic purpose	703
4.5 Total expenditure excluding salary during the year (INR in lakhs)	476.80697
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Design and Development</b>	
1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University	
<p>The curriculum and syllabi of all the programmes offered by the Institute are designed in conformation with the framework of Outcome Based Education (OBE). The Programme Educational Objectives (PEOs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) for each programme and the Course Outcomes (COs) of the respective courses are designed and correlated in order to ensure the attainment of expected outcomes. The detailed syllabus handbook of each academic programmes shall contain its PEOs, POs, PSOs and COs. The methodology for the assessment of attainments is given in the OBE manual, which is common for all the academic programmes offered by this Institute.</p>	
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>1.1.2 - Number of Programmes where syllabus revision was carried out during the year</b>	
96	

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

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

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

2459

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

### 1.2 - Academic Flexibility

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

642

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

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

96

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

### 1.3 - Curriculum Enrichment

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

Following the directions of the UGC efforts have been made to introduce a course on one credit compulsory modular course on Human values and professional ethics to all UG programmes and two credit optional modular course on human values and professional ethics for all PG programmes from the academic year 2021-22 onwards. Departments offer papers on Gender and Society, Literature and Gender, and Sociology of Environment.

The Centre for Women's Studies raises gender consciousness and sensitivity and and gender equity among the society and the students. Gender awareness is being organised at different levels to different groups of people including students (both on campus and Off campus), grassroots population including women, youth and children.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

53

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

### 1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

#### 1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

5464

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

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

1682

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>1.4 - Feedback System</b>	
<b>1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni</b>	<ul style="list-style-type: none"> <li>All 4 of the above</li> </ul>
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>1.4.2 - Feedback processes of the institution may be classified as follows</b>	<ul style="list-style-type: none"> <li>Feedback collected, analysed and action taken and feedback available on website</li> </ul>
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Demand Ratio</b>	
<b>2.1.1.1 - Number of seats available during the year</b>	
<b>1989</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded
<b>2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)</b>	
<b>2.1.2.1 - Number of actual students admitted from the reserved categories during the year</b>	
<b>1576</b>	

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

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Departments identify slow learners and arrange for remedial measures, namely, peer tutorials, bridge courses, soft skill training and remedial coaching to help them improve their performance. The gurukula system helps in addressing the concerns of these learners. The Digital Library Section, Centre for 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.

Slow learners are advised to sign up for remedial coaching programmes and the gurukula system paves the way for successful adulthood and prepares the students for life and careers.

The advanced learners are encouraged to take part in workshops, internships, intercollegiate competitions, debates, exchange programmes, etc. They are encouraged by their teachers to register for online courses or summer internships. Students who participate in such activities are awarded with extra credits for their performance. To encourage the reading habit amongst students, the Institution has introduced the Best Library User Award. Advanced learners also engage themselves in their academics through the peer learning circles. 35 of our advanced learners have cleared UGC NET / SET examinations.

File Description	Documents
Upload relevant supporting document	No File Uploaded
Link For Additional Information	Nil

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

Number of Students	Number of Teachers
3713	238

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

### 2.3 - Teaching- Learning Process

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

The Institute provides education through a student centric approach. Since students vary in their ability to comprehend and absorb it is not possible to address the needs and expectations of individual students in a teacher centric class. The teacher facilitates learning by allowing each individual student to comprehend at his/her personal level. Courses of the departments give students a comprehensive understanding of what should be the primary focus of the course. It also helps them in self-evaluating their performance at the end of each semester. Teachers make classes as interactive as possible and encourage innovative thought and novel interpretations. Innovative Instructional strategies are adopted by all faculty members. All students are also provided training to apply modern methods of teaching, including offline and on-line technologies. Internal assessments are planned to encourage students to work independently and develop writing skills and self-assessment skills. The subjects / courses in all programmes offered by GRI involve field work, internship, and projects to help students acquire experiential learning and develop problem solving abilities. Discussions and debates on contemporary issues in education are encouraged so that students can reflect and analyse by eliciting responses to the subject under discussion. Ability Enhancement, Generic and Skill Enhancement courses are offered to provide and prepare students for life.

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

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

Faculty members use the ICT tools such as Smart TV, LCD Projector, Mega Projector, SWAYAM Prabha DTH connection, Computer Lab, and other audio-visual aids. The teachers also use e-resources such as e-content, department blogs, SWAYAM course materials, e-PG Pathshala, Sakshat portal, UGC CEC, e-Gyankosh, Kalvi TV, Google

**Classroom, e-LMS, PowerPoint, Video lectures, and Slide Share.**

File Description	Documents
Upload relevant supporting document	No File Uploaded

**2.3.3 - Ratio of students to mentor for academic and other related issues during the year****2.3.3.1 - Number of mentors**

238

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

**2.4 - Teacher Profile and Quality****2.4.1 - Total Number of full time teachers against sanctioned posts during the year**

238

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

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

203

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

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

31997

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

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

8

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

#### 2.5 - Evaluation Process and Reforms

##### 2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

10

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

10

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

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

9

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

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

The office of the Controller of Examinations (CoE) is well-equipped to plan and execute the process of examination and assessment in a systematic manner. It maintains confidentiality at every stage of the examination process. The office of the CoE has upgraded its software and the same is maintained by GRIIMS of GRI. The Institute follows Choice Based Credit System (CBCS) along with Outcome Based Education (OBE). The pattern of examination of UG is CFA - 40 marks and ESE - 60 marks, passing minimum is 40% each and for PG & PG Diploma CFA is for 40 marks and ESE 60 marks with a passing minimum of 50%.

The Institute has implemented several reforms in examination as well as in evaluation, some of which are (1) adoption of revised Bloom's Taxonomy (2) introduction of online examination (3) undertaking of online evaluation of answer scripts (4) attempt at paperless examination (5) reduction in the number of examination days (6) Speedy publication of results and (7) Speedy redressal of grievances. All these have been made possible due to IT integration.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

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

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

## 2.6 - Student Performance and Learning Outcomes

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

The Institute has stated all its learning outcomes / graduate attributes through its website. The syllabus prominently displays the course objectives and course outcomes. The revision of the syllabus and the incorporation of new subjects suggest how the Institute has prioritized discipline knowledge as first and

foremost in learning outcomes and graduate attributes. The Institute has revised all its educational programmes to include graduate attributes so when a student graduates they are equipped with discipline knowledge, critical thinking, problem-solving ability, communication skills, and digital capability. Each programme provides the students to choose from generic courses, which are precisely offered to expand the knowledge circumference of the student and to initiate them into interdisciplinary fields. Every graduate must possess good communication skills in English. The syllabus structure of every course carries a 'course objective' which sums up what is expected in terms of learning outcomes from the student at the end of that course.

The learning outcomes of the course has been integrated with the assessment process by enabling the students to go for field visits, industrial visits, internships, trainings and extension activities. The students must submit detailed reports on the above mentioned activities and they will assessed and evaluated by the respective course teachers. In addition to these, the Village Placement Programme (VPP) - a unique feature of GRI- is also conducted.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

The course outcomes are measured through monitoring of the completion of syllabus, continuous evaluation (internal evaluation), setting question papers, evaluation, and result. The attainment of the programme specific outcomes are measured by taking the aggregate result of all courses in a given programme of an individual student, and then the average performance of all the students in a given programme. The general programme outcomes for Ph.D scholars are assessed by their contribution to the existing body of knowledge by discovery, innovation, problem solving, and establishing of new perspectives. The number of students who have completed their Ph.D. research during the period of assessment is an evidence of the attainment of the programme outcomes. At the Post Graduate level and Undergraduate levels, the attainment of programme outcomes is measured through students' progress to higher studies. The feedback system of different stakeholders is in place in the University to help measure and reckon the attainment of the programme outcomes.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

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

1012

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

### 2.7 - Student Satisfaction Survey

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

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

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

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

The institute provides all necessary infrastructural facilities and a conducive environment to promote research activity in the campus. Due to limited resources, the institute has not been able to fund all the research activities taken up by the faculty and students. Faculty are encouraged to apply for various funding agencies and pursue their research. However, the institute provides seed funding or partial funding based on the merit of proposals submitted by faculty or students. The faculty and students are encouraged to present their ideas / project proposals before the research committee for getting the sanction of seed funding in accordance with institute guidelines. The faculty and students are given freedom to choose the research area of their choice and guidance is given to seek funding from various funding agencies and industries. The institute encourages the faculty by providing incentives for peer reviewed publications, books and patents. The institute takes care of patent filing process, which is governed by the Research policy of the institute. A review is

done for all research proposals seeking funding from various funding agencies by consulting the research committee comprising of the Director R&D, Heads of respective departments and subject expert(s) of the department. This committee also monitors the impact of research and consultancy and ensures non-violation of research & consultancy ethics, professional ethics, privacy of people, human rights, problems to health & safety of human beings and damage of property.

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

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

2.25

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

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

1

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

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

80

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

### 3.1.5 - Institution has the following facilities

A. Any 4 or more of the above

**to support research Central Instrumentation  
Centre Animal House/Green House Museum  
Media laboratory/Studios Business Lab  
Research/Statistical Databases Moot court  
Theatre Art Gallery**

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

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

**76**

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

## **3.2 - Resource Mobilization for Research**

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

**17.85**

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

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

**2314.77**

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

### **3.2.3 - Number of research projects per teacher funded by government and non-government**

**agencies during the year**

42

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

**3.3 - Innovation Ecosystem**

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

Institution's Innovation Council (IIC) is a non-profit innovation promotion ecosystem functioning at GRI which is dedicated to promote innovation and entrepreneurship among its faculty and students. It has been established with a vision to establish a vibrant innovation and entrepreneurship ecosystem to develop indigenous and sustainable solutions for addressing the societal needs. IIC supports staff, students, alumni, faculty and R&D partners in developing innovating solutions and to translate the technologies developed at its laboratories to reach out to the public as products, processes and services to benefit the society at large, which is synergetic with the institution's overall vision. The Innovation & Start-up Policy document of IIC seeks to set clear guidelines and framework for technology transfer and commercialization of the technologies developed by the university, IPR ownership management, and technology licensing and venture development thereby striving to create of a smooth Innovation and Entrepreneurship ecosystem across the entire institution. The major responsibilities of the IIC includes, but are not limited to:

- Organizing innovation promotion activities and events
- Organization of campus level Hackathons / idea generation events
- Providing seed funding support for promising innovative ideas
- Organizing Incubation Training and Entrepreneurship orientation for faculty mentors thereby building in-house expert pool for I & E related activities
- Establishing Regional, National and International linkages for the budding student entrepreneurs
- Building Innovation hub /Maker Space facilities with state-of-art pre-incubation facilities

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

33

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

33

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

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

28

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

**3.4 - Research Publications and Awards****3.4.1 - The institution ensures implementation of its stated Code of Ethics for research****3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following**

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

A. All of the above

File Description	Documents
Upload relevant supporting document	No File Uploaded
<b>3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website</b>	<b>B. Any 3 of the above</b>
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.3 - Number of Patents published/awarded during the year</b>	
<b>3.4.3.1 - Total number of Patents published/awarded year wise during the year</b>	
<b>12</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.4 - Number of Ph.D's awarded per teacher during the year</b>	
<b>3.4.4.1 - How many Ph.D's are awarded during the year</b>	
<b>102</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year</b>	
<b>269</b>	

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

**3.4.6 - Number of books and chapters in edited volumes published per teacher during the year**

**3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year**

**113**

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

**3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS**

**E. None of the above**

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

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

Scopus	Web of Science
<b>238</b>	<b>191</b>

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

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

Scopus	Web of Science
84	79

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

### 3.5 - Consultancy

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

The Gandhigram Rural Institute has formulated specific guidelines for Consultancy Projects. Consultancy Projects help the staff in making use of their knowledge and skills for providing their services to the needy people in the society or industry and at the same time they aid in income generation for GRI.

Consultancy offered by a faculty in his/her individual capacity is permitted subject to rules. The consultancy fee paid by the beneficiary is shared between the individual faculty and GRI at 60:40 ratio

For consultancy offered by a team of staff from the same discipline or from different disciplines of this Institute, the consultancy fee is shared between the staff and GRI at 50:50 ratio

In the case of foreign consultancies, the Institute will permit to take up the consultancy based on the nature of the consultancy. The ambit of consultancy will be within the framework of extant rules.

The mandatory activities of teaching and research of the university should not be affected due to the acceptance of consultancy projects by the faculty.

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

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

Lakhs)

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

176.54

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

**3.6 - Extension Activities**

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

Higher Education Institutes are required to take up proactive and participatory roles and serve as Knowledge and Information "Providers", initiating and facilitating mutually meaningful and equitable knowledge-based transactions among community, researchers, trainers, and other stakeholders.

The participatory and decentralized governance of Gandhigram Rural Institute strives for achieving global standards of excellence in all the dimensions of education without compromising on its rural character and Gandhian values.

In the context of sustainable development, rural extension has a very essential role to play. The responsibilities of Extension Service Providers (ESP) need to be comprehensive and holistic in content and scope. It is much more than mere technology transfer. It normally aims at the task of disseminating appropriate technologies and good practices.

In this context, it is pertinent to have an understanding of the field level experiences with which GRI, as an Extension Service Provider (ESP), managed the Extension Services during 2020-21 academic year. It was an extraordinary situation during 2020-21 due to the COVID-19 situation and resultant lock-down for a long period. It is a major challenge for the GRI to take anything to the field level. Hence, there were a few initiatives taken up during 2020-21 to reach the village community and also educate the students on the rural issues.

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

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

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

2

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

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

118

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

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

9817

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

## 3.7 - Collaboration

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

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

16

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

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

43

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

**INFRASTRUCTURE AND LEARNING RESOURCES****4.1 - Physical Facilities**

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

The institute is 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 institution has upgraded its infrastructure with the benevolence of the management and with the aid of agencies like UGC, DST, CSIR, ISRO, BRNS, IRMA, ICSSR, RGNIYD, DRDO, DBT, ICMR, PCRA, KSCSTE, NISE, AICTE, MNRE, NBHM and State Planning Commission

The facilities in GRI include more than 100 classrooms with black boards / green boards, 25 classrooms with interactive smartboards and LCDs, 79 laboratories, 750 computing systems with necessary peripherals and network connectivity up to 100 Mbps with Wi-fi and

LAN facilities, 22 seminar halls / conference rooms, centralized library with 1.8 lakh books, a sports ground with a 400 mts track, three Basketball courts, Ball badminton court, Cricket Oval, Football field, Kabaddi Court, Kho-Kho court, 2 Volleyball courts, two Shuttle badminton Courts, facilities for Chess, Carrom, Table Tennis, a 16 station gym for men and a 4 station gym for women, Canteen, Health Centre with one Medical Officer, Career guidance and Placement cell, a Canara Bank branch inside the campus, Prayer hall, Dining room, CCTV cameras / monitors, Fire extinguishers, Mineral water plant, Ramps in all buildings, and Wells, Borewells, and Storage tanks for water supply and a dedicated supply of Cauvery Water.

GRI plans to use solar energy to meet the energy demands of the campus, including a projected 20 percent increase in usage. GRI uses biogas to supplement solar power with the installation of a 65 kW generation unit from agro-waste.

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

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

The Gandhigram Rural Institute has the following facilities for encouraging students in sports, yoga and cultural events. i) The Department of Physical Education and Yoga Centre takes care of Yoga, sports and games; ii) Students are trained to participate in District, State, Inter-collegiate, Inter-University level tournaments regularly in Athletics, Basketball, Ballbadminton, Badminton, Cricket, Chess, Football, Handball, Hockey, Kabaddi, Roll Ball, Taekwondo, Volleyball, Weight Lifting, Powerlifting and Yoga; iii) State Level Inter-collegiate Volleyball, basketball and Kabaddi tournaments are conducted every year; iv) A separate gym is available for men and women students; v) The Institute organizes an Annual Sports Meet every year. vi) Summer coaching camps are organised periodically; vii) Intensive coaching camps are conducted prior to Inter-University competitions; viii) As per the Government guidelines, Fit India Programme, International Day of Yoga and Suryanamaskar programmes are organised; ix) Every year, a Gold medal is awarded to out-standing sports person for his/her excellence in sports; x) The Cell for Culture and Arts takes care of students' cultural activities; xi) Dance classes are arranged for both boys and girls in the evenings; xii) Student clubs such as Movie Club, Trekking Club, Astronomy Club and Environment Club

shape their personalities; xiii) The Institute organizes Gramfest (students' literary and cultural festival) every year; and xiv) The Institute brings out Gramsruti, a student magazine, every year; xv) The Students organize Pongal and Onam celebrations every year.

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

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

Nestled in the foothills of the Sirumalai Range, the campus provides an ideal setting for teaching, research and extension - the three stated arms of GRI. The students from the surrounding rural areas get to experience modern facilities such as well equipped classrooms, laboratories, and seminar halls, modern facilities for sports, yoga and cultural activities and high speed internet for easy access to the world of information. The central facilities such as the classroom blocks, exam halls, central laboratories, fitness centres, well-equipped and adequately manned health centre, banking facilities and enabling centres such as the placement and career guidance cells ensure that the students get holistic development through education and training. The students are thus provided world-class facilities while still being grounded in the rural realities.

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

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

476.81

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

## 4.2 - Library as a Learning Resource

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

Library Automation was done during 1990s. Currently, Koha (Version 3.20.22), free software is being used as the library management system. It has modules for acquisitions, circulation, cataloging, serials management, authorities, flexible reporting, label printing, multi-format notices, offline circulation for when Internet access is not available. Regional language is also implemented. Library standards and protocols MARC 21 is used for interoperability between Koha and other software. It is web-based Interfaces for the purpose of Koha's OPAC, circulation, Management and self-checkout. The Library is used RFID Technology for borrowing books from kiosk and returning of books to drop box. Additionally, the transaction of books details will be intimated through sms and email of the user. Digitization of theses of Gandhigram has been implemented and uploaded in the Shodhganga portal.

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

**4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases**

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

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

**4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

6.56

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

**4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)**

41

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

### 4.3 - IT Infrastructure

#### 4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

147

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

#### 4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Computer Centre established in the year 1989 is the Central hub for ICT related services for our institute. With the commissioning of Campus-Wide network via National Knowledge Network (NKN), Computer Centre is in a unique position to serve the university for all its ICT needs. Through Campus Wide LAN 838 nodes are connected using more than 100 switches, OFC and UTP cables.

The Centre today offers the following ICT services - Internet Access, Intranet mail, MIS, Examination Results, IT Security, Wi-Fi, University staff and student portal, Website Development and Maintenance, On-line Admission, Digital Surveillance System, On-line courses (Supporting), Consultancy services, Training to staff and students

The central library equipped with a full-fledged on-line services, caters to the need of the institute.

The Library Sources and Services are periodically updated. The accesses of online databases IndiaStat.com, EPWRF, are given through remote access to the users. Services are concerned the dissemination of information through website with various applications like, remote access, Alerts services, tools like plagiarism checker, iThenticate, Grammarly online, Urkund, etc.

Library automated with Open Source Software KOHA with RFID Technology using smart card system and further installed Self

Check Kiosk and Book Drop Box. New server installed for Digital Library for Theses and Question Bank.

The sports and yoga infrastructure facilities are managed by the Department of Physical Education. The full-fledged computer centre caters to the needs of staff, students and research scholars on computer, internet and other related services.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

Number of students	Number of Computers available to students for academic purposes
3713	750

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

- 50 MBPS - 250 MBPS

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

#### 4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

B. Any 3 of the above

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

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

13916824

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

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

- The Gandhigram Rural Institute - Deemed University has a Guest House namely Faculty Guest House (FGH). [https://www.ruraluniv.ac.in/includes/infrastructure/guesthouse/pdf/FGH\\_operational\\_Manual.pdf](https://www.ruraluniv.ac.in/includes/infrastructure/guesthouse/pdf/FGH_operational_Manual.pdf)
- The institute has a full-fledged Estate Office for the maintenance of the civil amenities.
- The campus cleanliness is maintained and monitored by the Centre for Rural Health and Sanitation.
- The overall allotment and maintenance of classrooms is managed by the Dean, Students' Welfare.
- The science laboratories, are maintained by the respective technical assistants. The equipments maintenance is entrusted with the USIC. The provision for AMC also facilitates the maintenance of laboratory instruments and equipments.
- The central library equipped with a full-fledged on-line services, caters to the need of the institute. The policy of the library is available at <https://www.ruraluniv.ac.in/facilities?contentlibrary>.
- The sports and yoga infrastructure facilities are managed by the Department of Physical Education. The full-fledged computer centre caters to the needs of staff, students and research scholars on computer, internet and other related services. A detailed policy document of the computer centre is available at <https://ruraluniv.ac.in/gri?CCabout>
- The Institute's Health Centre is open to the staff, students and the public. The facilities and service details are at <https://www.ruraluniv.ac.in/infrastructure?contentAboutHealthCentre>.
- The rules and regulations for the hostels of GRI are available at <https://www.ruraluniv.ac.in/infrastructure?20contentHostelRR>

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

<b>STUDENT SUPPORT AND PROGRESSION</b>	
<b>5.1 - Student Support</b>	
<b>5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)</b>	
<b>2028</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year</b>	
<b>306</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology</b>	<b>A. All of the above</b>
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<b>No File Uploaded</b>
<b>5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for</b>	<b>• Any 3 of the above</b>

<b>submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>5.2 - Student Progression</b>	
<b>5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)</b>	
<b>5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year</b>	
<b>38</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>5.2.2 - Total number of placement of outgoing students during the year</b>	
<b>227</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year</b>	
<b>236</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>5.3 - Student Participation and Activities</b>	

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

4

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

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

- Two student representatives from each class participate in the Department Committee Meeting held during every semester.
- The student representatives express their views on the usefulness of the content of the course, coverage of syllabus, availability of reading materials, specific requirements and so on.
- The administration takes necessary steps to address the issues / complaints expressed by the students in the department committee meeting. The Schools / Departments / Centres of GRI conduct intra / inter-collegiate events / competitions every year.
- The students representation in various administrative committees like Hostel Management Committee, IQAC, Internal Complaints Committee, Grievance Redressal Committee, and Student Clubs of GRI.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

26

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

## 5.4 - Alumni Engagement

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

The alumni are the ambassadors of GRI. Having experienced the quality education at GRI, the students serve as goodwill ambassadors in bring more students to the campus. The alumni cells operate at the institute as well as at the department levels. These cells bring the alumni back to the campus for reunions as well as for programme where the alumni help in guiding the current students. Apart from these interactions, the alumni continue to support the institute through donations and consultancies. Most of the departments have established alumni endowments to support academic programmes.

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

**5.4.2 - Alumni contribution during the year (INR in Lakhs)**

E. <1Lakhs

File Description	Documents
Upload relevant supporting document	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The Gandhigram Rural Institute was founded by two close disciples of Mahatma Gandhi with the mandate of taking higher education with a special emphasis on integrated rural development. The vision and mission as envisaged by the founders are: the vision of the institute is, "Promotion of a casteless and classless society through instruction, research and extension". GRI is anchored on the mission of "Providing knowledge support to the rural sector to usher in a self-reliant, self-sufficient and self-governed society".

The academic programmes are designed to cater to the local, regional, national as well as global needs, with a special mention on the integrated rural development.

GRI has a well structured participatory governance system to assure good governance, transparency, accountability and autonomy.

The GRI has a well-structured governance system with its one of the first Deemed Universities in the country to adopt the UGC (Institutions Deemed to be Universities) Regulations, 2010. As per MoA, the Institute has statutory bodies such as the Board of Management, Finance Committee, Academic Council and the Planning and Monitoring Board which periodically meet to take policy decisions and prescribe strategic plans for development activities. The Institute has several committees / sub-committees with specific objectives which decentralize the decision-making process.

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

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

GRI, a fully-funded by the Ministry of Education, Govt. of India follows meticulously the policies and guidelines of the Govt. of India. As envisaged by the UGC, the institution has effective hierarchical administrative set-up with statutory bodies namely the Board of Management, Planning and Monitoring Board, Finance Committee, Academic Council and Board of Studies. The Vice-Chancellor is the Executive Head of the Institution and the institution practices decentralized participative management approach. As many as 27 committees function to facilitate the administrative, academic and research activities of the institute in order to practice decentralized, participatory, student centric, employe-centric and society-centric governance. SC/ST Standing Committee, Internal Complaints Committee, Anti-Ragging Committee, Grievance Redressal Committee, Disciplinary Committee, Calendar Committee, Admission Committee, Research Advisory Committee and Hostel Management Committee from time to time were formulated to help the administration in taking right decisions and to execute the decisions taken by the administration. The committees are given functional freedom to deliberate on the related matters and to come up with the right decisions aiming at the growth and development, of the institution.

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

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic plan is effectively deployed

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 the plans for meeting its long- and short-term goals. Vision and Mission

The Institute has specific objectives to provide quality-assured higher education to accomplish integrated rural development. Most of the courses and academic programmes offered by the Institute are rural-centric. The statutory bodies in the apex of the administrative arena, validates, approves and implement the action plans (Curriculum Development, Teaching and Learning, Examination and Evaluation, Research and Development, Library, ICT and Physical Infrastructure / Instrumentation, Human Resource Planning and Development, Industry Interaction / Collaboration, Internationalisation, Admission of Students and Community Engagement)

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

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

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 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, faculty members were promoted under CAS. Similarly, under Modified Assured Career Progression (MACP) the non-teaching staff were promoted. The Institute regularly conducts skill upgradation 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 through quality assurance and enhancement strategies.

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

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

#### 6.2.3.1 - e-governance is implemented covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

A. All of the above

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

### 6.3 - Faculty Empowerment Strategies

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

The institute implements all the welfare measures prescribed by the Govt. of India. The Welfare Measures for Teaching & Non-Teaching Staff, in vogue are listed herein under.

- Leave Travel Concession (LTC)
- Child Care Leave
- Maternity, Paternity and Fraternity Leave
- Sabbatical Leave
- Medical reimbursement
- Health Centre
- Children Education Allowance (CEA)
- Financial support to families of deceased employees
- House Building Loan
- Residential facility for Staff

The other physical facilities available in GRI campus are:

- The Institute has a Post Office and full-fledged Canara Bank branch in the campus
- The Institute has one bus and ten other vehicles.
- Working women's hostel
- Cooperative Thrift Society for GRI Staffs
- Faculty Guest House
- Creche for staff's children

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

0

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

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

3

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

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

45

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

## 6.4 - Financial Management and Resource Mobilization

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

GRI is fully funded by Ministry of Education, Govt. of India by the University Grants Commission on various heads of expenditure mainly under four components Non-Recurring Capital Assets (Non-recurring) and Recurring Operation & Maintenance (Recurring) Grants. However, each component has sub-components that covers specific requirements viz. Infrastructure, Equipment, Books & Journals, Furniture & Fixtures under Non-Recurring component. Similarly, Salaries, Pensions, Maintenance of buildings, Fellowships/Scholarships under Recurring component. The internal resource generations are Academic Receipts (Admission fee, tuition fee and examination fee). The University also provides hostel facility to men and women students within the campus. The University has taken efforts to augment the infrastructure facilities and other teaching-learning resources, by seeking special grant from UGC.

GRI is at its best efforts to mobilize corpus fund from the possible resources namely, philanthropists, alumni, retired employees, etc. GRI consistently receives research grants from national and international funds for promoting quality research. The institute has the culture of sharing the hi-end research laboratory equipments with the neighbouring institutions, at a nominal rate. GRI scholars also motivated to utilize the state-of-the-art equipments in the premier / neighbouring institutions.

The University ensures optimum utilization of funds through various measures such as organizing various academic activities for faculty and staff members, controlling administrative expenses, sharing common facilities among the Departments and Centers. Faculty members are encouraged to apply for projects from Government agencies to carry out their research in the campus.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

0

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

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

7.69

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

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

Internal Audit Wing of the Institute conducts periodic Internal Audit on concurrent basis. The Annual Financial Statement of Accounts for the year 2020-21 was audited by the Statutory Auditors (Chartered Accountants). The same was placed in the Finance Committee and again in Board of Management for approval. The CAG Audit (Certification Audit) was conducted from 20.07.2022 to 29.07.2022.

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

## 6.5 - Internal Quality Assurance System

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

**IQAC ensures quality and sustenance in governance, teaching and learning by the following.**

- Revision of syllabi of all programmes.
- Value added courses are introduced across programmes.
- The examination pattern is revisited with the adoption of revised Bloom's Taxonomy.
- Declaration of results within the shortest possible time.
- Examinations were conducted online.

- During Covid period, students visited villages to create health and hygiene awareness.
- E-governance activities were strengthened.
- Student online attendance system was introduced.
- e-evaluation of the answer scripts were undertaken.
- Submitted and got recognized in the band "PROMISING" under the category "University & Deemed to be University" in ARIIA 2021.
- Direct Recruitment and CAS formats were prepared
- Conducted NAAC Sponsored National Workshop on "Roadmap of NAAC Assessment and Accreditation for Quality Assurance and Sustenance in Higher Educational Institutions" on 31.03.2022
- Collection and collation of data on administrative, research and outreach activities of the institute to prepare the Annual Quality Assurance Report (AQAR), documenting annual accomplishments, milestones, events and every significant aspects of GRI.
- Syllabus of all the programmes including Non-major and major electives
- Upgradation of Computer centre.
- Library operations automated
- Sensitisation on quality measures
- Quality assurance through ARIIA and AQAR.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

**B. Any 4 of the above**

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

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

1. Regularized the elements of OBE in the curriculum and were implemented
2. Adopted rural schools for Hindi teaching
3. Reinforcement-based Hindi teaching and learning
4. LED TVs with satellite connectivity were to enable students watch academic programmes of UGC.
5. GRI was assigned with National level Monitoring (NLM) for three Ministries viz., Rural Development, Panchayati Raj, and Drinking Water and Sanitation, Govt. of India
6. Strengthened the linkage with Non Govt. Organisations, Govt. organizations and Industries.
7. Initiative for civil services coaching
8. Social lab activities through weekly village extension programme, field visits / survey, participatory appraisal.
9. Construction of new laboratories
10. Construction of Poly-House
11. Based on the availability of funds, select laboratories were modernized.
12. Wifi connectivity was provided in all classrooms
13. Set up an E-Studio in the Institute.
14. Strengthened e-learning practices in the campus
15. Strengthening of e-governance activities towards paperless office in-house software for development for automation.
16. The examination question paper pattern is revisited with the adoption of revised Bloom's Taxonomy.
17. The institute has intensified the practices of integrating ICT based teaching and learning in all levels from Certificate to Ph.D., the teachers practice blended teaching using Microsoft Teams, Google Class Room, Zoom, etc.

File Description	Documents
Upload relevant supporting document	No File Uploaded

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

As per the guidelines of UGC and the Supreme Court, a Committee against Sexual Harassment / (ICC) Internal Complaints Committee (SH) has been established at GRI to provide a healthy and congenial atmosphere to the staff and students of the University.

- Prevent discrimination and sexual harassment against women, by promoting gender amity among students and employees.
- Develop the guidelines and norms for a policy against sexual harassment. Work out procedures for combating sexual harassment and implementation of the policy.
- Make recommendations to the Vice Chancellor for changes/elaborations in the Rules for students in the Prospectus and the Bye-Laws, to make them gender just.
- Lay down procedures for the prohibition, resolution, settlement and prosecution of acts of discrimination and sexual harassment against women students and women employees.
- Deal with cases of discrimination and sexual harassment against women in a time-bound manner aiming at ensuring support services to the victims.
- Recommend appropriate punitive action against the guilty.
- Prepare a detailed plan of action, both short and long term.

File Description	Documents
Upload relevant supporting document	No File Uploaded
Annual gender sensitization action plan(s)	<a href="https://www.ruraluniv.ac.in/includes/academics/centres/womensstudies/pdf/aboutusw.pdf">https://www.ruraluniv.ac.in/includes/academics/centres/womensstudies/pdf/aboutusw.pdf</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	<a href="https://www.ruraluniv.ac.in/cell?content=icc">https://www.ruraluniv.ac.in/cell?content=icc</a>

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

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

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

7.1.3 - Describe the facilities in the Institution for the management of the following types of

degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

**Solid Waste Management Practices (Including details on Management and scientific disposal of Solid Waste, Hazardous wastes, (E-Waste, Bio-medical waste, Plastic Waste and Construction and Demolition Waste as per the Waste Management Rules 2016, Food waste Management, Waste audit)** The whole institute campus is divided into 11 zones. In each zone, dustbins of three colors (Green, White and Red) have been placed. Green bins are for bio-degradable waste; red bins for non bio-degradable waste; and white bins for papers and cardboard waste. The waste put into these dustbins are collected by the sanitary workers every morning. Dry leaves and grass are collected in a tractor every day and transported to the compost yard. In the staff quarters, the solid waste is collected and segregated. Every day, the total quantity of solid waste is approximately 800 kg out of which, biodegradable waste is around 400 to 700 kg. The remaining waste is non bio-degradable waste.

**E-Waste Management:** The Institute follows a buy-back policy to prevent accumulation of hazardous e-waste, thereby ensuring proper disposal of such waste.

**Food Waste Management:** A 25m<sup>3</sup> Bio-Gas Plant is constructed in the Ladies Hostel which recycles a maximum of 625 kg of food waste, vegetables, and left-over materials. The bio-digested slurry is used to convert farm waste and bio-degradable waste into compost. This system produces around 218 tons of manure every year.

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

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

A. Any 4 or all of the above

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

<b>7.1.5 - Green campus initiatives include</b>	
<b>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</b>  <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Use of bicycles/ Battery-powered vehicles</li> <li>3. Pedestrian-friendly pathways</li> <li>4. Ban on use of plastic</li> <li>5. Landscaping</li> </ol>	<b>B. Any 3 of the above</b>
<b>File Description</b>	<b>Documents</b>
Upload relevant supporting document	<b>No File Uploaded</b>
<b>7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution</b>	
<b>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b>  <ol style="list-style-type: none"> <li>1. Green audit</li> <li>2. Energy audit</li> <li>3. Environment audit</li> <li>4. Clean and green campus recognitions/awards</li> <li>5. Beyond the campus environmental promotional activities</li> </ol>	<b>B. Any 3 of the above</b>
<b>File Description</b>	<b>Documents</b>
Upload relevant supporting document	<b>No File Uploaded</b>
<b>7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies</b>	<b>A. Any 4 or all of the above</b>

<b>of reading materials, screen reading, etc.</b>	
<b>File Description</b>	<b>Documents</b>
Upload relevant supporting document	<a href="#">View File</a>
<p>7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)</p> <p>This institute due to its uniqueness lures students, scholars and staff from various quarters of this country. This harmonious campus, since its inception provides conducive ambience to the diverse community in terms of region, language and culture. GRI conducts morning prayer every morning, to instill the feel of oneness in the community. Every week, on Friday, an inter-religious prayer is conducted, that brings the entire community of the institute together. The Cell for Culture and Arts organizes programmes to celebrate Pongal, Onam, etc. to ensure unity in diversity.</p>	
<b>File Description</b>	<b>Documents</b>
Upload relevant supporting document	<a href="#">View File</a>
<p>7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:</p> <p>The Constitution of India has certain basic constitutional values that constitute its spirit and are expressed in various articles and clauses. It contains modern, universal, human and democratic values. It also helps as a set of principles, rules and procedures to reach a consensus. The values of integrity, transparency, accountability, fairness, and public welfare are the guiding principles of the Indian Constitution. These values are evident in the preamble, which describes India as a sovereign, socialist, secular democratic republic; and the goals of the Indian state are freedom, equality, justice and brotherhood. The values nurtured by the Constitution of India are based on solid moral foundation. The values enshrined in the Constitution of India inspire the Indian society to be ethical and tolerant and helps to mould responsible citizens for the nation. The Department of Political Science and Development Administration of GRI offers a mandatory course on 'Indian Constitution'. The course helps to sensitize students on the significance of upholding the constitutional ideas, values and rights. The University celebrates Republic Day, Independence Day</p>	

and Constitution Day to remember the leaders of the nation and to imbibe their values that were exhibited during freedom struggle, to uphold democracy and sovereignty and to protect the integrity of the nation at all times.

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized**

Any 2 of the above

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

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institute celebrates events to commemorate important days of national and international importance. Some of them are listed below:

- World Youth Skill Day
- International Youth Day
- Independence Day
- Teachers Day Celebrations
- Bharathiar Memorial Day
- Surgical Strike Day
- Gandhi Jayanthi Celebrations
- National Handloom Day
- The Founder's 114th Birthday
- Dr.T.S.Soundaram Memorial Day
- National Integration Day
- National Unity Day (Sardhar Vallabhabhai Patel Birth Anniversary)
- National Education Day
- International Human Rights Day
- Ramanujan's 131st Birthday
- Smriti Day
- Republic Day

- Martyr's Day Celebrations & 72nd Gandhiji's Smriti Day
- Gandhi Memorial Day
- Mother Tongue Day
- National Science Day Celebrations
- International Women's Day
- 69th Constitution Day
- World Environmental Day
- International Yoga Day
- All India Cooperative Week Celebrations

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

## 7.2 - Best Practices

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

**"Experiential Learning through Village Placement Programme" (VPP):** The Institute has been practicing experiential learning since its inception in 1956. Built into the Vision and Mission Statements of the Institute, this practice 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), Unnat Bharat Abhiyan, internships, summer training programmes, field visits, field surveys, extension activities, and action research. In the process, they strengthen their knowledge about the community with respect to their course of study and take up civic engagements in a committed manner. The underlying principle of experiential learning is the integration of knowledge and skill with experience. This experiential learning starts with a problem, which is explored theoretically and practically in real-life situations.

These programmes aim to provide opportunities for students to gain knowledge on the different facets of the rural community through participatory learning methods, to enable the students to relate classroom learning to field realities and to develop the students' academic skills in analysis, synthesis, and judgement. Students are constantly motivated "to learn through experience" and "to learn by doing". VPP was dovetailed to the Unnat Bharat Abhiyan programme (UBA), implemented by GRI. VPP performs a three-fold role, enriching students' practical knowledge, enlightening the faculty with field updates, and enabling the community to benefit from the students and teachers during their field stay.

### 7.3 - Institutional Distinctiveness

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

Growing from its founding vision, GRI imparts higher education in sciences, social sciences, business administration, agriculture, engineering and technologies to promote basic and advanced science education to the rural masses. GRI has emerged as a centre for integrated learning with teaching, research and extension as its three pillars and continues in its journey towards excellence. With its roots in Mahatma Gandhi's Nai Talim system of education, GRI has achieved notable success through transformational strategies for:

- Integrated Rural Development
- Providing higher education for rural youths
- Transferring technology to all stakeholders
- Providing skill development under NSDC
- Providing sustainable solutions for social issues

7.3.2 - Plan of action for the next academic year

- Implementation of National Education Policy 2020 with reference to the vision and mission of GRI.
- To offer more vocational programmes to promote skill-based employment among the rural youth.
- Establishment of a full-fledged Placement Cell with Placement Officer and Soft Skill Trainers.
- To conduct skill based short term training on the campus / off the campus for the literate and semi literate population.
- Creation of advanced research centres on par with institutions of national importance.
- Inter-networking of GRI with national and international institutions and industries for academic and research collaboration.
- MoU with International and National Institutions and Agencies for collaborative academic and research tie-ups.
- Promotions of consultancy services through inter and intra disciplinary based research.
- Promotion of intelligent property rights of GRI through patents and high quality research publications.
- Augmenting the infrastructure facilities for teaching and research.
- Creation of virtual social science laboratory to promote field-based research and extension.

- Strengthening the activities of Unnat Bharat Abhiyan to achieve sustainable development goals.
- Development of automotive PBAS data entry system for GRI.
- To develop software for automation of PBAS Data entry.
- To develop and institutionalize Learning Management System (LMS)
- To design intensive strategies to promote and sustain quality in every domain of teaching, learning and evaluation.
- Development of integrated all-in-one Management Information System (MIS) for consistent data access.
- Strengthening of networking with NGOs and Governmental organizations.