# INSTITUTIONAL ASSESSMENT AND ACCREDITATION
## (Effective from July 2017)

## Accreditation - (Cycle - 1)

## PEER TEAM REPORT ON

## INSTITUTIONAL ACCREDITATION OF
## RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)
## U-0472

**Sriperumbudur**
**Tamil Nadu**
**602105**

| Section I:GENERAL INFORMATION | | |
|---|---|---|
| 1.Name & Address of the institution: | RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD) Sriperumbudur Tamil Nadu 602105 | |
| 2.Year of Establishment | 1993 | |
| 3.Current Academic Activities at the Institution(Numbers): | | |
| Faculties/Schools: | 3 | |
| Departments/Centres: | 10 | |
| Programmes/Course offered: | 10 | |
| Permanent Faculty Members: | 24 | |
| Permanent Support Staff: | 26 | |
| Students: | 423 | |
| 4.Three major features in the institutional Context (Asperceived by the Peer Team): | 1. Imparting skill based training to youth across the country. 2. Publishing Youth Development Index. 3. Community Radio Service. | |
| 5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | From : 19-06-2023 To : 21-06-2023 | |
| 6.Composition of Peer Team which undertook the on site visit: | | |
| | Name | Designation & Organisation Name |
| Chairperson | DR. V P MAHADEVAN PILLAI | Vice Chancellor,UNIVERSITY OF KERALA |
| Member Co-ordinator: | DR. BRIJESH KUMAR | Professor,Indira Gandhi Delhi Technical University for Women Delhi Non Affiliating Technical University of Delho Govt |
| Member: | DR. VANDANA SUHAG | Dean,NIIT UNIVERSITY |
| Member: | DR. HAMIDULLAH MARAZI | FormerDean,Central University of Kashmir |
| Member: | DR. NAVEEN KANGO | Professor,Dr Harisingh Gour Vishwavidyalaya Sagar |
| NAAC Co - ordinator: | Dr. Jagannath Patil | |

| Section II: CRITERION WISE ANALYSIS |
|---|
| Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria) |

| Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1) | |
|---|---|
| 1.1 | Curriculum Design and Development |
| 1.1.1 QlM | **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 Institution.** |
| 1.2 | Academic Flexibility |
| 1.3 | Curriculum Enrichment |
| 1.3.1 QlM | **Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum** |
| 1.4 | Feedback System |

| Qualitative analysis of Criterion 1 |
|---|
| The Rajiv Gandhi National Institute of Youth Development (RGNIYD) is an Institute of National Importance established by an Act of Parliament No. 35/2012 under the Ministry of Youth Affairs and Sports, Government of India. The course curriculum is being designed by the Board of Studies. The institution offers 10 PG Programmes with streams such as M.Sc., M.A and M.S.W. The M.Sc. stream offers post-graduate degree in Computer Science (Data Science), Computer Science (Artificial Intelligence and Machine Learning), Computer Science (Cyber Security), Mathematics and Applied Psychology. The humanities and social science Departments offers MA in English, Sociology, Public Administration, Development Studies, and MSW. It also offers M.S.W in Youth and Community DevelopmentThe academic calendar of the institute reflects curricular, co-curricular and extra-curricular activities planned for the year. The Institution practices outcome-based education (OBE) while planning and delivering the course content. The faculty members prepare the course plan based on the academic calendar to complete the syllabus as per the framework. The course plan is prepared with course objectives and outcomes, subject notes, and learning materials and the same is also made available to students. The course files are prepared by the faculty members, which include Vision, Mission, of Institute and Department, PEOs, POs, COs, and PSO(s), Mapping & Attainment, Syllabus, Course Plan, course content covered and Internal Assessment details etc. To improve the performance of the slow-learner additional measures are taken. The slow learners are provided hand-holding by the faculty members, whereas advanced learners are encouraged to participate in more challenging assignments. The various courses also allow students to gain first-hand experience through fieldwork, enhancing the practical exposure of the students. The institute has designed a complete Annual Action Plan with various attributes like seminars, workshops, capacity-building programmes and lecture series, which overall enhances the knowledge skills of the students. The curricula framework focuses on the continuous evaluation of students at regular intervals as per the standard internal evaluation process. The regular internal assessments and presentations are monitored and records are maintained by the concerned departments. The iIstitute offers soft core courses such as English Communication, Buddhist Philosophy, "Ethics and Intellectual Property Rights" etc. The institute observes days/weeks of national and international importance, such as Vigilance Awareness Week, Hindi Diwas Pakhwada, Independence, social Justice Day, Humen Right Day, Yoga Day and Republic Day. |

| Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2) | |
|---|---|
| 2.1 | Student Enrollment and Profile |
| 2.2 | Catering to Student Diversity |
| 2.2.1 QlM | **The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners** |
| 2.3 | Teaching- Learning Process |
| 2.3.1 QlM | **Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences** |
| 2.3.2 QlM | **Teachers use ICT enabled tools including online resources for effective teaching and learning process.** |
| 2.4 | Teacher Profile and Quality |
| 2.5 | Evaluation Process and Reforms |
| 2.5.3 QlM | **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** |
| 2.6 | Student Performance and Learning Outcomes |
| 2.6.1 QlM | **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** |
| 2.6.2 QlM | **Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution** |
| 2.7 | Student Satisfaction Survey |

| Qualitative analysis of Criterion 2 |
|---|
| A week-long orientation programme is organised at the commencement of a new batch, wherein the students get a chance to familiarize themselves with the facilities, curricular and extracurricular activities, rules and regulations of the institute. The slow learners and advanced learners are identified on the basis of their performance in internal assigments. A system of peer group teaching, learning and assistance from classmates and senior students is encouraged to support relatively slow learners. The advanced learners are encouraged to study the additional recommended readings. The online resources are made available to the students to strengthen their knowledge base. |
| The student-centric teaching methodology is practised, which transforms the students from passive listeners to active participants in class discussions and other activities. To augment the learning experiences of the students, the faculty members adopt lectures, interactive sessions, projects and fieldwork, and group discussions and use audio-visual media. The guest lectures of eminent experts are also organised. |
| Faculty members use online education tools and blended learning platforms. All the classrooms are equipped with LCD Projectors. Teachers are encouraged to make use of power-point presentations in their classroom teaching by utilising technical resources. Assessment of students' learning outcomes is based on internal and external components. The faculty orients the students regarding the course objectives. |

| Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3) | |
|---|---|
| 3.1 | Promotion of Research and Facilities |
| 3.1.1 QlM | **The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented** |
| 3.2 | Resource Mobilization for Research |
| 3.3 | Innovation Ecosystem |
| 3.3.1 QlM | **Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.** |
| 3.4 | Research Publications and Awards |
| 3.5 | Consultancy |
| 3.5.1 QlM | **Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.** |
| 3.6 | Extension Activities |
| 3.6.1 QlM | **Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.** |
| 3.7 | Collaboration |

| Qualitative analysis of Criterion 3 |
|---|
| The Institution provides necessary infrastructural facilities and a conducive environment to promote research activities. The institution is offering PhD in six disciplines in regular mode. Most of the faculty members have a PhD degree, and currently 18 faculty members are eligible to supervise the PhD students. The institution provides seed money for research activities and travel support for presenting the research papers in the conferences to the faculty members. The institute provides a fellowship of Rs. 13000/- per month to full-time PhD scholars along with a contingent grant of Rs. 25000/- per annum. |
| |
| The institute has an incubation /knowledge centre to facilitate the students to convert their idea into Technological innovations. The institute has a consultancy policy to promote the activities and generate a substantial amount of consultancy. |
| |
| The institute carried out many activities, which benefited the neighbouring community as part of NSS, extension and outreach activities of the academic departments. This includes the adoption of villages/schools, blood donation camps etc. The self-learning centre was set up in the Kachipattu village in collaboration with IIT Madras. The academic writing centre is available in institute to train the young minds to strnthen the research activities. |

| | | |
|---|---|---|
| Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4) | | |
| 4.1 | Physical Facilities | |
| 4.1.1 QlM | **The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.** | |
| 4.1.2 QlM | **The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)** | |
| 4.1.3 QlM | **Availability of general campus facilities and overall ambience** | |
| 4.2 | Library as a Learning Resource | |
| 4.2.1 QlM | **Library is automated using Integrated Library Management System (ILMS) and has digitisation facility** | |
| 4.3 | IT Infrastructure | |
| 4.3.2 QlM | **Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility** | |
| 4.4 | Maintenance of Campus Infrastructure | |
| 4.4.2 QlM | **There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.** | |

| |
|---|
| Qualitative analysis of Criterion 4 |
| The institution is located on a lush green sprawling campus of 42 acres and has a regional centre of 5.41 acres at Ch The Institute has well-furnished infrastructure facilities which include well-equipped laboratories, ICT-enabled Class conditioned Conference Halls, Seminar Halls, Auditorium with the latest Audio-Visual equipment. The institute h grounds for Football/Cricket, Volleyball and Badminton and other sports facilities. The facilities for Indoor games available within the Institute. The institute possesses a Multi Gym and a yoga centre. Ramps and elevators are provi convenience of the Divyangjan students. |
| The Central Library is supported by more than 33755 books and several e-journals, Print Journals and Magazines, Di Audio-Visual Aids, Newspapers in English, Hindi, Malayalam and other Regional Languages, Online Databases, Ba of Periodicals, and Institutional Publications. The Central Library has been fully automated with the user-friendly Management System (ILMS) "Koha" Software with RFID facilities. |
| The campus is Wi-Fi enabled and has 1-GBPS bandwidth connectivity through NKN network. In addition, the instit Mbps BSNL line, and another 200 Mbps private network is in the pipeline. The institute has an annual maintenance with third-party providers to ensure that its IT infrastructure is always in working condition. The institute uses the N mail facility, which is a secure email platform that is used by the Government of India. |
| Two technical officers and one programmer of the IT section take care of the functioning and maintenance of th infrastructure of the campus. The campus infrastructure has been maintained by the housekeeping and maintenan |

| Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5) | |
|---|---|
| 5.1 | Student Support |
| 5.2 | Student Progression |
| 5.3 | Student Participation and Activities |
| 5.3.2 QlM | **Presence of Student Council and its activities for institutional development and student welfare.** |
| 5.4 | Alumni Engagement |
| 5.4.1 QlM | **The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.** |

| Qualitative analysis of Criterion 5 |
|---|
| The institution has a student council with the objective of empowering the students and has representatives from all levels of students in the institute. There are student representatives in statutory bodies such as the Academic Council and IQAC cell. Various committees have student representation like Hostel Committee, Sports Committee, Employment Enhancement Cell, Student Mess Management Committee, Cultural Committee, SC/ST and OBC cell, internal complaint committee, and Anti-Ragging Committee etc. <br><br>The PhD students are supported with fellowships and contingent grant. The students of socially and economically weaker sections receive financial support as per Government schemes. The Alumni are very active and contribute towards the academic and extension activities of the institute. Further, the students actively participate in the outreach activities. The students are encouraged by the faculty members to participate in various competitive examinations. |

| Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6) | |
|---|---|
| 6.1 | Institutional Vision and Leadership |
| 6.1.1 QlM | **The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.** |
| 6.1.2 QlM | **The effective leadership is reflected in various institutional practices such as decentralization and participative management.** |
| 6.2 | Strategy Development and Deployment |
| 6.2.1 QlM | **The institutional Strategic plan is effectively deployed.** |
| 6.2.2 QlM | **The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.** |
| 6.3 | Faculty Empowerment Strategies |
| 6.3.1 QlM | **The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .** |
| 6.4 | Financial Management and Resource Mobilization |
| 6.4.1 QlM | **Institutional strategies for mobilisation of funds and the optimal utilisation of resources** |
| 6.4.4 QlM | **Institution conducts internal and external financial audits regularly** |
| 6.5 | Internal Quality Assurance System |
| 6.5.1 QlM | **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.** |
| 6.5.3 QlM | **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).** |


| Qualitative analysis of Criterion 6 |
|---|
| RGNIYD has a clearly stated vision and mission, which leads to effective academic and administrative governance.  The Director and the members of the statutory bodies (Executive Council, Academic Council, Finance Committee and Building Works Committee) are involved in policy-making, financial planning, monitoring expenditures and infrastructure development. The institute has well-qualified and competent administrators at various levels to provide effective leadership. The Academic Council deals with the academic-related matters of the institute, and the decisions taken in the Academic Council are to be placed for approval/ratification by the Executive Council. The governance and management of the institute is democratic and decentralized. The institute follows government guidelines for collection and disbursement of funds and strict financial discipline is ensured. The institute has two levels of financial auditing, firstly by a chartered accountant and then by CAG. The employees (teaching and non-teaching)  of the Institute avail the service benefits as per Government norms. <br><br> RGNIYD follows UGC guidelines for faculty members and DoPT rules for other Administrative staff. Appraisal of teaching and non-teaching staff performances is undertaken periodically. Heads of the Departments and some senior faculty members are assigned academic and administrative  autonomy in running their Departmental activities. The Institute has fully functional IQAC, which is involved in academic and administrative decision making. The IQAC focuses on the improvement of the quality of education. It continuously reviews and recommends steps to improve the quality of the teaching-learning process and |

monitors its outcome. The IQAC conducts the academic audit periodically.

| Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7) | |
|---|---|
| 7.1 | Institutional Values and Social Responsibilities |
| 7.1.1 QlM | **Measures initiated by the Institution for the promotion of gender equity during the last five years.** |
| 7.1.3 QlM | **Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)** <br><br> • **Solid waste management** <br> • **Liquid waste management** <br> • **Biomedical waste management** <br> • **E-waste  management** <br> • **Waste recycling system** <br> • **Hazardous chemicals and radioactive waste management** |
| 7.1.8 QlM | **Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).** |
| 7.1.9 QlM | **Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).** |
| 7.1.11 QlM | **Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).** |
| 7.2 | Best Practices |
| 7.2.1 QlM | **Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.** |
| 7.3 | Institutional Distinctiveness |
| 7.3.1 QlM | **Portray  the performance of the Institution in one area distinctive to its priority and thrust within 1000 words** |

| Qualitative analysis of Criterion 7 |
|---|

The institution prioritizes the safety of students, faculty, staff, and visitors, including the key stakeholders of the Institute. Various safety measures have been implemented in the Institute namely, Security Personnel, Intercom Facilities, Fire Extinguishers, CCTV surveillance facility throughout the campus, to ensure safety and discipline within the campus. The health center is available in the campus for the students.

Separate restrooms are available for male and female employees and students in different  blocks and hostels etc. The Institution facilitates alternate sources of energy and energy conservation measures like solar power plants. The institute installed solar power plants for 201.59 kwp in 2018. The Institution possesses facilities like Sewage treatment plant, Solid Waste, Liquid Waste Management, Water Conservation Facilities, and Maintenance of Water Bodies. The Institute has an eco-friendly approach and a barrier-free environment with ramps/lifts for easy access to the classrooms, Divyangjan-friendly washrooms, and adequate sign boards for directions.

The Institute organizes several programmes for the sensitization of students and employees of the Institution to constitutional obligations. The Institution possesses a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes. The Institute commemorates national and

international days of relevance, events and festivals.

The Best Practices of the institute are:

1) Skill Development for Marginalized Youth across the Country through Training, Orientation, Capacity Building and extension activities.

2) India Youth Development Index and Report.

The Community Radio Station (CRS) of the RGNIYD operating from the campus at 107.2 MHz has been disseminating vital information pertaining to ecology, hygiene, literacy, tradition, community building, health and national integration among a host of villages and urban communities within 16 km range. The most distinguished feature of the CRS is the participation of adolescents and young people in its programmes. It has served as an effective tool of awareness building. CRS has recorded and broadcasted many programmes in which 28,792 young people have participated.

The institution possesses the distinguishing feature of involving in youth development in all parts of the country. The regional centre at Chandigarh gives training to NSS officers, volunteers and Nehru Youth Centre workers with middle and north India as its catchment area, whereas RGNIYD at Sriperumbudur covers all other states of the country. In the last 5 years, RGNIYD organized a total of 753 training programmes covering a total of 45,879 trainees (Male: 22,198 & Female: 23,681).

| Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)(**up to 500 words**) |
|---|
| Overall Analysis |

**Strength:**

1. Very good physical infrastructure with an automated library.

2. Committed and dedicated faculty members.

3. Highly motivated students, representing all parts of India.

4. Lush green eco-friendly campus

**Weaknesses:**

1. Insufficient permanent faculty and non-teaching staff

2. Delay in policy implementation

3. Less number of Value added courses

**Opportunities:**

1. Since the institute has a unique mandate of youth development, it can make a strong impact on all parts of India, acquiring national importance.

2. The institute can enter into more collaborative arrangements and MoUs at the National and International level.

3. The institute can offer more PG and PhD programs while UG programs can be introduced.

4. More certificate courses can be offered for the holistic development of youth.

**Challenges:**

1. Attracting students to the academic programs through enhanced visibility

2. To overcome the processing delay at the administrative level for speedy implementation of policies and programs to cater for the needs of an academic institution.

3. To participate in Ranking and accreditation frameworks, including NIRF.

## Section IV:Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- More permanent faculty and non-teaching staff have to be recruited.

- The regular appointment of the Registrar, Controller of Examination and Finance Officer has to be expedited urgently to streamline the administrative activities.

- Research infrastructure has to be improved, and a well-defined research policy has to be adopted.

- Research collaboration/ MoUs with national and international are to be undertaken

- More PG and UG programs catering to contemporary needs should be introduced

- IQAC activities should be strengthened

- Student council activities have to be strengthened.

- Activities of the Incubation centre and placement cell have to be improved.

- Add-on and professional/enrichment courses, along with value-added courses to the methodology in line with NEP 2020, are to be introduced.

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

13-09-2023 11:20:32

| Sl.No | Name | | Signature with date |
|-------|------|--|---------------------|
| 1 | DR. V P MAHADEVAN PILLAI | Chairperson | |
| 2 | DR. BRIJESH KUMAR | Member Co-ordinator | |
| 3 | DR. VANDANA SUHAG | Member | |
| 4 | DR. HAMIDULLAH MARAZI | Member | |
| 5 | DR. NAVEEN KANGO | Member | |
| 6 | Dr. Jagannath Patil | NAAC Co - ordinator | |

**Place**

**Date**

13-09-2023 11:20:32