THE GANDHIGRAM RURAL INSTITUTE (DEEMED TO BE UNIVERSITY)
GANDHIGRAM-624 302, DINDIGUL DISTRICT, TAMIL NADU
(Ministry of Human Resource Development, Govt, of India)
Accredited by NAAC with 'A' Grade (3rd Cycle)

INTERNAL QUALITY ASSURANCE CELL

ANNUAL QUALITY ASSURANCE REPORT

2016– 17

Part – A

1. Details of the Institution

1.1	Name of the Institution	The Gandhigram Rural Institute (Deemed to be University)

1.2	Address Line 1	Gandhigram

Address Line 2	

City/Town	Dindigul

State	Tamil Nadu

Pin Code	624 302

Institution e-mail address	gridu@ruraluniv.ac.in

Contact Nos.	0451-2452305 /(0)9442105116

Name of the Head of the Institution:	Dr. S.Natarajan

Tel. No. with STD Code:	0451-2452305

Mobile:	9442105116

Name of the IQAC Co-ordinator: Dr. M.G.Sethuraman

Mobile: 9443021565

IQAC e-mail address: iqac@ruraluniv.ac.in

1.3 NAAC Track ID *(For ex. MHCOGN 18879)* TNUNGN10049

1.4 NAAC Executive Committee No. & Date: EC/53/RAR/51 dated 9-4-2010

1.5 Website address: www.ruraluniv.ac.in

Web-link of the AQAR: http://www.ruraluniv.ac.in/academics?content=iqacaqar

1.6 Accreditation Details

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

1.7 Date of Establishment of IQAC : DD/MM/YYYY 15/12/2003

1.8 AQAR for the year 2016 - 17

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

  i.   AQAR 2015- 16 submitted on 28/12/2016

1.10   Institutional Status

University   State ☐   Central ☐   Deemed ☑   Private ☐

Affiliated College   Yes ☐   No ☑

Constituent College   Yes ☐   No ☑

Autonomous college of UGC   Yes ☐   No ☑

Regulatory Agency approved Institution   Yes ☑   No ☐

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

Type of Institution   Co-education ☑   Men ☐   Women ☐

                       Urban ☐   Rural ☑   Tribal ☐

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

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

1.11   Type of Faculty/Programme

Arts ☑   Science ☑   Commerce ☑   Law ☐   PEI (Phys Edu) ☐

TEI (Edu) ☑   Engineering ☑   Health Science ☑   Management ☑

Others   (Specify)
| • Faculty of Agriculture |
| • Faculty of Rural Development |

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

| Not applicable |

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

Autonomy by State/Central Govt. / University | Deemed to be University |

| University with Potential for Excellence | | UGC-CPE | |

| DST Star Scheme | | UGC-CE | |

| UGC-Special Assistance Programme | √ | DST-FIST | √ |

| UGC-Innovative PG programmes | √ | Any other (*Specify*) | • DDU-KAUSHAL KENDRA
• GIAN
• NLM |

| UGC-COP Programmes | √ |

2. IQAC Composition and Activities

| 2.1 No. of Teachers | 9 |

| 2.2 No. of Administrative/Technical staff | 2 |

| 2.3 No. of students | 0 |

| 2.4 No. of Management representatives | 0 |

| 2.5 No. of Alumni | 0 |

| 2. 6 No. of any other stakeholder and community representatives | 3 |

2.7 No. of Employers/ Industrialists   `0`

2.8 No. of other External Experts   `0`

2.9 Total No. of members   `14`

2.10 No. of IQAC meetings held   `4`

2.11 No. of meetings with various stakeholders: No. `19`   Faculty `2`

      Non-Teaching Staff Students `3`   Alumni `2`   Others `12`

2.12 Has IQAC received any funding from UGC during the year?   Yes ☐   No `√`

      If yes, mention the amount ☐

2.13 Seminars and Conferences (only quality related)

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

      Total Nos. `3`   International `-`   National `-`   State `-`   Institution Level `3`

(ii) Themes	1. Sensitization Programme on UGC guidelines on PBAS 2. Quality Sustenance 3. Faculty Development Programme

2.14 Significant Activities and contributions made by IQAC

1. Faculty Development Programme arranged for all Faculty members
2. NAAC Accreditation process for 3rd Cycle was successfully completed and Institute got 'A' Grade.
3. UGC Review committee visited our Institute and extended the Deemed University Status for next five years.
4. Scopus index publications of the Faculty members of GRI compiled
5. Ph.D. Abstracts compiled
6. Abstracts of research projects brought out as book
7. Study on the academic growth of SC/ST students carried out
8. Students profile analysis carried out
9. Analysis on student feedback on courses and teachers done
10. Review of the performance of the Departments through outside experts was carried out
11. Review of the Administrative functions of the Institute by two member committee was carried out
12. Documentation and scrutiny of Self Assessment Reports of teachers was done
13. Scrutinized and evolved the CAS norms for teaching staff as per the recent UGC guidelines dt.11/07/2016
14. Participation in NIRF India Rankings 2017 and got 91st rank.

2.15 Plan of Action by IQAC/Outcome

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

Plan of Action	Achievements
NAAC peer team visit for Accreditation	Got 'A' Grade at CGPA of 3.20
UGC Review committee visit our institute for Deemed University Status	UGC Review committee visited our Institute and extend the Deemed University Status for next five years.
Submission of AQAR	ARAQ (2015-16) was uploaded in the Institute website as well as NAAC website
Compilation of staff profile	Staff profile prepared and printed
Stock taking of the Green measures	Green audit undertaken. Flora and Fauna of GRI compiled.
Unnat Bharat Abhiyan	Programme charted out for 7 Panchayats
No. of Seminars/Workshops/ Training Programmes	40 Seminars/Workshops/Symposia/Training Programmes have been organized by the departments
Ph.D. Coursework	Workshops have been held by Departments to evolve Ph.D. Coursework
Village Placement Programme to be made more focussed	New Village Placement Programme guidelines framed (VPP manual).
Participation in NIRF	Institute got 91st rank in NIRF 2017

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

2.16 Whether the AQAR was placed in statutory body   Yes ☑ No ☐

Management ☐ Syndicate ☐ Any other body ☑

Provide the details of the action taken

AQAR approved by Planning and Monitory Board in its meeting held on 27/09/2017.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	26	-	-	-
PG	25	-	-	-
UG	10	-	-	-
PG Diploma	3	1	-	-
Advanced Diploma	-	-	-	-
Diploma	2	-	-	-
Certificate	-	-	-	-
Others (M.Phil., Integrated master, B.Ed., M.Ed., Post Diploma and B.Voc.)	22 (14+1+1+1+1+4)	-	-	-
Total	88	1	-	-

Interdisciplinary	5	-	-	-
Innovative	4	-	-	-

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

(ii) Pattern of programmes:

Pattern	Number of Programmes
Semester	62
Trimester	Nil
Annual	Nil

1.3 Feedback from stakeholders*   Alumni [√]   Parents [√]   Employers [√] Students [√]
   (On all aspects)

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

*Please provide an analysis of the feedback in the Annexure

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

- PG Diploma in Yoga Education programme was started.
- Provision for major electives, non-major electives, modular courses and skill based courses were introduced.

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

Nil

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
143	53	9	76	5

2.2 No. of permanent faculty with Ph.D.   [130]

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

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
--	15	--	09	--	09	--	01	--	34

2.4 No. of Guest and Visiting faculty and Temporary faculty   [55] [-] [--]

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	8	13	17
Presented papers	33	66	31
Resource Persons	19	36	58

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

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

2.7 Total No. of actual teaching days during this academic year   180

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

- GRI Examination manual has been prepared by the office of the Controller of Examinations and subsequently approved by the Examination and Evaluation procedure committee depicting all the procedures to be followed for the conduct of Examinations starting from the Registration of candidates up to the award of degrees, rank certificates etc. The said manual is to be placed in the ensuring meeting of the Academic Council for its approval along with some of the examination reforms proposed.

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

All	All	All

2.10 Average percentage of attendance of students   91%

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	No. of. Students Passed	Division Distinction	I class (%)	II class (%)	III class (%)	Pass %
M.A.(5Yr.Int)Development Administration	17	17	-	17 (100%)	-	-	17 (100%)
M.A. Hindi	2	2	1 (50%)	1 (50%)	-	-	2 (100%)
M.A. Sociology	5	2	-	2 (40%)	-	-	2 (40%)
M.A. Economics	8	7	-	7 (88%)	-	-	7 (88%)
M.A.HRCM	7	5	-	5 (71%)	-	-	5 (71%)
M.A. Rural Development	4	4	-	4 (100%)	-	-	4 (100%)
M.A. Tamil & Indian Literature	17	14	-	14 (82.35%)	-	-	14 (82.35%)
M.A. Eng. & Communicative Studies	25	19	-	19 (76%)	-	-	19 (76%)
MBA Cooperative Management	15	15	-	15 (100%)	-	-	15 (100%)
MBA Rural Industries and Management	11	10	2 (18.18%)	8 (72.72%)	-	-	10 (90.90%)
MBA Rural Project Management	13	13	1 (7.7%)	10 (76.92%)	2 (15.38%)	-	13 (100%)
MBA Small Business Management	14	13	3 (21.42%)	10 (71.43%)	-	-	13 (92.85%)
M.Sc. Mathematics	29	15	4 (13.79%)	11 (37.93%)	-	-	15 (51.72%)
M.Sc. Physics	37	19	7 (18.92%)	12 (32.43%)	-	-	19 (51.35%)
M.Sc. Chemistry	31	27	3 (9.68%)	24 (77.42%)	-	-	27 (87.10%)
M.Sc. Micro Biology	15	15	8 (53%)	7 (47%)	-	-	15 (100%)
M.Sc. Zoology	16	16	6 (37%)	10 (63%)	-	-	16 (100%)
M.Sc. Botany	21	21	11 (52%)	10 (48%)	-	-	21 (100%)
M.Sc. Dairy Science	13	13	8 (61.53%)	5 (62.5%)	-	-	13 (100%)
M.Sc. Food Science & Nutrition	15	15	3 (20%)	12 (80%)	-	-	15 (100%)
M.Sc. Home Science & Extension	12	11	-	11 (91.66%)	-	-	11 (91.66%)
M.Sc. Information Technology	26	22	2 (7.69%)	19 (73.08%)	1 (3.85%)	-	22 (84.62%)
M.Sc. Geo informatics	11	7	4 (36.36%)	3 (27.27%)	-	-	7 (63.63%)
M.Sc. Applied Geology	11	11	8 (72.72%)	3 (27.27%)	-	-	11 (100%)

Programme							
M.Tech. Renewable Energy	16	16	7 (43.75%)	9 (56.25%)	-	-	16 (100%)
Master of Computer Applications	53	45	9 (16.98%)	35 (66.03%)	1 (1.89%)	-	45 (84.90%)
M.Ed	8	8	4 (50%)	4 (50%)	-	-	8 (100%)
BBA Rural Industries & Management	41	39	3 (7.32%)	29 (70.73%)	7 (17.07%)	-	39 (95.12%)
B.A. Gandhian Social Work	17	3	-	3 (17.64%)	-	-	3 (17.64%)
B.Com. Cooperation	44	39	-	15 (34.09%)	22 (50%)	2 (4.55%)	39 (88.64%)
B.Sc. Mathematics	43	40	15 (34.88%)	24 (55.81%)	1 (2.33%)	-	40 (93.02%)
B.Sc. Physics	35	35	19 (54%)	14 (40%)	2 (6%)	-	35 (100%)
B.Sc. Chemistry	44	43	23 (52.27%)	18 (40.90%)	2 (4.55%)	-	43 (97.72%)
B.Sc. Home Science	43	23	1 (2.33%)	8 (18.60%)	14 (32.56%)	-	23 (53.49%)
B.Sc .Textiles & Fashion Design	13	11	4 (30.77%)	7 (53.85%)	-	-	11 (84.62%)
B.Sc. Agriculture	59	51	3 (5.08%)	48 (81.36%)	-	-	51 (86.44%)
B.Tech (HD)& Lateral Entry	36	28	8 (22.22%)	20 (55.55%)	-	-	28 (77.77%)
B.Ed.	36	36	33 (91.67%)	3 (8.33%)	-	-	36 (100%)
PG Diploma in Sanitary Inspector	80	80	12 (15%)	66 (82.5%)	2 (2.5%)	-	80 (100%)
PG Diploma in Commercial Horticulture	8	7	4 (50%)	3 (37.5%)	-	-	7 (87.5%)
PG Diploma in Spatial Tech	6	6	3 (50%)	3 (50%)	-	-	6 (100%)
PG Diploma in Yoga Education	8	2	-	2 (25%)	-	-	2 (25%)
Diploma in Agriculture	57	41	22 (58.60%)	19 (33.33%)	-	-	41 71.93%)
Diploma in Textile Technology	21	13	9 (42.86%)	4 (19.04%)	-	-	13 (61.90%)
Diploma in Two Wheeler Mechanism & M	28	25	19 (67.85%)	6 (21.43%)	-	-	25 (89.28%)

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

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

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	*Number of faculty benefitted*
Refresher courses	2
UGC – Faculty Improvement Programme	10
HRD programmes	-
Orientation programmes	2
Faculty exchange programme	1
Staff training conducted by the university	130
Staff training conducted by other institutions	16
Summer / Winter schools, Workshops, etc.	12
Others	10

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	97	49	--	50
Technical Staff	62	29	--	20

Criterion – III

3. Research, Consultancy and Extension

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

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

3.2   Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	19	52	9	53
Outlay in Rs. Lakhs	198.06 lakhs	864.117 lakhs	171.07 lakhs	2724.42 lakhs

3.3   Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	5	3	-	6
Outlay in Rs. Lakhs	6.52 lakhs	4 lakhs	-	2.77 lakhs

3.4   Details on research publications

	International	National	Others
Peer Review Journals	203	42	39
Non-Peer Review Journals	14	15	21
e-Journals	1	-	-
Conference proceedings	21	12	7

3.5 Details on Impact factor of publications:

Range 0-8.2   Average 1.45   h-index 53   Nos. in SCOPUS 195

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

Sl. No.	Nature of the Project	Name of the Project Holder & Department	Duration Year	Name of the funding Agency	Total grant Sanctioned (in lakhs)
	Major projects (ongoing)				
1.	A Study on the Role of PACS in Ensuring Access to Institutional Credit to Rural Women through SHGs in Tamil Nadu	Dr.K.Ravichandran	26.12.2013	ICSSR	9.00
2.	Export Potential in the Rural Economy with Special Reference to Agriculture – A Case Study of Dindigul District in Tamil Nadu	Dr.S.Nehru	13.02.2013	ICSSR	7.00
3.	Evaluating the Rural Infrastructure Building Scheme THAI in Tamil Nadu.	Dr. G. Palanithurai	09.07.2014	State Planning Commission, Tamil Nadu	4.7
4.	Impact of MGNREGA at Household Decision Making	Dr. G. Palanithurai	19.05.2014	IRMA, Gujarat	12.0
5.	Access to Finance and Inclusive Growth of SC and ST Women Entrepreneurs: The Role of Micro Finance Institutions in Tamil Nadu	Dr.L. Rathakrishnan	03.08.2012	UGC	6.54
6.	Employment Conditions and Employment Risks among Street Vendors in the Cities of Tamil Nadu	Dr.WellHaorei	11-12-2013	ICSSR	15.52
7.	An Analytical Study of Health Status among the Arunthatiyars in Tamil Nadu: A Vulnerable Case of Social Exclusion	Dr. Anjuli Chandra	25.03.2013	UGC	6.75
8.	Mathematical Modeling of Multi-Item, Multi- Echelon Supply Chain System in Stochastic Environment	Dr.R. Uthayakumar	24.04.2014	DST	12.00
9.	Mathematical Modelling for Optimizing the Inventory Costs in a Stochastic Environment with Trade Credit and Service Level Constraint	Dr.R. Uthayakumar	16.01.2014	NBHM	9.84
10.	Fractal Analysis of Brain Tumour Detection and Growth Estimation	Dr.R. Uthayakumar	12.03.2013	UGC	9.26
11.	Theoretical and Numerical Solutions for Fractional Order Optimal Control Problems	Dr.P. Muthukumar	20.11.2015	DST-SERB	15.06
12.	Study on the Coulomb interaction of Double Acceptors in Magnetic Semiconductor Nanostructured Systems.	Dr.K.Jayakumar	22.03.2013	UGC	10.96
13.	Synthesis and Characterization of Nano piezoelectric material	Dr.K.Jayakumar	24.10.2013	ISRO	15.41

	for vibration sensor applications.				
14.	Some Investigations on the Exciton states in Semiconductor Nanostructured Systems	Dr.P.Nithiananthi	07.10.2013	DST SERB	13.44
15.	Microwave assisted hydrothermal synthesis and characterization of binary and ternary metal oxide / carbon material nano composites and fabrication of asymmetric supercapacitor devices for energy storage applications.	Dr.G.Muralidharan	22.09. 2014	BRNS	24.50
16.	Protection of Metallic Substrates Using Electropolymerized Films of Azole Derivations and Their Composite Coating	Dr.M.G.Sethuraman	12.05.2016	CSIR	13.50
17.	Synthesis and stereochemical studies of 6-hydroxy-4,8,9,10-tetraphenyl-1,3-diazadamantanes and 6-amino-4,8,9,10-tetraphenyl 1,3-diazaadamantanes	Dr. M. Sundaravadivelu	25.03.2013	UGC	9.36
18.	Development of new biopolymer based functional nanocomposites, resins and hybrid material for the recovery of oil from oil-in-water emulsion	Dr. S. Meenakshi	27.11.2014	CSIR	12.67
19.	Rational Design of Metal Complex Based Selective Fluoride Ion Sensors Possessing Novel Signaling Unit with Augmented H-bonding Abilities to work in Organic and Aqueous Media.	Dr. K.P.Elango	28.05.2013	CSIR	22.61
20.	Design and Structural Studies of PDK-1 (anticancer target) Inhibitors	Dr.K.P.Elango	10.09.2015	DST-WOS-A	28.25
21.	Functionalized gold, silver and semiconductor nanoparticles as fluorescent sensors for the determination of toxic chemicals	Dr. S. Abraham John	12.03.2013	UGC	7.75
22.	Development of Cost Effective Diagnostic Tools for the Determination of Food Adulterants and Contaminants Using Metal Nanoparticles	Dr. S. Abraham John	12.06.2014	DBT	37.61
23.	Molecular Design and Synthesis of Push-Pull Type Perylene Dyes for Dye Sensitized Solar Cells	Dr. P. Kalimuthu	13.07.2012	UGC	11.82
24.	Synthesis of 1,3-dihydro benzoxazines and 1,2,3,4-	Dr. M. Seenivasa Perumal	24.05.2013	DST-SERB	25.9

	tetrahydrobenzo quinazoline derivatives and its applications in asymmetric organic synthesis				
25.	Synthesis of Single-chain Polymer Nanoparticles from Cyclic Polymers via Non-covalent Interactions	Dr. M. Arunachalam	09.11.2015	DST-SERB	22.98
26.	Empowering and Engaging Youth for Social Action through Social Media	Dr.V.Ragupathy	26.08.2016	RGNIYD	8.00
27.	Prevalence of Respiratory Disorders Among Spinning Mill Workers and Developing Protective Measures	Dr.R.I.Sathya	23.07.2012	UGC	7.125
28.	Prevalence of Obesity and Metabolic Syndrome in the Rural Adult Population: A Diagnostic Study for Intervention and Prevention"	Dr.S.S.Vijayanchali	23.07.2012	UGC	11.680
29.	Addressing the Educational Needs of Children with Special Needs in Rural Primary Schools – Issues and Challenges faced by the Teachers	Dr.K.S.Pushpa Dr.S.Kavitha Maithily	01.07.2014	ICSSR	4.0
30.	Reproductive Biology and Conservation of *Garciniaimber ti*Bourd and *G.travancorica*Bedd.: an Endemic and Endangered tree species from Agasthyamalai Biosphere Reserve	Dr.R.Ramasubbu	22.03.2013	UGC-MRP	8.66
31.	Studies on population dynamics, in vitro propagation and Conservation of three endemic and Endangered trees of Western Ghats	Dr.R.Ramasubbu	30.10.2013	DST-SERB	22.60
32.	Trust based Authentication Mechanism for Mobile Ad Hoc Networks	Dr.S.Sivagurunathan	11.04.2013	UGC	5.77
33.	Granular Computing approach for MRI brain image Segmentation	Dr.N.Senthilkumaran	12.03.13	UGC-MRP	6.205
34.	Computer Assistant Diagnosis for the Detection and Classification of Microcalcifications in Digital Mammograms using Fractal Techniques	Dr.P.Shanmugavadivu	10.11.2015	ICMR	12.55
35.	Indo-US 21st Century Knowledge Initiative, Augmenting the Curriculum of Higher Educational Institutions with an On-Line Integrated Cognitive-Based Employability Skills Assessment System using Signal and Video Analytics	Dr. P. Shanmugavadivu	July 2015	UGC	125.00

36.	Malady Remedy Analysis of Stabilized Mud Blocks based Structures with a focus on Development of Affordable hazard-Resistant Housing Strategies	Dr.K.Mahendran	22-03-13	UGC	11.21
37.	Computational Fluid Dynamics Studies on Cost Effective and Energy Efficient Building Design	Dr.V.Kirubakaran	25.03.2013	UGC	5.54
38.	Sensitization on Environmental Concerns and ECO-Futures among Rural Youths through Eco-Club of Gandhigram Rural Institute	Dr.V.Kirubakaran	16.06.2014	DST	4.05
39.	Project "NilaGIS" "Landslide inventory and generation of morphological database using geospatial technologies for Nilgiri area"	Dr.B.Gurugnanam	06.05.13	DST-NRDMS	17.24
40.	Project "HILL_GIS" "High Resolution Digital Satellite Data based Resource Information System, Geohazards and Mitigation studies based on GIS Technologies at Kolli Hills, Tamilnadu, India	Dr.B.Gurugnanam	13.05.13	CSIR	26.23
41.	An imaging Spectoscopic Study of Ultramafic - Mafic Complexes and their Associated Mineral Resources in South India	Dr.S.Arivazhagan	14.01.2016	DST-SERB	15.40
42.	Lithological and chronological characterization of selected lunar mare regions usisng lunar hyderspectral data	Dr.S.Arivazhagan	17.08.2016	ISRO	17.26
43.	Remote Geochemical and Mineralogical Analysis of Surface of Mars with Mars Orbiter Mission Data	Dr. S. Arivazhagan	08.08.2016	ISRO	20.93
44.	Rainfall Induced Landslide Fore Warning System for Lingaslide, Nilgiris, South India – LINGASLIDE Project Phase II	Dr.M.Muthukumar	10.12.2014	DST, New Delhi	29.476
45.	Socio-Economic Status of Women Manual Scavengers in Tamil Nadu	Dr. M. Hilaria Soundari	17.08.2016	ICSSR	6.00
46.	Efforts and Results of NIOS programmes on Kochi Region	Dr.V.Seeninatarajan / S.Ravindran	01.07.2014	NIOS, Noida	3.38
47.	ASMAE – India Child Rights Projects	Head, Dept. of LL&E	01.04.2004	Asmae, France	12.5
48.	Synthesis and Characterization of chitosan based nanohybrid photocatalysts for the detoxification of toxic iron	Dr.S.Meenakshi	29.11.2016	SERB	43.45

49.	Carbon Nanomaterials Functionalized Metal Nanoparticles as Fluorescent and Electrochemical Sensors for Clinically Relevant Biomolecules	Dr.S.Abraham John,	04.01.2017	SERB	33.91
50.	Development of Computational Methods for Automatic Detection and Classification of Alzheimer's Brain MR Images	Dr.P.Kalavathi	07.02.2017	SERB	22.02
51.	Stabilization of Network Control System with its Optimal Estimation	Dr.P.Muthukumar	27.04.2017	CSIR	15.00
52.	Social and Health Consequences of Dyeing and Bleaching Industries in Karur District of Tamil Nadu	Dr.R.Kumaran	19.05.2017	ICSSR	4.50
	Minor Projects (ongoing)				
53.	Hindi Aur Marathi ki Dalit AatmakathaavonmeinAsmitaki Talash	Dr. KhandareChandu Laxman	26.03..2013	UGC	1.40
54.	Development and Validation of a Scale to assess the extent of Inclusion of Physically Challenged Children in Upper Primary Schools"	Dr.S.Kavitha Maithily	30.07.2012	UGC	1.35
55.	Energy Conservation Awareness Programme	Dr.V.Kirubakaran	2010	PCRA	1.25
	Major projects (completed)				
1.	Prevention and Control of Anaemia among Adolescent Girls (12-15 years) through Food Supplementation and Education Intervention	Dr.P.Vasantha Devi	26.03.2009	UGC-MRP	7.81
2.	Value based Non-formal Education for Tribal Children in Dindigul District, Tamil Nadu : A Pilot Project	Dr.L.Raja	29.04.2010	UGC-MRP	4.56
3.	Preparation, Characterization and optimizations of PVdF-HFP based nano composite electrolyte for Li ion batteries	Dr.P.Vickraman	30.09.2011	DST	25.10
4.	MGNREGS on Sustainable Livelihood and Ecological Security	Dr.L.Rathakrishnan	10.03.2012	ICSSR	7.29
5.	Social Exclusion of Transgender: A Diagnostic Study in Dindigul District of Tamil Nadu	Dr.A.Mani	01.07.2012	UGC-MRP	6.40
6.	Development of Functional Dairy Products and their	Dr.M.Seethalakshmi	13.07.2012	UGC-MRP	9.88

	Impact of Human Health				
7.	Determinants of Women Empowerment and Its Impact on Standard of Living	Dr.S.Gunasekaran	13.07.2012	MSPI	13.85
8.	An Assessment of Village Development in Tamil Nadu : A Statistical Approach	Dr.C.Sivapragasam	01.08.2012	UGC	7.72
9.	Studies on Stability and Bifurcation Analysis of Dynamical Systems	Dr.P.Balasubramaniam	30.11.2012	NBHM	10.12
10.	Inclusion of Excluded Empowering the Powerless Through Panchayati Raj in Manipur	Dr. Sonkhogin Haokip	04.03.2013	ICSSR	6.00
11.	Translation of Pudmaipithan's Short Stories from Tamil to Hindi	Dr.K.Subramani	26.03.2013	UGC-MRP	0.76
12.	Livelihood of Costal Fisher Folk: An Excluded Group in Tamil Nadu	Dr.C.Ramanujam	01.04.2013	UGC-MRP	7.33
13.	Knowledge Assessment of Breast and Cervical Cancer among Rural Women (KACRW)	Dr.K.Velumani	26.12.2013	ICSSR	8.00
14.	Development and Characterization of rate earth doped glasses for white light application	Dr.K.Marimuthu	26.07.2012	UGC-MRP	11.29
15.	Preparation, Characterization and Optimization of super acid fillers Lithium-ion Batteries	Dr.P.Vickraman	01.02.1011	UGC-MRP	10.57
16.	A Theoretical Study on Existence and Controllability Properties of Abstract Mathematical Model of Stochastic Partial Differential Equations	Dr.P.Muthukumar	16.01.2014	NBHM	19.68
17.	Existence, Controllability and Stability Analyses of Fractional Semilinear Differential Inclusions	Dr. P.Balasubramaniam	05.09.2013	CSIR	18.14
18.	Optimal Decision Making through Inventory and Supply Chain Modeling in Healthcare Industries	Dr. R.Uthayakumar	05.09.2013	CSIR	9.04
19.	Computational Fluid Dynamics Studies on Cost Effective & Energy Efficient Buildings Design	Dr.V.Kirubakaran	01.04.3013	UGC	5.44
20.	Mathematical Modeling for	Dr.R.Uthayakumar	16.01.2014	NBHM	9.84

	Optimizing the Inventory Costs in a Stochastic Recycling Environment with Trade Credit and Service Level Constraint				
	Minor Projects (completed)				
21.	Concurrent Estimation of Coconut Production in Dindigul and Theni Districts of Tamil Nadu State 2015-16	Dr.S.Ramaswamy	25.03.2016	CDB	1.79
22.	Role of Emotional Intelligence in Eradicating Industrial Sickness among Small Scale Industries in Dindigul District	Dr.H.Samuel Thavaraj	28.03.2013	UGC	1.05
23.	Manufacturing of Textile Reinforced Thermoplsatic Composites for High Performance	Dr. B.Senthil Kumar	28.03.2013	UGC	1.15
24.	Report of Statistical Survey for the Concurrent Estimation of Coconut Production in Dindigul and Theni Districts of Tamil Nadu State 2016-2017	Dr.S.Ramasamy	07.11.2016	CDP, Kochi	1.77
	Industry sponsored	-	-	-	-
	Projects sponsored by the University/ College	-	-	-	-
	Students research projects *(other than compulsory by the University)*	-	-	-	-
	Any other(Specify)	-	-	-	-
				Total	**1072.697**

3.7 No. of books published   i) With ISBN No. | 30 | Chapters in Edited Books | 138 |

ii) Without ISBN No. | 13 |

3.8 No. of University Departments receiving funds from

UGC-SAP | 5 | CAS | - | DST-FIST | 4 |

DPE | - | DBT Scheme/funds | - |

3.9 For colleges   Autonomy [-]   CPE [-]   DBT Star Scheme [-]

INSPIRE [-]   CE [-]   Any Other (specify) [-]

3.10 Revenue generated through consultancy   [99,000/-]

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	2	14	7	17	**-**
Sponsoring agencies	UGC, DST, CSIR, INFITT and GRI	UGC, DST-SERB, ICSSR, NIRDPR, PLC & SCADA , and GRI	UGC, RGNIYD, NHRC and GRI	Indo-US and GRI	**-**

3.12 No. of faculty served as experts, chairpersons or resource persons   [77]

3.13 No. of collaborations [57]   International [15]   National [32]   Any other [10]

3.14 No. of linkages created during this year   [11]

3.15 Total budget for research for current year in lakhs :

From Funding agency [1072.697]   From Management of University/College [-]

Total [1072.697]

3.16 No. of patents received this year

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

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

Total	International	National	State	University	Dist	College
49	5	21	7	6	9	1

3.18 No. of faculty from the Institution who are Ph. D. Guides   130

     and students registered under them   535

3.19 No. of Ph.D. awarded by faculty from the Institution   87

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

JRF   --   SRF   26   Project Fellows   37   Any other   23

3.21 No. of students Participated in NSS events:

University level   1900   State level   32

National level   12   International level   Nil

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

University level   Nil   State level   Nil

National level   Nil   International level   Nil

3.23 No. of Awards won in NSS:

University level	1	State level	Nil
National level	1	International level	Nil

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

University level	Nil	State level	Nil
National level	Nil	International level	Nil

3.25 No. of Extension activities organized

University forum	-	College forum	-		
NCC	-	NSS	82	Any other	74

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

- 24 Village Placement Programme have been organized during the current academic year
- Thirteen Balwadi Centres maintained by the Institute act as communication centres for the villagers to get current information.
- 14 gender sensitisation programmes were organized.
- Awareness Programmes on health were conducted for village women.
- Law of the Land lecture Series were organized
- Provision of supplementary and value education to the school children in remote villages.
- Summer camp for school children.
- Sustainable Agriculture through KVK.
- Education for the unreached through NIOS.
- Unnat Bharat Abhiyan – 7 Panchayats and 73 villages/hamlets selected.
- Service to the vulnerable groups (Aged poor, service to Adivasi, service to differently abled).

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund
Campus area	207 acres	-	UGC
Class rooms	90	-	
Laboratories	35	-	
Seminar Halls	26	-	
No. of important equipments purchased ($\geq$ 1-0 lakh) during the current year.	162	30	
Value of the equipment purchased during the year (Rs. in Lakhs)		169	
Others		644	

4.2 Computerization of administration and library

> o Admission process has been made on-line
> o Examination section and Finance section have been computerized
> o GRI Information Management System developed and digitization of all service registers of employees carried out.
> o Issue of books and library stock management is computerized
> o Koha Library Automation Software installed OPAC can be accessed library within the campus and RFID technology has also been implemented using smart card system.
> o Digital Library developed for Theses, Question Bank.
> o Digital library access is extended to campus wide through intranet.
> o e-ShodhSindhu online resources access is also extended campus wide.
> o INFLIBNET - Online Book Database Search and Online Serial Database Search
> o DELNET Online

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	52,786	1,08,22,163.75	1,403	8,04,889	54,189	1,16,27,052.75
Reference Books	16,636	46,96,200.20	1,123	6,43,911	17,759	53,40,111.20
e-Books	2,000	-	-	-	2,000	-
Journals	2,640	23,30,445	304	4,25,225	2,944	27,55,670
e-Journals^	34,368	2,80,00,000	-	-	34,368	2,80,00,000
Digital Database	23	42,000	-	-	23	42,000
DELNET *	-	91,500	-	11,500	-	1,03,000
Indiastat.com **	-	4,12,336	-	60,375	-	4,72,711
CD & Video	1,700	5,00,000	-	-	1,700	5,00,000
Others specify (General)	94,426	2,03,47,558	2,728	17,70,755	97,154	2,21,18,313
Book Total	1,64,098	3,58,65,921	5,254	32,19,555	1,69,352	3,90,85,476
Grand Total		**10,31,08,124**		**69,36,210**		**11,00,44,334**

* Annual Membership Fee for DELNET, ^E-journal provided by UGC-INFONET digital library consortium and **Online database subscribed by Dr. G. Ramachandran Library

4.4 Technology upgradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	830	451	(RailTel and BSNL)	99	57	95	128	1) 2 Wi-Fi High range access points added 2) 28 Wi-Fi Low range access points added 3) CCTV Surveillance systems
Added	12	--	--	--	10	--	3	CCTV Surveillance systems
Total	842	451	(RailTel and BSNL)	--	67	95	131	1) 2 Wi-Fi High range access points added 2) 28 Wi-Fi Low range access points added 3) CCTV Surveillance systems

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

- Computer utilization for the year 2016-17 : Total no. of users is 13654
- Internet Access at Internet Browsing Centre for the Year 2016-17 : Total no. of users is 13291
- Internet Assess through Campus LAN – Wired/Wi-fi: Number of Browsing Ids provide for Students is 791, Staff members is 464 and Research Scholars is 325.
- SR Book Data Entry Training for all Department clerks
- Intra mail connectivity strengthened
- Training on online admission 2017-18 to all Department/Centre clerks
- Training on online expenditure proposal forms entry to all Department/Centre clerks
- Training on online ESE mark entry & reports to all Department/Centre clerks
- IT and Social Media Training for National Youth Volunteers (NYVs) organized through Nehru Yuva Kendra, Trichirapalli for 100 students
- Technical support for conducting E-content Training to students of M.Ed. Programme during Odd Semester 2016.
- Technical support for conducting Auto CAD lab for B.Voc. (FEOM) programme students dueing Even Semester 2016.
- Technical support for conducing 15th International Conference of the International Forum for Information Technology in Tamil conducted by the Department of Tamil.
- Technical support for conducting SPSS Training programme conducted by the Department of Applied Research for M.Phil. and Ph.D. Scholars

4.6 Amount spent on maintenance in lakhs :

i)   ICT | 5.69 |

ii) Campus Infrastructure and facilities | 44.76 |

iii) Equipments | 24.23 |

iv) Others | -- |

Total : | 74.68 |

Criterion – V
5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

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

5.2 Efforts made by the institution for tracking the progression

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

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
1457	1004	535	617

(b) No. of students outside the state

120

(c) No. of international students

7

Men

No	%
1351	43.89%

Women

No	%
1727	56.11%

Last Year (2015-16)						This Year (2016-17)					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total *
641	633	60	1389	10	2723	1054	628	68	1328	12	3078

* Excluding Ph.D.

Demand ratio   1.7

Dropout %   3%

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

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

No. of students beneficiaries   127

5.5 No. of students qualified in these examinations

NET	13	SET/SLET	20	GATE	4	CAT	-
IAS/IPS etc	-	State PSC	-	UPSC	-	Others	15

5.6 Details of student counselling and career guidance

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

No. of students benefitted   All

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
9	294	38	145

5.8 Details of gender sensitization programmes

- **Gender Sensitization Programme for Staff: 1**

Date	Beneficiaries	Outcomes
10.08.2016	55 Staff of GRI	Sensitized towards Gender Equality

- **Gender Sensitization Programme for Students (Outside the Campus) : 6**

Date	Place	Number of Participants	Out Comes
11.11.2016	Devangar Boy's Higher Secondary School, Chinnalapatti	74 School Students	Created knowledge about gender equality
6.10.2016	S.Vadipatti	67 Students	
27.09.2016	Chettiyapatti	85 Students	
27.09.2016	Pannaipatti	34 Students	
12.08.2016	Silvarpatti	94 Students	
08.08.2016	Devangar Boy's Higher Secondary School, Chinnalapatti	65 School Students	

- **Gender Sensitization Programme for Women : 4**

Date	Place	Number of Participants	Out comes
26.12.2016	Chettiyapatti	66 Rural women	Created knowledge on gender roles and gender issues in the society
21.10.2016	Ceylon Colony	45 Rural Women	
23.07.2016	Seevalsaragu	125 Rural Women	
07.06.2016	Pudukamanpatti	110 Rural Women	

- **Gender Sensitization Programme for Students (Inside the Campus) : 3**

Date	Beneficiaries	Out comes
08.02.2017	10 ICC Member and Gender Champions	Created knowledge about gender roles in the society, women's rights and human rights
08.02.2017	41 Students	
4.10.2016	95 Students	

5.9 Students Activities

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

        State/ University level   `129`   National level   `34`   International level   `-`

        No. of students participated in cultural events

        State/ University level   `20`   National level   `50`   International level   `-`

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

    Sports : State/ University level   `9`   National level   `1`   International level   `-`

    Cultural: State/ University level   `20`   National level   `-`   International level   `-`

5.10 Scholarships and Financial Support

	Scholarship		Fellowship	
	Number of students	Amount (lakhs)	Number of students	Amount (lakhs)
Financial support from institution	-	-	23	0.23
Financial support from government	2236	172.21	65	191.64
Financial support from other sources	-	-	-	-
Number of students who received International/ National recognitions	-	-	-	-

5.11   Student organised / initiatives

Fairs   : State/ University level   `3`   National level   `-`   International level   `-`

Exhibition: State/ University level   `3`   National level   `-`   International level   `-`

5.12   No. of social initiatives undertaken by the students   `15`

5.13 Major grievances of students (if any) redressed:

- Health Centre was renovated
- Canteen was renovated
- Library was given facelift
- Renovation of Boys and Girls hostels
- Ramps provided for differently abled students
- Lab renovation in Department of Physics, Biology and Rural Technology Centre done.
- Bharathiar Museum established.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

> *Vision*
>
> Promotion of a casteless and classless society through instruction, research and extension
>
> **Mission**
> Providing knowledge support to the rural sector to usher in a self-reliant, self-sufficient and self-governed society

6.2 Does the Institution has a management Information System

> • Yes

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

    6.3.1   Curriculum Development

> • Introduction of Coursework for Ph.D. scholars.

    6.3.2   Teaching and Learning

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

6.3.3 Examination and Evaluation

- Examination and Evaluation pattern for the Ph.D. Coursework has been prepared by the Examination and Evaluation procedure committee and subsequently approved by the Research Advisory Committee and the same is to be placed in the ensuing meeting of the Academic Council for its approved.
- Decentralized examinations for PG.
- The valuation of answer scripts of PG Programmes by both Internal and External Examiners in decentralized manner on trial basis was extended to many Departments.
- New Grade system were adopted for grading the students. To avoid fractions, the practical marks have been modified into 60:40 instead of 75:25
- As per the UGC norms atleast 60%, external setting of question papers, all major papers are set by External Examiners and evaluated by Internal Examiners while all Allied and Languages Question Papers are set by Internal Examiners and Answer Scripts are evaluated by External Examiners.
- Departmental centralized evaluation in selected Departments.
- Provisional Certificates with photos issued.
- Degree awarded under Tatkal scheme.

6.3.4 Research and Development

- Number of Ph.Ds awarded is 87
- No. of research Projects Sanctioned is 9
- Total financial outlay is Rs.171.07 lakhs
- Support facilities were enhanced through plan funds

6.3.5 Library, ICT and physical infrastructure / instrumentation

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

6.3.6 Human Resource Management

- 21 staff members visited abroad for official purposes.
- Faculty Development Programme was organized.
- Domain-specific 40 (National / International) Conferences / Workshops / Seminars / Symposia / Training Programmes were organized.
- Participation of staff in various administrative committees was ensured (participatory governance).

6.3.7 Faculty and Staff recruitment

Nil

`

6.3.8   Industry Interaction / Collaboration

- MoU with National Institute of Open Schooling (NIOS), New Delhi
- MoU with Agricultural Machinery Manufactures Association (AMMA)-India, Coimbatore.
- Petroleum Conservation Research Association (PCRA), Cehnnai
- iPLON, India Pvt., Ltd., Chennai.
- MoU with the Director, Southern Region Farm Machinery Training and Testing Institute, Anathapur District.
- Tie-up with Yamaha Motors Pvt. Ltd. Noida. (one year certificate programme on Two wheeler mechanism started with the collaboration of Yamaha Motors)
- MoU with Skill Council for Green Jobs, New Delhi
- NIWE, MNRE – Small Wind Turbine Training, Chennai
- MoU with TAFE, Pandiya Rajapuram, Dindigul

6.3.9   Admission of Students

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

6.4 Welfare schemes for

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

6.5 Total corpus fund generated   3.85 lakhs

6.6 Whether annual financial audit has been done   Yes √   No ☐

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

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

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

For UG Programmes   Yes √   No ☐

For PG Programmes   Yes √   No ☐

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

- Examination and Evaluation pattern for the Ph.D. Coursework has been prepared by the Examination and Evaluation procedure committee and subsequently approved by the Research Advisory Committee and the same is to be place in the ensuing meeting of the Academic Council for its approved.
- Decentralized examinations for PG.
- The valuation of answer scripts of PG Programmes by both Internal and External Examiners in decentralized manner on trial basis was extended to many Departments.
- New Grade system were adopted for grading the students. To avoid fractions, the practical marks have been modified into 60:40 instead of 75:25
- As per the UGC norms atleast 60%, external setting of question papers, all major papers are set by External Examiners and evaluated by Internal Examiners while all Allied and Languages Question Papers are set by Internal Examiners and Answer Scripts are evaluated by External Examiners.
- Departmental centralized evaluation in selected Departments.
- Provisional Certificates with photos issued.
- Degree awarded under Tatkal scheme.

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

- Not applicable

6.11 Activities and support from the Alumni Association

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

6.12 Activities and support from the Parent – Teacher Association

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

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

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

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

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

6.13 Development programmes for support staff

- SR Book Data Entry Training Programme
- Training on online admission 2017-18 to all Department/Centre clerks
- Training on online expenditure proposal forms entry to all Department/Centre clerks
- Training on online ESE mark entry & reports to all Department/Centre clerks.

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

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

Criterion – VII

7. Innovations and Best Practices

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

- Revamped CBCS came into force.
- Monthly e-newsletter
- New consultancy policy came into force

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

- Internal and External Administrative audit and Academic audit
- ARAQ (2015-16) was uploaded in the Institute website as well as NAAC website
- Staff profile prepared and printed
- Introduction of P.G. Diploma in Yoga Education
- 40 Conference /Seminars/Workshops/Training programmes have been conducted on various themes.
- NAAC Accreditation process for 3rd Cycle was successfully completed and got an 'A' Grade at CGPA of 3.20.
- UGC Review committee visited our Institute and extend the Deemed University Status for next five years.
- Workshops have been held by Departments to evolve Ph.D. Coursework
- Green audit undertaken. Flora and Fauna of GRI compiled.
- New Village Placement Programme guidelines framed.

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

BEST PRACTICE I

1. Title: "Experiential Learning through Outreach Activities" (ELOA)

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

2. The Concept

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

3. Objectives:

The objectives are:

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

4. The Context

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

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

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

5. The Practice

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

i) Each department undertakes entry-point activities like *shramdhan*, home-visits, and meeting local leaders to build a rapport with the community;

ii) Each department then takes up subject-related activities. For instance

- The students of the Faculty of Agriculture and Animal Husbandry visit the farms and study farming and animal husbandry practices and issues;
- The students of the Faculty of Rural Health and Sanitation take up sanitation-related issues such as open defecation, disposal of liquid and solid waste, and adequacy, quality and equity issues in water distribution;
- The students of Political Science and Public Administration study the functioning of local governance by interacting with the functionaries of the panchayats and the public;
- The students of Cooperation visit the cooperatives in the villages chosen and undertake a study of the functioning of these cooperatives;
- The students of Rural Industries and Management explore the feasibility of promoting micro-enterprises;
- The students of Rural Development and Rural Project Management examine issues in community-based organizations and the range and reach of various rural development schemes and programmes implemented in rural areas; and
- The students of Home Science take up issues related to hunger and malnutrition; and

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

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

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

6. Evidence of Success

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

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

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

The community also has benefitted through VPP: i) VPP has helped the community to develop a positive relationship with the Institute; ii) It has ensured access to the Institute's resources; iii) it has created a better awareness of community issues; iv) It has given rural communities opportunities for contributing to the educational system; and v) It has helped the community to arrive at short- and long-term solutions to its pressing needs.

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

7. Problems Encountered and Resources Required

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

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

8. Notes

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

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

BEST PRACTICE II

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

2. The Concept

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

3. Objectives of the Practice:

The objectives are:

i. To assess academic performance in terms of completion of the course content, teaching-learning methodology, evaluation of teaching-learning process, and addressing problems faced by teachers and students; and

ii. To bring about a qualitative change in the teaching-learning process through participatory assessment.

The Context

The Choice Based Credit System (CBCS) was introduced at Gandhigram Rural Institute in 1996 with the prime objective of making higher education learner-centric with in-built academic flexibility. It underlines the importance of redefining and packaging the curriculum into smaller, measureable entities and also spell out the timeframe needed to teach these units and assimilate them on the part of students. In contrast to the traditional system, students, in CBCS, face many challenges in the selection of appropriate courses and evaluation procedures. They also have to find suitable methods of learning,

especially for self-study units. These challenges need to be addressed to enable the students to complete their programmes of study without any problems.

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

4. The Practice

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

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

Students' performance in classes and in the internal texts (CFAs), their feedback on the curriculum and conduct of classes, and their performance are recorded along with the feedback gathered from the faculty. The minutes of the Departmental Committee meetings are submitted to the Vice-Chancellor, who, in turn, convenes a meeting of Heads of Departments and Chairpersons of Departmental Committees to strategize corrective measures to be taken, wherever necessary.

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

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

5. Problems Encountered

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

6. Evidence of Success

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

7. Notes

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

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

7.4 Contribution to environmental awareness / protection

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

7.5 Whether environmental audit was conducted?   Yes √   No ☐
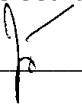
7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

- Compilation of all institutional data undertaken to visited UGC Review committee our Institute and extend the Deemed University Status for next five years.
- Administrative and Academic audit undertaken.
- SWOC analysis was carried out.
- On-line feedback was carried out
- Scrutinized and evolved the CAS applications for teaching staff
- To frame and demystify the new UGC regulations of 4th amendment dated 11/07/2016 of UGC Regulations for PBAS and CAS format

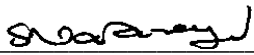## 8. Plans of institution for next year

- Vision documents for 3 years, 5 years and 15 years to be made ready.
- Identification of gap in the existing syllabi of various academic programmes.
- Introduction of on-line examinations.
- 12B status for the Institution.
- Benchmarking with regard to academic output.

Name: Dr. M.G.Sethuraman

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Signature of the Director, IQAC

Name: Dr. S.Natarajan

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Signature of the Chairperson, IQAC

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