SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER EDUCATION FOR WOMEN

AVINASHLINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER EDUCATION FOR WOMEN, BHARATHI PARK ROAD, COIMBATORE 641043
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Purity and devotion are the essence of all educators   - Dr. T. S. Avinashilingam

Avinashilingam Institute for Home Science and Higher Education for Women (*Deemed to be University*), the personification of higher education for women has been in existence since 1947. The institute functions with the mantra of '*Inclusive, Affordable and Value-based Education*'. The institute follows the educational ideals of Sri Ramakrishna, Mother Saradamani Devi, Swami Vivekananda and Mahatma Gandhi.

Having located in the city of Coimbatore, in the State of TamilNadu, the institute provides quality education with Indian values to women students. The institute is the significant contribution of Padma Bhushan, *Dr. T. S. Avinashilingam*, to empower nation through women's education. Later, *Dr. Rajammal P. Devadas,* the world-renowned nutritionist has transformed the institute as one of the '*most sought-after'* institute for home science education.

Sri Avinashilingam Education Trust established Sri Avinashilingam Home Science College for Women in 1957 and the College of Education in 1968. The college received **autonomous** status in 1978. Recognizing the meritorious work carried out by the College in the areas of *education and community development,* especially for women students, the **MHRD** conferred "*Deemed to be University"* status to the Institution *under section 3 of the UGC Act 1956* in1988. Henceforth**,** the institute was *renamed* as *Avinashilingam Institute for Home Science and Higher Education for Women*.

The institute is currently championed by *Dr.T.S.K.Meenakshi Sundaram*, President and Managing Trustee of the Sri Avinashilingam Education Trust; **Prof. S. P. Thyagarajan,** Chancellor, an eminent higher education expert of the country; *Dr.Premavathy Vijayan*, Vice-Chancellor and distinguished professor of Special Education and *Dr. S. Kowsalya*, Registrar, a prominent home scientist.

The institute is currently accredited by NAAC at "**A+**" grade level with the CGPA of 3.49/4. It has consistently been catering to the educational needs of '*First Generation Learners and Socio-economically Disadvantaged Groups'* from rural areas. The institute has presently 7 Schools, 36 Departments, 12 Centers, 7377 students and 386 faculty members.

Vision

The institute endorses its ideals through its futuristic vision, mission, core values and objectives which are depicted in the following institutional Vision:

"S*elf development and empowerment of women through modern, scientific and value based education to enable them to lead a purposeful life filled with moral and spiritual values.***"**

In a dynamic, global higher education system the VISION Documents of a University gets internationalized

and updated. This institute has been implementing the "Perspective Plan-2018-2023, 'The National Education Policy-2020' notified by Government of India, embarks on a revised role for the nation's universities:

'A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research (i.e., Research-intensive Universities) to those that place greater emphasis on teaching but still conduct significant research (i.e. Teaching-intensive Universities).' (p.34, Government of India-National Education Policy-NEP 2020)

In view of the adoption of the National Education Policy-2020 by the Government of India and because the process of its implementation has already started at the Central and State Government levels, Indian Universities are mandated to *redesign*, *refocus,* and *reform* their VISION in tune with that of the NEP-2020.

The National Assessment and Accreditation Council (NAAC) has stipulated assessing of each university's VISION document and evaluate its strategies for effective implementation of the governmentally initiated institutional reforms as one of the essential parameters for assessment of the University's functional governance. Accordingly, Avinashilingam Institute for Home Science and Higher Education for Women has developed the futuristic **VISION-2040 document**.

The institute has developed the VISION-2040 document through a Vision Committee consisting of external and internal experts and receiving feedback from stake holders through institutional website. This document is broadly perceived as of paramount importance for evolving the Deemed to be university to a level of national and international pre-eminence, with a strategic plan to become a premier international women university.

Mission

"To provide quality education of global standards on a strong foundation of Indian values and traditions to women students. The institute designs its teaching, learning and research activities based on current advances in science, technology and societal demands with emphasis on commitment to societal progress, peace, harmony and national integration".

The Mission of the Institute is intertwined with Core Values and embedded Objectives as given below:

Core Values:

- *Academic Excellence*: Striving to meet the highest standard of excellence through virtual and ICT enabled teaching learning methodology, continuous Faculty Improvement Programmes; ensuring scholarly activities in the pursuit of innovation, creativity and excellence. Brings up to date changes in academic activity to implement systems and navigate the functions in order to achieve the Global Sustainable Development Goals in Education. Facilitating translational research and development to propel development of economy and community.
- *Social Relevance and Women empowerment*: Empowering women about their rights, privileges and duties through formal and non-formal education and training and evolve the Institute as an Institution of National Importance women and develop Pan-India perspective. Imparting skill-based education and learning by empowering women to venture into startup businesses, encouraging women to hold leadership roles and facilitate in sourcing their dream career by extending relevant training and industry

immersion programmes.

- *Accountability and Transparency*: Internal governance of institutional functions relating to students, teachers, stakeholders and a host of other functions by e-Governance and automation ensuring quality and transparency. Promoting continuous improvement and willingness to take responsibility for professional growth and holistic development of the students, staff and institute,
- *Diversity & Inclusion*: Upholds the highest ethical values, integrity, and professionalism by fostering inclusive, nondiscriminatory environment, where everyone can develop their full potential and contribute to the welfare of the society and perform well in their careers.
- *Vitality of Culture , Values and National Integration*: Embracing cultural values across the institution to treat people with dignity and encourage feelings of importance leading to institutional and societal harmony, through Centres, celebration of national festivals and adopting Gandhian principles and Dr. Ambedkar's thoughts besides instilling the ethos of national integration among every member of the institution.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Legacy of the Institution**: International visibility and recognition as higher education destination for women students across the country for value-embedded higher education programmes with the reputation of home science and nutrition programmes.
- **Resourceful Human Assets**: Well qualified teachers with research aptitude, administrators with farsightedness and skilled support staff.
- **Participative Curriculum Design**: Participation of all stakeholders in framing cutting edge area curricula providing Outcome based Education.
- **Academic Flexibility with horizontal mobility**: Choice Based Credit System and Credit Transfer system facilitating flexibility and mobility of students across the schools and partner institutions.
- **Value based education**: 271 value-added courses providing the ideals of Sri Ramakrishna, Sri Sardamani Devi, Swami Vivekananda and Gandhiji.
- **Equity and Inclusiveness**: Transparent and Merit based admission process adhering to reservation policies to ensure equity and inclusiveness, functioning as the abode for girls from rural and socio-economically disadvantageous groups.
- **Affordable Education**: Subsidized fees with the support of central and state funding with scholarships cater to the dreams of poor and first-generation learners.
- **ICT enabled Teaching-Learning**: Technology infusion with state of art infrastructure, equipment and know how in all areas of teaching, learning, research and administration with functional e-governance.
- **Accreditation and Accolades**: As a 12(B) recognized Deemed to be University by UGC, the institute is NAAC (A+ Grade) and NBA accredited, MHRD-A-Grade conferred Deemed University Status with ISO certifications
- **Strategic Partnerships**: MoUs with leading research centers, reputed institutes, corporates in India and abroad for faculty/student exchanges, joint projects, and academic events.
- **Research, Innovation and Development**: Interdisciplinary, translational research supported by state of art infrastructure, Centres of Research, Avinashilingam Innovation Centre, publications and patents.
- **Extension activities**: Need based community service projects in association with multiple partners contributing to the immediate social and economic development of the society instilling community values to students through NSS/NSS/CSS and clubs
- **Special Education programmes**: Creation of trained manpower and care programmes for the

differently abled.

- **Active IQAC**: Highly active and functional IQAC catalysing quality enhancement in academics and administration.

Institutional Weakness

- **Back-log of release of UGC grants:** In view of the pendency of eligible UGC grants over Rs.100 crore, appointments, faculty and staff terminal benefits could not be fulfilled. This hampers the manpower harmony in the institution**.**
- **Minimum number of funded research projects:** R&D projects funded by national and international funding agencies and industries are minimal
- **Minimum Number of Patents:** Quite few patents have been filed and published. Need to increase by patenting the research activities and technology-transfer activities to the maximum.
- **Less number of Start-Ups:** Entrepreneurial and incubation support are provided by the institute. However, the number of startups is to be improved through intensified entrepreneurial and institute's Innovation council activities.
- **Minimum Industry-Institute Partnership:** More industry linkages must be established through strengthening of consultancy potentials and Industry-Institution Interaction Centre of the university.
- **Minimum Alumni support and activities:** In spite of global Alumni spread, academic, research, students support and institution building support by Alumni are minimal. There is a need to strengthen it with more Alumni chapters, activities, and networking.
- **Minimum Support staff:** The institute significantly lacks the prescribed support staff to satisfy the UGC prescribed teaching: non-teaching ratio of 1.0: 1.1.
- **Minimum Number of International Students**: Presently there are very few students from other countries. Dedicated efforts are planned through ear-marked International student centre.

Institutional Opportunity

Evolving as Institute of Excellence for Women education and empowerment: As a part of the implementation of National Education Policy-2020, the Institute qualifies to get awarded the status of Institute of Excellence (IOE) for women with special grant of Rs.1000 crore by Ministry of Education, Government of India

E-Resources Centre and MOOC Courses: The institute has pioneered in developing e-content materials for various platforms and can leverage on this experience to create more open course materials facilitating teachers to develop MOOC courses in various disciplines through a technology-built e-resource centre at the Institute.

Centres of Excellence: Quantum jump in research productivity can be achieved by establishment of new Centres of Excellence in humanities, social sciences, science & Technology thrust areas.

Promoting Entrepreneurial Spirit and Startups: Strengthening of incubation centre along with Entrepreneurship and Skill-building Centres, there is ample scope to develop empowered women entrepreneurs, start-ups and technopreneurs.

Increasing Demand for unconventional courses: The institute shall develop multidisciplinary and innovative programmes in the field of artificial intelligence, cyber science, forensics, digital communication, geographical information system and remote sensing, child guidance, textile development, special education, food science and nutrition, Indian culture and music with focus on current and next generation learners.

Extend Global Reach: Being a Deemed to be university, the institute can further maximise its global tie-ups and partnership with neighbouring and other foreign countries for knowledge transfer through off and off-shore campuses

Open and Distance Learning: The institute has sufficient resources to start distance education which would attract more students from other regions and countries.

Online Admission and Classes: ICT has revolutionized the way of learning and teaching. The institute shall smartly capitalise on the online mode for admissions and teaching-learning allowing flexibility.

Become self-sustaining: The institute with ample human and infrastructural resources shall become sustainable regarding various resources such as funds, energy and water.

Become specialised in certain domains: With long history of expertise, the institute shall specialise in domains like Textiles, Nutrition, Values and Cultural Education.

Contribute to Environmental Sustainability: Research and development activities with focus on environmental sustainability can bring about solutions to the current environmental problems.

Institutional Challenge

Uncertainty/Reduced Funding: Fiscal crisis at the economy level and uncertainties in budget allocations to higher education institutes remain a potential challenge as expansions are dependent on central and state grants.

Bridging the Gap: Bridging the gap in transient societal demands and curricular contents/deliverables of conventional programmes with contemporary ideas and theories.

Increased investments in ICT: The institute must create robust teaching-learning environment with current technologies which requires increased investments in ICT facilities.

Enabling Remote Access: Expanding access to higher education to the people in remote areas, villages and tribal pockets is quite challenging through online and blended modes of higher education.

Trade-off between local and global demands: With increased globalization, the institute has challenge in mobilising resources to provide a right mix of programs, courses and curriculum catering to the global needs with local relevance in order to attract students across various regions.

Global prominence and visibility: Efforts to be taken to improve the visibility of the institute at international

level to gain global recognition as a University of Excellence.

Improved Flexibility: Incorporating flexibility in admitting, promoting the exchange of students and members of faculty with diverse backgrounds across borders to achieve excellence in academic performance and research.

Becoming Self-reliant: With reduced funding from government, the institute has greater responsibility in generating funds by all possible resource generation strategies without compromising on equity, inclusiveness and affordability and to become self-reliant.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Avinashilingam Institute has initiated a well-formulated curriculum development policy and processes which are in alignment with the changing needs of the stakeholders while adhering to regulatory requirements of the UGC/AICTE/NCTE/RCI. The outcome–based education within the framework of CBCS pattern has been implemented in 100% of the teaching programmes of the institute. It ensures that learning outcomes for all 2773 courses across 148 programmes incorporates the latest trends in education at the national and international level. The curricular inputs have been designed considering the requirements of society and industry with local, regional and global development as the ultimatum.

Curriculum review and restructuring is a continuous process initiated by the faculty based on the respective stakeholder's feedback and the anticipated graduate attributes, formulated by the Board of Studies, and approved by the Academic Council and Board of Management. 3 new programmes have been introduced and 93.33% of all the 148 programmes were revised during the reaccreditation/reassessment period.

87 percent of all the programmes are competency-based, nurturing employability and entrepreneurship skills. Cross cutting issues such as gender, environment and sustainability, human values and professional ethics have been adequately incorporated in the various courses/programme as it enriches the curricula and facilitates inter/multi-disciplinary thinking and collaborative learning.

In addition to the regular programmes, the institute had offered 121 value-added courses in the last five years to augment holistic learning among 56.24% of students who have taken up these courses. As many as 3899 students have been benefited from experiential learning through field projects and research projects/internships in the latest completed academic session.

Regular feedback from the students, alumni, and faculty were analyzed and the institute ensured appropriate follow-up action towards addressing gaps in student's progression and development. The action taken on these feedback reports are uploaded in the website of the institute every year. Integrated learning environment provided by the departments/centres has equipped the students with lifelong learning skills to face real-time challenges.

Teaching-learning and Evaluation

The institute is committed in providing quality and transformative higher education for women candidates with

special emphasis on holistic, value-based, technology enabled education for self-empowerment with affordable fee structure. Women candidates across the country have enrolled for various programmes offered by the institution at UG, PG and Research levels including the first-generation learners. Merit based, transparent admission procedures are adopted, and reservation policies of Government of India are strictly followed to ensure equitable and inclusive education.

The institute has a well-structured mechanism of identifying slow and advanced learners through the induction programmes, first sessional examination and behavioral patterns. The identified slow learners, without stigmatization, are mentored academically and personally through the designated mentors by additional tutorials, capacity building programmes and providing communication skills. The institute equally encourages the advanced learners in securing additional credits through extra courses, opportunity to attend conferences/seminars/workshops and credit transfers. Every faculty of the institute practices student-centric teaching learning methods and state-of-the-art ICT facilities and tools to enhance learning capabilities. Counselling sessions are organized to help the students to handle academic/stress related issues through a good **mentor-mentee ratio at 19:1.**

Ninety seven percent of the sanctioned posts are filled with qualified full-time teachers with average teaching experience of 12 years and 64 percent of them are Ph.D. holders. The institute follows Pan-India approach in faculty recruitment.

Complete automation through IT integration of the examination division facilitates transparent assessment and evaluation process providing end to end automated services to the student's needs, including announcement of results. Pass percentage of students is around 90 percent consistently and the same for the latest completed academic year, 2019-2020 is 98.74%. This is an endorsement of effective teaching learning process practiced by the institute.

Structured POs, PSOs and COs are formulated and practiced for the programmes as quality indicator for Outcome Based Education offered by the institute to meet the global needs. Attainment of COs and PSOs are scientifically derived with different tools and the analysis is done to improvise the curricula and teaching-learning standards.

Research, Innovations and Extension

The institute promotes basic, interdisciplinary and translational research activities with focus on emerging societal needs and innovation towards products development. A well-defined 'Research Promotion Policy' and 'Strategic Plan' facilitate high quality research outputs and outcome from the institute.

Financial assistance as 'seed money' to young faculty members is provided every year to promote research aptitude and capability to enable them to apply for major research project proposals.

Well-equipped laboratories and central instrumentation centers with sophisticated equipments, cater to needs of students and research scholars. ISO certified Bharat Ratna Prof. CNR Rao Research Centre, Centre for Intelligence and Robotics are established during the last two years as hi-tech training and research facilities.

Impetus for innovation is provided through **189** IPR workshops and research conventions. **11** patents have been published and **1** patent has been granted for the inventions made by faculty members in the last five years. **185** sponsored research projects have been executed in the last five years and 61% of the departments have

received research status recognitions.

The Indian Journal of Nutrition and Dietetics published by the Institute has been included in the UGC CARE listed Journals in 2020. **550** research papers have been published in journals included in UGC-CARE, Scopus and Web of Science. These publications have received 1419 citations and the H- index of our institute is presently 34.

Academic Integrity and prevention of plagiarism policy is strictly followed to prevent plagiarism in research publications and Ph.D theses.

Consultancy services are provided to national/international agencies like UNESCO etc., as per institute's Consultancy policy.

The faculty members have contributed e-resources to e-PG Pathshala, SWAYAM, CEC, NPTEL besides developing the institutional LMS and e-contents.

The institute has **57** functional MoU's with Foreign Universities, National Institutes and Corporate houses providing network of collaborators and teaching-learning/research ecosystem.

The institute is a fore-runner in implementing government schemes such as Swachh Bharat in addition to other community-oriented activities through NCC, NSS and Students clubs. 341 extension/outreach programmes were conducted in which 81.75% of students have participated.

Infrastructure and Learning Resources

The institute has two campuses: Main campus in urban setting spread over an area of 14.28 acres with 11.0198° N, 76.9456° E coordinates and the Satellite campus in rural setting with 93.83 acres with 11.0782° N, 76.9000° E coordinates.

Teaching-learning facilities provide conducive ambience for offering the present 148 UG/PG/PhD programmes. 222 ICT enabled classrooms, 35 laboratories with modern and scientific equipments, computing labs with latest configured computers, e-studio, 12 auditoria and seminar halls strengthen teaching-learning activities.

24/7 WiFi connectivity is available with a bandwidth of 1.19 GBPS. Seven centralized research centers are equipped with high-end equipment's facilitates for the conduct of advanced research.

The facilities for e-content development in the institute include Media Centre, Audio-visual centre, Lecture capturing system, Mixing equipment and software for editing.

The library is the seat of e-Resource Centre with subscriptions to e-journals, e-books,
e-Shodhsindu, Shodhganga and National digital library with an average annual expenditure of over Rs.90 lakhs.

Special children have accessibility to technology enabled education through digital books, software like JAWS, Kurzweil, ABBYY Fine reader, Win Braille and Dr. Speech Clinical Software and Functional Assessment kits. The differently challenged are provided with ramps, Braille enabled lifts and special toilets.

The institute has quality infrastructure and manpower for sports and games education with Gymnasia, Basketball, Volley ball, Ball Badminton, Football, Table-tennis courts, athletic tracks, Yoga and Meditation center.

There are seven hostels with 207 rooms in the main campus and three hostels with 423 rooms in the satellite campus. In addition, both the campus has facilities like sophisticated Guest House, Health centre with full time medical officer, canteens, bank, ATMs, stationery stores etc.

E-Campus (ERP) ensures digitization of all staff and student related activities. The institute has eco-friendly infrastructure which includes solar panels, wind-mill, LED lights, rain-water harvesting and effluent treatment plant thereby demonstrating green practices and paving way for sustainability.

The average percentage expenditure for maintenance of physical and academic support facilities during last five years is 53%

Student Support and Progression

Student support and progression opportunities are abundant which are made possible by a well-established student support mechanism of the institute at all levels. Annually 63% of students have been benefited from scholarships provided by Government /
Non- Governmental Organization and Institutional freeships during the last five years. An average of 4000 students are supported and guided through unified capability development and enhancement measures like Guidance for Competitive examinations, Orientation for Career development and prospects every year. Training for Soft Skill and Communication Skills, Language skills, Life skills (Yoga, Meditation, Health and Hygiene, Physical fitness) sessions are a part of the academic package for the students. The average percentage of placement of students in the last five years is 32%

The student centric remedial and bridge courses conducted by committed faculty members motivate students to overcome learning difficulties. The students are guided and counseled in terms of their personal and career perspectives through mentoring and counseling session by **Centre for Ambitious and Resourceful Endeavors (CARE). International student cell** of the institute co-ordinates, monitors and offers essential services to the foreign students.

A bottom-up approach in students Grievance Redressal Mechanism ensures equality and safe environment for conducive learning. Strong compliance of anti-ragging norms by the anti- ragging committee prevents the menace of ragging, making it a ragging free campus. 8 students have represented the institute in the Republic Day parade during the last five years. The institute motivates the students to participate in sports, NCC, NSS and cultural events at international and national levels.

Over the past five years, 216 students have won international and national awards for sports. The grand cultural fest 'Kalaivizha' and other such events organized every year by the student council not only serves as a

gateway for the students to showcase their talents but also aids in developing leadership and management skills. Contributions from alumni to the tune of Rs. 50.28 lakhs in the last five years and their participation in the university activities aids supported student progression.

Governance, Leadership and Management

The institute has a concise vision and mission statement to steer all academic and administrative activities. The governance of the institute is operational as per the UGC [Institutions Deemed to be Universities] Regulations, 2019 and other SRA (AICTE/NCTE/RCI).

Decentralised and Participative management is ensured through 9 statutory committees and 29 non-statutory committees. The composition of the committees is strictly as per the relevant norms and UGC/MHRD representatives are duly nominated wherever required. The institute has been appreciated by the Ministry of Finance for its pioneering efforts to comply with Public Financial Management System.

The perspective plan of the institute encompassing the futurist plan in academics, research, outreach, infrastructure serves as a blueprint for all expansion projects. There are 15 well-defined policies ensuring unbiased and transparent operational guidelines to concerned activities. The institute has also developed the Vision document-2040 in tune with the National Educational Policy-2020 and the same has been approved by BOM for implementation.

The appointment and promotion are strictly in adherence to the UGC Regulations 2018 (Minimum qualification for appointment of teachers and other academic staff in Universities and colleges and measures for the maintenance of standards in higher education).

The Memorandum of Association of the institute has been registered and approved by the UGC. The Bye-laws are in place governing the rules and regulations of teaching, non-teaching and administrators.

e-governance is implemented in areas of Administration, Finance and Accounts, Student Admission and Support and Examinations since 2016.

The institute has been successful in meeting its financial requirements through various strategies as per Resource Mobilisation Policy and its prudent handling of funds. GFR 2017 Rules are complied with respect to financial transactions and auditing.

The Internal Quality Assurance Cell is instrumental in fetching NAAC/ISO/NBA accreditations and NIRF ranking for the institute since 2003. The prime activities of the IQAC are conduct of Academic and Administrative audit, student feedback analysis and Quality improvement programs for faculty, staff and students.

The institute is serving as a mentor under UGC Paramarsh Schemes to six mentee institutions towards NAAC accreditations process.

Institutional Values and Best Practices

Gender equity and sensitization is adequately taken care by the institute through academic programmes like MA Women's Studies and Entrepreneurship and Ph.D in Women's Studies besides electives and value-added courses, safety and security measures effectively monitored by the Equal Opportunity Cell and appropriate committees.

The institute has resorted to energy conservations measures like On-grid solar panels with 330 KWP; Wind turbine with 1 KW energy; Bio gas plants; LED lights; sensor based lights and air-conditioners.

'Reduce, Reuse and Recyle' approach is practiced in waste management. Codified bins for waste collection, sewage treatment plant, disposal of bio-waste as per norms, incinerators, buy back arrangements for e-waste, waste recycling using bio-gas plants and paper recycling units, are few practices to achieve the above.

Water conservation is done through rainwater harvesting facilities, borewells, check dams to store water.

The institute has two green and clean campuses which are declared as plastics free campuses. Students are encouraged to use bicycles and battery-operated car is available for use by differently abled students and staff.

The institute has been certified as satisfactory by ISO certified external audit agency for its energy, environment, and green audits.

The institute has adequate divyangjan facilities such as ramps/rails in all blocks; Lifts with braille signals, tactile paths and signages, sophisticated software and hardware for assisting students with various disabilities.

Reservation policy of GoI is strictly followed in recruitment and admission. Dr.Ambedkar Study Centre, Gandhian Studies Centre and Centre for Value Education cultivate the spirit of inclusion fully supported by Equal Opportunity Cell and SC/ST Cell.

Student induction programs are conducted every year to sensitise students on the code of conduct, ethics, rights, and duties. Students Council election is conducted in democratic manner.

The institute projects two institutionalised best practices (a) enhancing research aptitude and capacity of innovation among students and (b) implementing emerging technologies of Artificial Intelligence/Machine learning/Data Sciences with evidences of success.

The institute projects multimodal imparting of value education as its proven area of distinctiveness internalising social, moral, cultural, spiritual values leading to overall human development of students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER EDUCATION FOR WOMEN
Address	Avinashlingam Institute for Home Science and Higher Education for Women, Bharathi Park Road, Coimbatore
City	Coimbatore
State	Tamil Nadu
Pin	641043
Website	www.avinuty.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Premavathy Vijayan	0422-2440241	8300869840	0422-2438786	vc@avinuty.ac.in
IQAC / CIQA coordinator	K Sivakamasundari	0422-2435550	8300869840	0422-2441252	iqacadu@gmail.com

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	08-06-1988
Status Prior to Establishment,If applicable	Autonomous College
Establishment Date	25-06-1957

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	03-03-2017	[View Document]()
12B of UGC	03-03-2017	[View Document]()

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Avinashlingam Institute for Home Science and Higher Education for Women, Bharathi Park Road, Coimbatore	Urban	14.28	47227.62	B.A., B.Sc., B.Com., BBA., BCA., B.Voc., M.Sc., M.A., M.Com., MBA., MCA., MSW., M.Ed., PG Dip., M.Phil., Ph.D		
Satellite Campus	*Avinashilingam Institute For Home Science And Higher Education For Women, Ayya Avinashilingam Nagar, Varapalayam, Thadagam Post, Coimbatore - 641 108*	*Rural*	*93.83*	*82347.44*	*B.A., B.Sc., B.Com., B.Ed., B.PEd., B.Voc., M.Ed., M.Phil., Ph.D*	*07-04-1995*	*12-06-1996*

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	101559_6585_1_1623320847.pdf	
RCI	101559_6585_19_1621932342.pdf	
NCTE	101559_6585_4_1623321043.pdf	
RCI	101559_1634_19_1538131392.pdf	
NCTE	101559_6585_4_1623321043.pdf	
AICTE	101559_6585_1_1623320847.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				30				35				331
Recruited	0	18	0	18	0	27	0	27	0	319	0	319
Yet to Recruit				12				8				12
On Contract	0	0	0	0	0	0	0	0	0	22	0	22

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				87
Recruited	18	47	0	65
Yet to Recruit				22
On Contract	22	117	0	139

Technical Staff				
	Male	Female	Others	Total
Sanctioned				42
Recruited	5	28	0	33
Yet to Recruit				9
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	18	0	0	27	0	0	147	0	192
M.Phil.	0	0	0	0	0	0	0	28	0	28
PG	0	0	0	0	0	0	0	28	0	28

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	70	0	70
M.Phil.	0	0	0	0	0	0	0	52	0	52
PG	0	0	0	0	0	0	0	16	0	16

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	1	5	0	6
Visiting Professor	15	4	0	19

Chairs Instituted by the University

Sl.No	**Name of the Department**	**Name of the Chair**	**Name of the Sponsor Organisation/Agency**
1	Education	Dr.T.S.Avinashilingam	Sri Avinashilingam Education Trust Institutions
2	Food Science and Nutrition	Dr. Rajammal P.Devadas	Sri Avinashilingam Education Trust Institutions
3	Economics Commerce and Management	T.S.Dhandapani	Sri Avinashilingam Education Trust Institutions
4	Arts and Humanities	Value Education	Avinashilingam Institute for Home Science and Higher Education for Women

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1720	102	1	0	1823
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	622	75	0	0	697
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	24	4	0	0	28
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	168	74	0	0	242
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	64
Total Number of Programmes Conducted (last five years)	64

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			

Four Star	82.4		cycle1.pdf
Cycle 1	Accreditation		
Four Star	82.4		cycle1.pdf
Cycle 2	Accreditation		
B++	3.01		cycle2.pdf
Cycle 2	Accreditation		
B++	3.01		cycle2.pdf
Cycle 3	Accreditation		
A	3.01		cycle3.pdf
Cycle 3	Accreditation		
A	3.01		cycle3.pdf
A+	3.49		
Cycle 4	Accreditation		
A+	3.49		
Cycle 4	Accredation	16		View Document
	Accredation			

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biochemistry Biotechnology And Bioinformatics	View Document
Biomedical Instrumentation Engineering	View Document
Botany	View Document
Business Administration	View Document
Chemistry	View Document
Civil Engineering	View Document
Commerce	View Document
Computer Science	View Document
Computer Science And Engineering	View Document
Economics	View Document

Education	[View Document](#)
Electronics And Communication Engineering	[View Document](#)
English	[View Document](#)
Food Processing And Preservation Technology	[View Document](#)
Food Science And Nutrition	[View Document](#)
Food Service Management And Dietetics	[View Document](#)
Hindi	[View Document](#)
Home Science Extension Education	[View Document](#)
Human Development	[View Document](#)
Information Technology	[View Document](#)
Mathematics	[View Document](#)
Music	[View Document](#)
Physical Education	[View Document](#)
Physician Assistant	[View Document](#)
Physics	[View Document](#)
Political Science	[View Document](#)
Printing Technology	[View Document](#)
Psychology	[View Document](#)
Resource Management	[View Document](#)
Sanskrit	[View Document](#)
Special Education	[View Document](#)
Tamil	[View Document](#)
Textiles And Clothing	[View Document](#)
Tourism Management	[View Document](#)
Visual Communication	[View Document](#)
Zoology	[View Document](#)

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
83	79	79	79	78

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 36

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7377	6905	6342	5825	5553

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2511	2074	1932	1996	1947

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of students appeared in the University examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7264	6667	6285	5506	5549

File Description	Document
Institutional data in prescribed format	View Document

2.4

Number of revaluation applications year-wise during the last 5 years

2019-20	2018-19	2017-18	2016-17	2015-16
17	86	66	112	232

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2338	2213	2119	2006	1956

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
386	350	352	336	341

File Description	Document
Institutional data in prescribed format	View Document

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
396	395	359	355	354

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
26177	30173	20252	17885	24989

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1615	1589	1577	1522	1481

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Total number of classrooms and seminar halls

Response: 234

4.4

Total number of computers in the campus for academic purpose

Response: 2089

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
2589.95	3672.19	1232.33	1259.15	750.27

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Avinashilingam Institute for Home Science and Higher Education for Women is one of the pioneering institutions renowned for value based education, quality teaching, innovative research and effective application of knowledge through extension, outreach and consultancy activities for empowering women through education. One notable milestone in the journey towards academic excellence was the adoption of Choice Based Credit System in 2011 focusing on leveraging the talent and innovative capabilities of the students to meet the needs of the dynamic business environment thus making the students more industry ready. Another milestone has been the introduction of outcome-based education in 2018. In keeping with the Learning Outcome-based Curricular Framework, all programmes offered by the Institute have explicitly spelt-out learning objectives and outcomes that are intrinsically linked to the teaching pedagogy and the assessment/evaluation pattern. This practice ensures that learning outcomes for all courses (2773), at all levels and programmes(148), incorporate latest trends in education at the national and international level, while positively taking into account the requirements of society and industry within a global and regional development context. The periodic review of programme learning outcomes and course learning outcomes provide general guidance for articulating the essential learning associated with programmes of study and courses within a programme, which in turn will help in curriculum planning and development. The outcome –based education within the framework of CBCS pattern enabled the Institute to enhance the knowledge, skill and employability of the students.

Learning, which is student-centric (seminars, assignments, project work, internship, field trip etc), is encapsulated through a structured curriculum which undergoes periodic review and revamping every two/three/four years as the case may be to make the curricula more contemporary and relevant. Online courses such as MOOC and Spoken Tutorial offer exceptional learning experiences to the learners. At the global front, environment protection and sustainability being a priority concern, the Institute offers a full credit course on Environmental Studies and Disaster Management as mandated by the UGC to develop socially responsible citizens. Similarly, NSS and NCC helps to create and disseminate awareness on social issues and altruistic considerations while addressing societal needs for better community –orientation.

To horn business and employability skills, the Institute has introduced vocational programs: B.Voc in Textile Dyeing and Printing, Artificial Intelligence and Machine Learning, Food Processing and Engineering and Medical Equipment Technology, B.E. Artificial Intelligence and Data Science and 5 year Integrated M.E. Internet of Things. In 2019, UGC sanctioned two new programmes Sanskrit and Political Science. Programmes specifically designed to cater to local and regional needs includes Textiles and Clothing, Bio-Textiles, Bio-Informatics, Tourism, Food Service Management and Dietetics, Food Science and Nutrition and Physician Assistant. Programmes in Rural Development, Social Work, Home Science Extension, have been developed to make the students socially and culturally responsive.

The Programme Outcomes, Programme Specific Outcomes and Course Outcomes based on rubric system satisfy the graduate attributes by equipping them with lifelong skills to face real-time challenges and societal needs by incorporating critical thinking, personal management, leadership qualities, and corporate and social responsibilities.

File Description	Document
Upload Additional information	[View Document]()
Link for Additional information	[View Document]()

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 93.33

1.1.2.1 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 140

1.1.2.2 **Number of all Programmes offered by the institution during the last five years.**

Response: 150

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document]()
Institutional data in prescribed format	[View Document]()
Details of Programme syllabus revision in last 5 years	[View Document]()
Any additional information	[View Document]()
Link for additional information	[View Document]()

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 93.01

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2146	2015	1958	1881	1879

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 54.08

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 2029

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 3752

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 83

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The diverse programmes offered in the Institute have incorporated the cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum in accordance with guidelines given by the Regulatory bodies. The integration of such courses in the curriculum provides a conducive environment for development of student's personality in the quest for knowledge and cherishing the Indian value system.

Gender

The gender issues are conceptually interwoven into curricula across all schools exploring emergence of gender identities, gender development, gender awareness, gender specific entrepreneurial opportunities, gender discrimination, women in literature, women and health, etc, as units /independent course/Programmes. Real life issues on gender and hands on experience are incorporated through various platforms such as seminars, workshops, awareness campaign and lectures by eminent experts. Every year, interactive sessions on women empowerment and honouring women entrepreneurs are organized on International Women's day.

Environment and SustainabilityA four credit course titled 'Environment Studies/Science' is included in the first year of all UG programmes as per UGC guidelines. Besides, various courses across different programmes also help

to create awareness on the ecosystem, biodiversity, environment pollution, global warming, green computing, waste management and disaster management. In addition, the Institute organizes events such as Wild life week, National science day and World Tourism Day every year to sensitize the students on environmental sustainability. Rallies, awareness campaigns, debates, and eco-club exhibitions on the theme environment and sustainability are conducted to create awareness among students and community at large.

Human Values

The courses offered by many departments focus on human values such as values in decision-making, social responsibilities, societal welfare and best business practices. A number of activities such as visiting old age homes, visually challenged, shelter homes, spastic children centre, organizing blood donation camps, health check-up camps, and cleanliness drive are carried out to develop human values among the students.

The Institute also houses Gandhian Study Center and Ambedkar Study Center which offers co-curricular programs on human values and principles and has instituted a Chair on Value Education. Besides, the Institute also offers 121 value-added courses. The Institute also helps students to develop the ability to understand and appreciate human diversity, and engage in community life, as a part of its NSS programme.

Professional Ethics

Curriculum also subsumes professional ethics directly in core theory of many programmes. A paper entitled ´Research and Publications in Ethics' is introduced in all Ph.D programmes to instill in the research students the importance of ethics in research and publications. Avinashilingam Institute follows a policy of zero tolerance towards plagiarism to ensure professional ethics and code of conduct. The Institute also organizes guest lectures by experts, and luminaries to inculcate social, moral and ethical values in the students.

The integration of cross cutting issues in the course/ programme enriches the curricula as well as facilitates inter/multi-disciplinary thinking and collaborative learning. Such integration is a step towards encouraging global development, intellectual leadership, capacity building and knowledge creation in the Institute's curriculum and teaching-learning system.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	[View Document](#)
Any additional information	[View Document](#)

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 121

1.3.2.1 **How many new value-added courses are added within the last five years.**

Response: 121

File Description	Document
Institutional data in prescribed format	[View Document](#)
Brochure or any other document relating to value added courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 55.93

1.3.3.1 **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
3813	3713	2012	3847	4243

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 50.93

1.3.4.1 **Number of students undertaking field projects or research projects or internships.**

Response: 3757

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	[View Document](#)
Link for additional information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 7.59

2.1.1.1 **Number of seats available year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3262	3210	3185	3074	2991

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	[View Document](#)
• Any additional information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 86.45

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1444	1463	1318	1270	1240

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

In Avinashilingam institute the learning experience of learners with diverse learning abilities is enhanced with relevant measures. Ample efforts are taken to hone the advanced learners, who are comparatively quicker in their grasp of subjects and faster in their responses, and to scaffold the self-styled slow learners, who are relatively slower in their absorption and comprehension of subjects.

The Institution caters also to rural students who are mostly first-generation learners, students hailing from remote villages, minority students, those who are from vernacular medium and students with special needs. Some of these students understandably possess increased levels of inhibition that thwart their pace of learning and communication. Considering this fact the advanced learners and slow learners are identified based on

- their scores in class tests and the regular Continuous Internal Assessment tests, to gauge their knowledge level
- their performance in co-curricular and extra-curricular activities, to assess their skill level
- a paced and impartial observation of the learners' attitude and behavioural traits, with regard to academics and allied activities, to assess their interest and involvement

Sufficient measures are taken to address suitably the varied requirements of the advanced learners, slow learners, and the learners with special needs, with appropriate assistance and support.

Measures taken for Advanced Learners:

- Workshops, skill enhancement trainings, seminars and group discussions on new advancements in their respective disciplines are organized to enhance their subject knowledge and for better job opportunities
- They are encouraged to present papers in conferences at National and international level
- Orientation is given to use new Software to sharpen their technical skills
- They are mentored to join online courses additionally from the Swayam/NPTEL, to earn certificates and extra credits
- Various student clubs provide a platform for enhanced student interaction and expression

Measures taken for Slow Learners:

- To bridge the gap between Higher Secondary and Tertiary Levels of education, a Bridge Course is organized for one week and meticulous training in English is provided with adequate exposure to the Language Lab, to alleviate the learners' fears of communication
- Remedial Coaching and special classes are conducted for learners with learning difficulties. Some of the advanced learners support these inhibited learners through informal Learning Circles
- Mock tests are given to prepare these learners for examinations
- The Mentor-Mentee system also addresses and rectifies the academic inadequacies identified
- Counselling is given on an ad-hoc or need basis to ease their learning difficulties
- Emotional challenges due to their academic and/or personal pressures are attended to and solved with the help of the Centre for Ambitious and Resourceful Endeavours (CARE) facility

Learners with special needs, who are slowed down in their academic process are helped with digital books, Reader service and Peer-assisted learning, unique devices, Assistive technology and supply of

unique devices including computer training, Rehabilitation services and through Counselling for academic and behavioural challenges

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 19.11

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Students get an enriched learning experience at ourinstitutionthrough a continuous student centric learning process, which enables them to develop inquisitive spirit and evolve as confident and socially responsible citizens. Teaching -Learning is adynamic process which is tailored according to the needs and situations of the students.

Participative Learning

- Participative learning commences right from designing the curriculum. Students' feedback and suggestions are sought in **designing the courses** through student workshops on syllabi from outgoing students. Hence, students choose what they learn and how they learn
- Bioscience, Management and Engineering students partake in **brainstorming sessions, debates andclassroom seminars**where they discuss their thoughts and ideas with full autonomy
- **Creating mind maps and reflection spots in e-classrooms**expand the creative thinking of Management students
- **Quizzesand student exhibitions**promote out of the box thinking and ability to face a live audience
- Students' interactions with the society through **NSS/NCC/CSS**creates awareness on social responsibilities and needs of the community
- Participation in **national and international seminars and conferences**ensures interactions with peers and scientific community and enriches the presentation skills of all the students
- **Diverse softwares** such as SPSS, Schrödinger, R programming and MATLAB are utilised by PG students and research scholarsto develop their technical knowledge

Experiential Learning

- **Role plays and Total Physical Response methods** are adopted by the Education and Language departments
- **On-the-job trainings, Hands-on workshops, Internships, Field trips and Industrial visits** provide industrial exposure and boost the learning process
- **Surveys** by students of Commerce and Management help them to assess the market needs
- **Real time assignments and JIGSAW methods** make learning a joyful experience for the Computer Science students
- Taking part in **national and international level competitions** elevates the confidence level of students
- Students also partake in **co-curricular activities** (36) within and outside the institute enabling peer group interaction and exposure to real life situations
- Special interests of students are encouraged through 15 **literary and cultural clubs**. Activities such as workshops, seminars, games and competitions by these clubs promote experiential learning

Problem Solving Learning

- **Panel discussions** empower students to express their powerful thoughts and ideas
- **Simulations** are used in information science learning processes to enhance academic study, refinement, research and development
- **Case studies and research studies** are built in curriculum enabling the students to analyse problems, discuss and evaluate possible solutions, thus improving their logical thinking
- All post graduate and engineering students carry out **mini projects, theses and live projects** that are designed to solve societal problems and augment practical knowledge
- **Projects on entrepreneurship development** encourages Home Science, Bioscience and Management students to develop new products apt for marketing
- Students popularise the technologies and products developed through demonstrations, publications, exhibitions and presentations, empowering them to trouble shoot the problems in their products and commercialise their research
- **Advanced learners** take up additional responsibilities such as organizing inter-collegiate, inter-departmental and intra-departmental academic and cultural programs, compiling and editing department journals and newsletters. They also develop their leadership skills as leaders of group activities

File Description	Document
Upload any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Avinashilingam Institute uses ICT enabled tools effectively for effective Teaching-Learning Process. All the faculty members, students and research scholars are exposed to various online resources available freely as well as subscribed by the Institution.

- The number of Teachers using ICT enabled tools: 386
- The number of Students using the ICT enabled tools for learning: 7377
- Total Number of Scholars benefitted through online resources: 743

Institution has Wi-Fi facility with Cisco Layer 3 Switch supporting the wireless access points (1.05Gbps bandwidth for Main Campus and 0.14 Gbps for Satellite Campus) from NKN and backup networks. The automation Software E-campus has the portal for uploading the teaching material, conduct of assessments which is accessible through both Intranet and Internet. Apart from LMS, MOODLE and Google classroom are used for online video lecturing and assessment (sample is presented). Around 12,000 official mail ids are used during the Pandemic. The technologies used for ICT enablement in Teaching-Learning are listed below:

- Being part of National Knowledge Network (NKN), and a member of NDL club, variety of Learning Resources are available for learners of all levels through NMEICT.Ph.D theses through e-shodhganga, for theentire research community, through e-shodhsindhu access to peer reviewed journal articles and e-books. International and National Publishers' resources are accessible through Internet and Intranet. Access to the e-resources is through pass key provided by NDLI club E-Journals: 30,404 , E-Books: 1,74,044 , E-DataBase: 12

- Tools like Gsuite-Meet, Microsoft-Team and Zoom are used for regular lecture sessions and webinars. Virtual conferences, training, workshops, and seminars at both National and International levels are conducted for gaining additional domain knowledge during pandemic.

Other Facilities

1. ICT tools like Multimedia Projectors, Smart Boards, and Visualizers, CDs and Audio/ Video equipment are used for regular classroom teaching.
2. Massive Open Online Courses (MOOCs) under SWAYAM platform by various National Coordinators are used for credit transfer and additional credits. Other international platforms like Coursera, Udemyand Edx are utilized by the Students, Scholars and Faculty members. A total of 94,586 learners have benefitted so far from the Courses offered by the Institute under SWAYAM platform since July 2019. Learners are allowed to opt for more than one online course at a time.
3. E-contents developed for e-PG Pathsala is used as supplementary learning resource.
4. Under Student Development Program, with IIT-Bombay, 11 Spoken tutorial courses are offered to 640 students.
5. Online resources likeSlideshare, Simplilearn, FutureLeran, other specialized tools like Coggle, Kahoot, Edmedo, OBS and resources from social media YouTube links, WhatsApp, Blogs, Wikis and Mobile Apps are also used for Teaching-Learning.
6. Amrita's A-View Platform and Virtual Labs are used for coding, dissection and other practical experience and skill development courses.

During the Pandemic, the entire Teaching-Learning activity is carried out with 100% online resources. A usage report is also produced that shows significant increase in the usage of online resources. Overall, the Institute uses almost all the platforms available for ICT enabled Teaching and Learning process.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 19.16

2.3.3.1 **Number of mentors**

Response: 385

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 95.02

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years

Response: 63.03

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
261	239	217	198	200

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	
Any additional information	

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 12.6

2.4.3.1 **Total experience of full-time teachers**

Response: 4865

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	
Any additional information	

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 17

2.4.4.1 **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
25	14	9	7	5

File Description	Document
Institutional data in prescribed format	
e-copies of award letters (scanned or soft copy)	

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 25

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

2019-20	2018-19	2017-18	2016-17	2015-16
22	24	24	27	28

File Description	Document
List of Programmes and date of last semester and date of declaration of results	[View Document](#)
Any additional information	[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 1.76

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
17	86	66	112	232

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)
Any additional information	[View Document](#)

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

Response:

An **updated Examination manual** incorporating the integration of IT in the examination system of the Institution during the last five years has been approved by the BOM in its meeting held on 16.4.2021and hosted in the Institution website. The **e-governance system** of the Institute, implemented through the e-Campus software included the examination module governing the functions of Student registration for examinations, payment of examination fees, appointment of question paper setters and answer paper evaluators,applying for revaluation/ retotalling, appearing for tests and assignment as a part of Continuous Internal Assessment (CIA) and submission online are the **IT implementation components of automation**. Cloud storage has further helped in easy retrieval.

Through **IT integration**, Question paper setting time has reduced from 45 days to 10 days. Valuation also took minimal time, including Ph.D external valuation. The cost and time lag incurred for sending copies of thesis has been replaced by e-mail communication and the response received electronically. Thus, we could conduct 47 online Ph.D viva voce examinations. Introduction of online tracking for Research Scholars helped to identify the status of their thesis valuation. **The calendar** of events for semester activities is also hosted in the institution website.

Introduction of **booklets** for examinations helped to minimize the wastage of papers and enhanced stakeholder satisfaction. The time schedule for the conduct of semester examinations has been reduced from 21 to 9 days, even though the student's strength has increased to 7264. Examinations through Google classroom with modified question pattern from May 2020 were well received. Currently opportunity is given for students residing anywhere in the world to take up Online Examinations.

Mark entry in OMR sheets, marksheets with QR Code and security features (11 in 2016; 14 in 2021), electronic mode of mark verification and adopting absolute Grading system stand testimony to have embraced the technology well into the system. Integration of IT has reduced the number of days for declaration of results from 45 days to 19 and has lessened time for Revaluation/Retotalling of answer scripts from 20 days to less than a week. Transparent evaluation, hastened fact finding, grievance redressal and stringent norms have reduced student complaints and grievances of students from 232 earlier to 17 at present.

Issue of Genuineness Certificate, Duplicate Certificate and Academic Transcriptthrough online expedite the process irrespective of numbers applied with prescribed time. The UGC Regulation on 'Academic Integrity and Prevention of Plagiarism' has been adopted from May,2018 to check plagiarism percentage in manuscripts of research publications / Ph.D/M.Phil theses.

Introduction of **credit- based MOOC courses** as mandatory for UG, PG and research scholars has given special impetus to IT integration with Semester/ CIA evaluation by Examination division. Totally 1075 students have successfully completed MOOC courses from 2017. UGC repository storage is now replaced by **UGC Digilocker** for uploading academic certificates of all programmes.

Thus, IT integration and reforms in the examination procedures and processes covering continuous internal assessment and end-semester assessment have brought in significant improvement in examination management system of Avinashilingam Institute.

File Description	Document
Year wise number of applications, students and revaluation cases	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)
Any additional information	[View Document](#)
Annual reports of examination including the present status of automation	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

The Programme Outcomes (POs) and Course Outcomes (COs) are drafted in-line with the vision and mission of the Institute A series of workshops and seminars was arranged by IQAC of the Institute to orient staff members on Outcome Based Education, Blooms Taxonomy, graduate attributes and formation of POs, PSOs and COs. External Experts shared their expertise during the sessions. The staff members were provided with templates to frame PSOs and COs during the workshop.

The POs clearly stated the purpose and scope of the Undergraduate, Postgraduate, Research Programmes. Every department has clearly defined the PSOs for the programmes offered.

The teachers developed the Course Objectives and Course Outcomes (COs) by matching the syllabus with the content. The suggestions from the academicians of other institutes and industry experts are obtained in their respective Boards of Studies and are duly incorporated. Modifications were carried out and approved in the Academic Council of the Institute and later the POs, PSOs and COs become operational.

Mechanism of Communication

The POs and PSOs are available in the prospectus and are displayed in the institute website for reference.. At the beginning of every academic year, during the orientation programme, the vision and mission of the institute are informed to the newly joined students. The formulated POs, PSOs and COs are communicated to the students by the respective class tutor and the course teacher in the class rooms during theory and practical sessions. The COs are also displayed in the website as well as communicated to the students through syllabus books which are distributed to the students once they join the programme. Also COs are available in the lesson plan of the concerned faculty. Faculty members maintain their lesson plans with detailed schedule of lessons along with course objectives and course outcomes.

Method of Attainment of PO's,PSO's and CO's

CO's Assessment Process

The attainment of CO's is based on the continuous internal assessment and semester examinations. Attainment of CO in a course is set as 50% from Continuous Internal Assessment (Inclusive of assignments) + 50% from semester –Comprehensive Examinations.

Program Outcomes and Program Specific Outcomes Assessment Process

Assessment tools are categorised into **direct** and **indirect** methods.

Direct methods represent the students knowledge and skills from their performance in the continuous assessment test, semester examinations, assignments lab practicals.

Indirect methods include surveys from the stakeholders to reflect on students learning. They assess opinions or thoughts about the graduate knowledge or skills and they are valued by different stakeholders.

At the end of each semester students give feedback for the course taught to them and also they express how the course was effective in order to achieve PO's. Hence the attainment of PSO's and PO's for two year programmes(PG) has been analysed. We have implemented CO's and PSO's for the Under Graduate programme. Gap analysis is being done and NBA has given accreditation to Biomedical instrumentation,Electronics and Communication Engineering, Food processing and Preserve on Technology and Printing technology.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

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

Response:

Avinashilingam Institute introduced Outcome Based Education in the year 2011 for Engineering Stream and 2018 for Arts and Science Streams. The attainment levels are measured with CO attainment, CO-PO mapping and finally the graduate attributes. Based on the Bloom's Taxonomy of educational objectives, the assessment methods are reformulated. From the year 2018 batch onwards, the CO attainment has been evaluated with Gap Analysis Report and Radar Analysis.

CO Attainment

The CO attainment is measured in terms of two Assessment methods namely, Direct and Indirect. Direct Methods are based on the Student's performance in Continuous Internal Assessment (CIA) and Final Comprehensive Examination (CE). The tools used are Tests, Assignments, Quiz, Seminar, Project, Field Work. The CO Attainment Scores are calculated as per the devised format enclosed (Arts and Science, Engineering). The assessment levels categorized as:

Low Level 1: Score < 60 –Score : 1

Medium Level 2: Score > or = 60 and < 75 –Score : 2

High Level 3: Score > or = 75 – Score : 3

Indirect method is based on the Feedback obtained from the students on the level of the CO attainment. A questionnaire is prepared, and the response is collected. The weightage for *Direct and Indirect Method* is 8:2. The final score is arrived based on weighted average.

> *0.8 X Score based on Direct Method + 0.2 X Score based on Indirect Method*

The target for each score is fixed during the course design and compared with the Overall Score for analysis and improvisation.

CO-PSO Mapping

At the end of each course, the CO-PSO table is prepared.The sample table is presented. This table indicates the correlation between COs and POs/PSOs (Arts and Science, Engineering) A Course meets the POs/PSOs at different levels.

0 – Not Met

1 – Low

2 – Medium

3 - High

The CO-PSO table is prepared based on the obtained CO scores for every CO. Normalization is used to

prepare the CO-PSO mapping. PO/PSO attainment is also evaluated based on two methods namely,*Direct Assessment and Indirect Assessment*. The Direct Assessment score is calculated based on CO-PSO Mapping. The Indirect Assessment is based on Exit Survey at the end of the programmewith a five-point scale.

0 – Not fulfilled

1 – Poor

2 – Average

3 – Good

4 – Completely Fulfilled

PO/PSO Attainment

The Overall PO attainment score is computed as follows:

0.9 X Direct Score + 0.1 X Indirect Score

Analysis and Improvisation

The final score is analysed based on the threshold or the target fixed (enclosed in the sample sheet). From the year 2018, for all the courses offered at the Post Graduate level, CO attainment is calculated and PSO attainment is derived. The overall attainment percentage is calculated. The Overall Score is analysed using Gap Analysis and Outcome Radar reports for improvisation.The observations are considered for curriculum revision in the subsequent BoS with the inputs from stakeholders and following trainings. Sample reports are enclosed based on the procedures followed for Arts and Science and Engineering.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 98.74

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 2355

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 2385

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	<u>View Document</u>
Upload any additional information	<u>View Document</u>
Link fo any additional information	<u>View Document</u>
Paste link for the annual report	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.73

File Description	Document
Upload database of all currently enrolled students	<u>View Document</u>

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 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

Response:

The Institution Research facilities are updated frequently in the last five years in terms of infrastructure, latest hi-tech equipment, research funds, seed money to researchers, doctoral and post doctoral programmes, establishment of Advanced Research Laboratory, Dr.C.N.R. Laboratory with Central Instrumentation facility, Tissue Culture, Enzymology and Immunology Laboratory, campus wifi of bandwidth 1.19 Gbps, Artificial Intelligence and Machine Learning Centre, installation of G-Suite applications, Incubation Centre for promoting start ups, state of art hi-tech seminar hall ,video wall facility in an auditorium, well equipped Library with updated e-resources for researchers with additional subscription to e-journals and software like Grammarly enabling quality thesis writing and research publications, updated plagiarism checking software , modernized animal house and green house facilities.

Well defined Research Promotion Policy is updated as per requirements and standards notified by the apex bodies and uploaded in the Institute website.

Implementation of the Research Promotion Policy is done through monitoring, assessing and providing support in terms of physical and financial assistance to the researchers based on their needs. Research Advisory Committee caters to the problems of research scholars in curbing hurdles in the execution of research, solving problems in field studies and sample collection. Financial assistance to young faculty members as seed money is given for promoting research aptitude among them. They were provided with travel grant both within the country and for overseas travel, registration fee and journal subscription. They attended 157 conferences and seminars in the last five years to present their research work and interact with scientists and academicians. Awareness on research ethics has been inculcated among the researchers by seminars, workshops and conferences on the theme of plagiarism since 2018 after UGC has stressed in the Gazette Notification and this has resulted in very less plagiarism percentage in their doctoral thesis reports and manuscripts of conference research papers. In the last five years, the number of publications of research papers in Scopus Indexed/Web of Science/UGC CARE listed journals have been increased. In 2020, The Indian Journal of Nutrition and Dietetics published by our Institute for many decades has been included in the UGC CARE listed journals as it has achieved the standard expected of quality publications.

The Institute received Atal Ranking of Institutions on Innovation Achievements (ARIIA) award from The Ministry of Education in August 2020 based on different indicators of innovation. Collaborative linkages with 277 National and International Universities and Research Institutes have been established from 2015-2020 which could be evidenced by the increased number of Memorandum of Understanding signed,116 in number with them, collaborative publications and exchange of staff and research scholars. The UGC STRIDE Project of Component 1 sanctioned to the Institute focusing on a socially relevant research theme proves the Interdepartmental approach in research .Innovative research on current issues namely organic farming, solid waste management, pharmacological potential of medicinal plants and drug discovery , medical textiles, probiotics, nutrigenomics and artificial intelligence in different disciplines have paved the way for more than 15 patents - filing, publishing and product development.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<u>View Document</u>
Any additional information	<u>View Document</u>
URL of Policy document on promotion of research uploaded on website	<u>View Document</u>

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 16.17

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
20.08	18.53	17.23	12.07	12.94

File Description	Document
Minutes of the relevant bodies of the University	<u>View Document</u>
Institutional data in prescribed format	<u>View Document</u>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<u>View Document</u>
Any additional information	<u>View Document</u>

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 1.25

3.1.3.1 **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
10	0	7	3	2

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 175

3.1.4.1 **The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
52	46	23	24	30

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5 Institution has the following facilities to support research

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**
10. **Any other facility to support research**

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 52.78

3.1.6.1 **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Response: 19

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

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

Response: 61.58

3.2.1.1 **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	40.0	3.15	18.43

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 1567.82

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
358.38	176.81	90.67	349.52	592.44

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document
Any additional information	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 2.53

3.2.3.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 182

3.2.3.2 **Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 359

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Paste Link for the funding agency website	[View Document](#)

3.3 Innovation Ecosystem

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

Response:

The Institute's **innovation eco-system** is demonstrated through the activities of Avinashilingam Innovation and Incubation Centre (AIIC), Entrepreneurship Development Cell (established through AICTE funds of 7.05 lakhs), Institution Innovation Council, IPR cell and Research and Consultancy.

AIIC has developed its own **Business Model Canvas** and an established System to accelerate entrepreneurial inclination. The **Open Innovation Paradigm** instills **innovation as a culture** among Students, Faculty and Alumni to experience the entrepreneurial process from Ideation to Sales Revenue. There is an **Advisory Board** comprising members from academic, administrative and industry representatives, as well as **Core Faculty team** who strenuously apply their efforts to generate more start-ups. There is a team of Faculty members trained as a part of **Leadership Course for Business Incubators organised by Govt. of Tamilnadu.**

The **network** with Corporates, local Incubation Centres, Industrial Associations, Investors and Government departments are strengthened to develop students and Faculty start-ups. There was a **Collaborative International Conference (Jan, 2020)** with Institute of Finance Management, Tanzania on the theme of **Innovation and Incubation**

An **MoU** has been signed with R.BCC Exporters Private Ltd., to facilitate start- up business which is housed within premises. This **door step initiative** has really ignited young minds who have allotted mentors and took part- time assignments and earned an amount which may be utilised as **Seed Money.**

A team has been constituted to work on **National Innovation and Start Up Policy 2019** and the Policy document was approved in the Academic Council Meeting. The **Entrepreneurship Development Cell**, has conducted EDII-DST-NIMAT sponsored TEDP (5), FDP (3), WEDP (1), Entrepreneurship Awareness Camps (12), between 2015-2020.The **Institution Innovation Council** has prepared a team to participate in **Smart India Hackathon -2018** held at IIT Kharagpur in 2018 and **two teams won 1,75,000 worth of Prize Money**. There are periodic programs like Up-skilling, Entrepreneurial Counselling Sessions, Meet the Mentors and FDPs, Expert Talks, B-plan contests, Alumni Entrepreneur programs, Eco fest etc. as **pipeline operations.**

The **Research and Consultancy** Committee had initiated In-house Projects funded by UGC, Exploration

of funded Projects and projects worth Rs.16 Crores are going on currently. There are noteworthy **industrial MoUs signed** for **Joint consultancy and research projects**. The **Research Advisory Committee and IPR cell** activate research-oriented endeavours and had resulted in greater outcomes in terms of **Patents (Filed and Published :21, Awarded :3), Products at different readiness levels(40) and related Publications (51)**.

The **emerging start- ups** from the campus are identified in Textiles (**Glitz Copper Jewellery**), Visual Communication (**dailypoojaseva.com**), Engineering (**Lantern Foods**) ,two students have joined their family business of textiles and Spices and two training participants have started business named **Herbly's Ritualss** and **Shri Riveraa Enterprises**. There were **18 students** who have been supported to start and succeed in their business. The Institute has applied for **Bio NEST- Bio-Incubator -BIRAC** project to maximise number of on-campus Start-ups.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 189

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

2019-20	2018-19	2017-18	2016-17	2015-16
45	48	37	33	26

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 121

3.3.3.1 **Total number of awards / recognitions received for *research /* innovations won by institution /**

teachers / research scholars / students year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
36	20	26	30	9

File Description	Document
Institutional data in prescribed format	[View Document](#)
e- copies of award letters	[View Document](#)
Any additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	[View Document](#)
Any additional information	[View Document](#)

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1.Commendation and monetary incentive at a University function 2.Commendation and medal at a University function 3. Certificate of honor 4.Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
e- copies of the letters of awards	[View Document](#)
Any additional information	[View Document](#)

3.4.3 Number of Patents published / awarded during the last five years.

Response: 12

3.4.3.1 **Total number of Patents published / awarded year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
4	5	0	3	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 3.06

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 285

3.4.4.2 **Number of teachers recognized as guides during the last five years**

Response: 93

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.59

3.4.5.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
215	65	67	77	138

File Description	Document
Institutional data in prescribed format	

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 3.53

3.4.6.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
259	163	323	350	150

File Description	Document
Institutional data in prescribed format	
Any additional information	

3.4.7 E-content is developed by teachers :

1. **For e-PG-Pathshala**
2. **For CEC (Under Graduate)**
3. **For SWAYAM**
4. **For other MOOCs platform**
5. **Any other Government Initiatives**
6. **For Institutional LMS**

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	
Give links or upload document of e-content developed	
Any additional information	

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 5.87

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 24

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

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

Response:

In general, Consultancy includes all advisory, technical and research project implementation activities undertaken by faculty members and research scholars for the beneficiaries from Government/Non-Government agencies, industries, Start-ups / Incubatees and needy individuals .The Consultancies are to mobilize extra-mural resources to the Institution with an in-built revenue sharing formula between the consultants and the Institution.

Consultancy services and projects include providing expert advice, solving problems, testing and experimenting laboratory based work, market researches and survey. Individual faculty members of any department involved in consultancy are the consultants. The industry or private party or any other outside agency seeking consultancy is the beneficiary. A consultancy work may be undertaken by the   members in their areas of expertise with prior permission of the Institute. The consultancy services of Higher Education Institutions depend on a holistic research and development ecosystem - namely, administrative, financial, infrastructure, man power and quality monitoring. Consultancy services include establishment of laboratories and pilot plants, getting loan consultancy from financial agencies, quality testing of new products, quality improvement, product development, visits for diagnostic purposes giving consultancy services to industries and offering training to staff of private/governmental agencies. The consultants from the Institute should possess proven track record of consultancy potentials

Consultancy services taken up should never interfere with the discharge of prime duties of the consultant nor be in conflict with the interest of the Institute. The consultant should not get directly or indirectly associated with any unethical activities. .

Revenue sharing is an important aspect of consultancy policy. Consultancy fees for the consultant will be decided and mentioned by the consultant in the proposal with the approval of the Registrar. A memorandum of understanding will be signed between the beneficiary and the consultant before undertaking the consultancy assignment. The distribution ratio of the consultancy fee is 60:40 for individual consultancy services or projects and 50:50 for Institutional consultancy services or projects. The share of the Institute and the individual/department will be collected as separate demand draft.

Several batches of Self Help Group women beneficiaries have been trained during the last five years since 2015 in Skill Enhancement Training namely Fashion Technology, Computer Technology and Cosmetology. The state of art advanced instrumentation facility in the Advanced Research Laboratory and Dr.C.N.R.Rao Laboratory of the   Institute like Gas Chromatography, High Pressure Liquid Chromatography, Infrared Spectroscopy, Body Mass Composition Analysis, Scanning Electron Microscopy, Textile Texture Analysis and Flow Cytometry have enabled research scholars from other Institutes far and wide to utilise for their research work. These outsourcing services including Corporate training have resulted in the generation of revenue to the tune of more than three Crores of Rupees in the last five years. If any dispute arises between the faculty consultant and the consultancy organization, it will be resolved by Dean (Research).The Vice-Chancellor of the Institute will be appellant and her decision shall be final and binding on all concerned.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Upload any additional information	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 340.95

3.5.2.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
26.36	139.05	19.47	80.97	75.1

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy	[View Document](#)
Any additional information	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

Avinashilingam institute is committed to serve the society through extension and outreach activities which includes National Service Scheme (26 units of 2600 Volunteers per year), National Cadet Corps (2 companies of 160 cadets per year), Empaneled Training Institute, Community and Social Service, Life Long Learning and Extension, Youth Red Cross, Women's Studies Centre, Dr. Ambedkar Studies Centre, Gandhian Studies Centre and Enabling Unit for Disabled-Special Education and Rehabilitation. Curricula have been designed in such a way to sensitize students on social and community service, gainskills on group living, sharing responsibilities, mobilizing community participation, acquire leadership qualities, capacity to meet emergencies and practice national integration.

Through extension and outreach programmes 125 Socio economic surveys, 320 Swachh Bharat Cleaning Campaigns, 115 Digital awareness campaign, 296 awareness rallies, 18pulse polio immunization programmes, 83 dengue awareness programme, 268 tree plantation drives, 112 medical camps and one library (under Dr. Abdul Kalam Initiative for benefit of school children) were organized during the last five years. 3 Guinness records have been created for Women's Empowerment and Gender Equality, Cleaning Coimbatore City and Seed Ball Making activity (1, 64,832 seed balls were made within 24 hours by our volunteers in collaboration with Vizhithezhu Trust). NSS volunteers carried out various community service activities like providing safe drinking water, various teaching aids, play materials, damaged school buildings renovation, provided toilet facilities, inculcated proper eating habits, improving behavioral aspects, health nutrition education, sanitary cleanliness and physical exercise among their adopted village school children.

Cadets of National Cadet Corps participated in Swachh Bharat Cleaning activities and conducted awareness rallies, programmes on civic duties and fundamental rights of citizens. 26 NSS programme officers has been nominated as Nodal Officers by My Government Team and carried out various Swachh Bharat Summer Internship Programmes in their adopted villages. Each year more than 3200 NSS volunteers are sensitized towards Clean and Green India through Swachh Bharat and Unnat Bharat Abhiyan and to social issues to acquire holistic development. Self-defense, Road Safety and Entrepreneurship Training programmers were conducted to empower and sensitize 1000 students per session; 488 volunteers benefitted from personality, skill development and urban agriculture workshops conducted.

Eight NSS Volunteers and 5 NCC cadets represented the Institute in the Republic Day Parade at New

Delhi and one in Chennai and 28 in National Integration Camps. Volunteers through Red Ribbon Club along with Tamil Nadu State AIDS control society created awareness among the community through various activities like blood donation, gynecologist advice, peer tutoring, survivors success stories on HIV & AIDS. YI Yuva Club students work in leadership roles to enhance their leadership styles that are based on self-development, skill building, community service and nation building. Through Ambedkar Studies Centre, Tribal

Women's were educated on Self Help Group (SHG) for better family living. Department of Special Education ensures the support and service to differently abled students by assisting them in getting appropriate employment, created awareness among general publicon disability issue such as prevention, identification, educational programmes and concessions.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 57

3.6.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
12	22	15	2	6

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 273

3.6.3.1 **Number of extension and outreach programs conducted by the institution those through**

NSS/NCC, Government and Government recognised bodies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
69	61	53	47	43

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 80.7

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
3898	5376	4950	5790	5295

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 54.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
103	30	37	47	55

File Description	Document
Institutional data in prescribed format	<u>View Document</u>
Copies of collaboration	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response: 57

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	10	21	4	7

File Description	Document
Institutional data in prescribed format	<u>View Document</u>
e-copies of the MoUs with institution/ industry	<u>View Document</u>
Any additional information	<u>View Document</u>

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The eco-friendly institute provides the right ambience and facilities for teaching-learning activities. The institute functions in main campus spread over14.28 acres and satellite campus of 93.83 acres.

The institute houses 222 classroomsthat are ICT-enabled, well-furnished, spacious, and ventilated with hygienic environment.All classrooms have WiFi connectivity and many are equipped with smart boards and projectors. Ergonomic friendly furniture are provided in all classrooms. Research Scholars are provided withself-learning facility.

The self-learning platform enables the students and scholars to learn anytime and anywhere. The institution provides a teaching-learning portal for the students to access the resources with MOODLE and Google Classroom. Self-learning is enhanced through the e-resources of journals, books and databases in the library, SWAYAM – MOOC, Spoken tutorial and NPTEL courses and the wide access of knowledge facilitate research and innovation among scholars.

Learning in communities is facilitated by National Service Scheme (NSS) for Undergraduate students and Community Social Service (CSS) for Postgraduate students.

The institute provides wide variety of teaching-learning **facilities for differently abled** students with special equipment, hardware and software. The department of Special Education is equipped with Digital Books for print disabled students, Dr. Speech Clinical Software for Voice Assessment and Speech Theraphy, Functional assessment kit for each disability and special Educational Devices.

The institute comprises of four different **libraries** in both campuses with total area of 33,205 sq.ft and 770 seating capacity. The libraries have A/c reading halls, RFID, Divyanjan friendly facilities, photocopying and e-resources. Other than the central libraries, departments have their own library for use by their department students and staff.

There are 86well-equipped course specific and Research **laboratories** and 45 computer laboratories in departments across both the campuses. The laboratories are furnished with latest equipment. There are **centralized Research facilities** namely Advance Research Laboratory, National Cyber Defense Research Centre, ISO Certified Bharat Ratna Prof. CNR Rao Research Centre, Millet Research Laboratory, DST-Curie Centre for Machine Learning and Intelligence,Centre for AI and Robotics, Center for Manufacturing and Emerging Technologies (CMET) that are equipped with high-end equipment's and facilities for conducting advanced research.

E-Studio enables faculty to develop e-content materials with good quality. Communication Skill Centre and Language Lab are equipped with language enhancing software and audio-video tools to enhance linguistic skills of students.Innovation and Incubation center have individual workspace for students to work on their innovative ideas.

Adequate computing environment is ensured inside the campus. There are about 2401computers(2176 exclusively for teaching) in laboratories, classrooms, staff rooms. Domain specific and general software's are regularly upgraded, andappropriate hardware's are in place. Safety is ensured through firewall, antivirus software's in all systems. Computer Centre monitors and supports the computing requirements of the entire campus. G Suite facilitates the conduct of online classes by providing unique ID for the students and staff members.

Few learning **centers** that are worth mentioning for value and cultural education are Women's Study Center, Dr.Ambedkar Studies Centre, Gandhian Studies Centre and Lifelong learning centre promotes Women empowerment, values, and Culture.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

The Institute has 'Sports' as a part of curriculum thereby promoting sports among women students to its best. The Physical Education department of the Institute are fully equipped with state-of-art infrastructure facilities for indoor, outdoor, gymnastics, indigenous and traditional sports. The Institute has produced many international, national and regional level women sports persons through its untiring commitment.

Indoor Facilities

Multi-purpose indoor hall facilitates for Indoor badminton, skating and traditional sports. Institute produced many state(43), inter-university(20), national(31) and international (16) level players in many of the indoor games. Other popular indoor activities offered at leisure time are carom, chess and traditional games like silambam, gili, pallanguli, koli gundu, dhayam, uri Adithal, gilli danda, nondi, pambara etc.

Outdoor Facilities

Sports environment in main campus (3 acres) and satellite campus (20acres) gives a truly global experience. The sports and games resources in both the campus includes lush green Standard 400 mts track with Football field inside, 200 mts track with five aside football field inside, synthetic and courts for playing Basketball, Volleyball, Handball, Tennis, Kho-Kho, Kabaddi and Ball Badminton. These are the multiple outdoor sporting facilities offered to the students to engage and make them physically fit and in turn produced medalists in state (24) inter university (20) national (36) and international players.

Gymnasium

Latest and imported gadgets has been set up in both the campus ranging from nautilus machine to

individual station, tread mills to bicycle ergos, functional trainer to stretch machines

Yoga Centre

All first year under graduate students are trained for yoga certifications. Institute has a proven record of producing many national level (15) yoga players and women entrepreneurs (5). The Institute takes pride in celebrating 'International Yoga Day' every year involving the student community as a mark of enhancing physical and mental fitness.

Special Features

Institute is housed with trailblazing laboratories like Human Performance Lab, Anatomy Physiology and Health Education Lab, Physiotherapy, Athletic Care and Rehabilitation Labs. Regular summer camps, coaching camps and selection trials for the teams are conducted regularly. Talent identification was done with multi-sport summer camps for school students during the vacation. Elite sports persons are encouraged during admission through sports quotas and meritorious scholarships. National, state and inter-university championships in athletics(1), kabbadi(1), volleyball(3) yoga were organized. Dr. Avinashilingam volleyball trophy is one among worth mentioning that is organized every year in the name of our great founder Avinashilingam Ayya Avl.

Cultural Activities

The institute has spacious 2 auditoria of (1500/500 capacity) in main campus, an auditorium with 2500 capacity in satellite campus and 2 open stages with supporting Audio-Visual aids, lighting facilities, green rooms, and necessary properties for conduct of various cultural events, sports day, National importance days, Intercollegiate events, Institution specific events etc., Institute strongly believes such activities, engages and nurtures students in fashion, debate, dance, music, photography, theatre and art. This is in keeping with the vision and mission of the institute to support the holistic development of students that focus on not just academics, but also on all-round personality development.

File Description	Document
Upload any additional information	[View Document](#)
Geotagged pictures	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Availability of general campus facilities and overall ambience

Response:

Avinashilingam Institute ascertained a well adorned urban-centered main campus of 14.28 acres and a rural-centered satellite campus 93.83 acres with adequate facilities and learning resources for educating women students at par on curriculum and norms of statutory bodies with vision andstrategic objectives. The green campus is evident with the trees and lawns leading to carbon-free air circulation and the initiatives of the institution are certified.

The buildings compriseof blocks with well-furnished and ventilated classrooms, laboratories, offices, centres, library,ramps, lifts and toilets for staff, students. Blocks are connected by laid roads.Divyangjan facilities with provision of rails, ramps, Braille enabled lifts, special toilet, battery car and adapted wheel chair for computer learning are available for differently abled.

Three Auditoriums with 2500/1000 /500 capacities, an open stage, amultipurpose hall, and 12 Seminar/ Conference halls are made available for the conduct of Academic, sports events and cultural activities.

Fleet of transport (11 buses, 2 vans and 3 cars, 1 electric vehicle)facilitates the students and staff to commute to and from various places near by the institution, adopted villages for the NSS field visits and industrial visits.

24X7 Security service and CCTV installation at vital areas of all the blocks in both the campus ensures the safety and security of the stakeholders.

Seven hostels (47577.75sq.ft) in Main Campus have 207 roomsand Satellite campus with 3 hostels (114517 sq.ft.)have 423 rooms. Separate hostel for International students is also available.Amenities reaching the hostellers are 24 Hours power back-up through central power distribution system, water supply, mess, dining hall, recreation hall, prayer hall, GYM, Wi-Fi connectivity, solar water heaters and CCTV surveillance.

Main campus has 1 well-furnished and equipped staff quarters (3 Rooms)of 2984 sq. ft. There are 2 staff quarters (12 Rooms) and a Dean Quarters in satellite campus. Guest house in main campus is facilitated with 16 rooms, WiFi, Conference hall, Cafeteria etc.,

A well-equipped health centre of 1238 sq.ft plinth area with stationed medical officer, 7 beds, an ambulance, Emergency Drugs, fully computerized ECG machine and Germi autoanalyser and other accessories required for diagnosisprovides service to staff and students at emergency.

The Centre for Ambitious and ResourcefulEndeavors (CARE) provides assistance to staff andstudents to deal with their emotional and personalconcerns.The institution stations a creche for assisting the staff with their wards.

Nutritious food is served at the canteen of main and satellite campus. Banking service is provided by on-campus Indian Bank with ATM facility in both the campus.The signage panels at blocks live telecast the events and flash the information.

Basic amenities such as purified drinking Water, 24X7 Power Supply by Generators, Solar panels and windmill for supplementing electricity, Solar water heaters in both the campuses, well maintained washrooms / rest rooms, Lounges etc., are available.

LED lights at buildings, Wind Mill, Biogas plant, 50KLD capacity sewage treatment plant,incinerators, Rain Water Harvesting system, Water Purification Plant etc., are the other facilities available that are worth mentioning.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 46.56

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
1246.98	2363.05	499.31	635.27	219.94

File Description	Document
Upload audited utilization statements	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The Central Library of AIHS&HE established in 1958 by **Dr.T.S.Avinashilingam**, the great patriot, educationist and founder of the Institute,is fully automated with Integrated Library Management System (**KOHA version 19.11.10.000**) and indigenously developed software.The automation process that began in 1998 incorporates the latest developments for efficient and effective servicers to the readers.

The Library acquires significant budgetary allocations from the Institute (approximately more than one crore per year) for the procurement of books, journals and e-resources to satisfy the users' needs.

The Library has a rich collection of 2,52,148 volumes of print resources including books, journals, theses, back volumes and non-book materials. In addition, 2,04,460 electronic resources like 1,74,044 e-books (EBSCO Academic Collection, Elsevier, Springer, PHI, Cambridge, Pearson), 30,404 e-journals (IEEE, EBSCO BSE), and eleven e-databases (Scopus, Scifinder, Web of Science, Capitaline, Economic Outlook, EPWRF ITS, Indiastat, and DELNET)are available from e-Shodhsindhu consortium and institution

subscription.

The RFID technology in the library enables quick access to library resources and better security of library materials. CCTV surveillance, fire detection alarms are fixed to protect the resources. About1690 users physically visit the library and 250 users access e-resources remotely.

The Library subscribes to Grammarlyto enhance the writing skill and turnitin for plagiarism checking along with Urkund, theweb based Anti-plagiarism software under **Shodhganga project.**The Institute being a member of National Digital Libraryof India (NDLI), the readers can access the NDLI after registering in the club and browse7,23,00,360 resources including South Asia Archive and Worlde-Books Library.

The Library has an excellent computing infrastructure facility with hardware, software and National Knowledge Network (NKN) with one Gbps leased line. OPAC/Web OPAC facilitates to locate relevant and available documents. E-resourcescan be accessed throughremote, wi-fi and intranet. The Dynamic**website** (https://aulibrary.avinuty.ac.in/) provides access to all its resources at a single point. The subject gateway enables readers to know the library resources available regarding specific subjects.

The well-equipped digital library with 100 nodes in the central library and libraries in the satellite campus help access the e-resources. The digitization process using D-Space software forms the institutional repository, containing rare books, theses, Newspaper clippings and faculty publications. These digitized materials are accessed through intranet. Photocopying, scanning and printing facilities are also available.

The Library organizes user awareness programmes about the resources and services of the Library for the new comers at the beginning of every academic year.Periodical training programmes and product presentations are organized with subject experts for enlightening the readers.

A wide range of services for the users viz. Citation Analysis, Current Awareness Service, Document Delivery Service, e-alerts/SMS alerts, Inter-Library Loan (through DELNET and J-gate plus), Book Bank, Plagiarism Checking, Product trials and Reference/Referral Service are extended to the users.

Print Accessibility for the Print disabled section is formed especially for the visually challenged with ramp, wheelchair, assistive technologies, multimedia systems and Braille books.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 90.45

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
124.85	103.89	54.26	65.11	104.14

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 25.05

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 1945

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 100

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 234

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

The Institute implements BOM approved IT policy for Equipment usage, WiFi connectivity, Internet connectivity used by both staffs and students and adheres to the implemented policy. Budgetary provisions are made at the beginning of the academic year for updating the IT infrastructure of the campus. During the academic year 2019-20, Rs. 230.57 Lakhs was allotted and Rs. 219.59 was utilized for developing IT facilities of the Institute. For the past 5 years, Rs. 964.78 Lakhs was allotted and Rs. 844.82 Lakhs was utilized.

The Institute has the state-of-art, well-furnished, high-end computer labs, languagelabs withInternet-enabled computers for students and staffs. All the academic departments and administrative sectionsare equipped with ICTfacilitiesincluding Laptops, Printers and Scanners with latest configuration. The Smart classes are equipped with Interactive board, Interactive panel, Visualizer and Projectors. The Institute maincampus has high speed Internet-leased line connection and is provided with an Internet bandwidth of 1Gbps from NKN and 50 Mbps from Tikona Pvt Ltd..The additional bandwidth is upgraded to 200Mbps from Bharti Airtel from January 2021 onwards. The Satellite Campus is provided with 85Mbps of Internet bandwidth and upgraded to 110Mbps from 2019 onwards from M/s Readylink Internet services. The MainCentral Server of the Institute is hostedin the computer centre and is backed up by 10KVA UPS for uninterrupted power supply.The network is secured with Sophos XG430 Firewall. Other features include:

- The entire campus is covered by Wired and Wirelesstechnology to facilitate 24X7 Internet connectionand allthe Institute buildings and hostels are enabled withWiFiconnectivity.
- All the desktops are connected by LAN. Internet facility is provided through WiFi to Staff and Student Laptops upon request and is secured with unique login Ids. WiFiaccess range is increased with more access points that are incrementally added every year.
- Alllaptops and desktops are installed with Antivirus softwareand updated on a weekly basisand Firewall policies are also implemented to the WiFi Networks.
- e-Studioinstalled in the campus is an audio-visual roomequipped with teaching aids including Television, Video Player, Video Camera, Still Camera, DVD,Multimedia Computer and Audio Systems.
- The Library is computerized with complete librarymanagement system and All the Students are

given RFID - ID cards that can be used for issue of books from the Library.

- The Hi-Tech Seminar hall and Auditorium is equipped and updated withhigh-end ICT and video conferencing and live streaming facilities.
- The updated e-Campus (ERP software) automates the day-to-day administrative and academic activities andstreamlines the flow of informationwhich ensures smooth functioning of the Institute.The Online Admission module and bulk SMS facility ensure ease of access.
- All the staff and students are provided with mail ids from avinuty.ac.in domain through the Gsuite applications for conducting Webinars, Online Classes, assignments, Quizzes, Seminars, and Exams for all the students and for sharing the resources.
- The Finger print Recognition,a Contact type biometric system used for the attendance of the Staff is upgraded to Contactless Biometric Face recognition system to register staff attendance

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.3.3 Student - Computer ratio (Data for the latest completed academic year)

Response: 3.53

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

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

Response: A. ?1 GBPS

File Description	Document
Upload any additional information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

Other Upload Files	
1	[View Document](#)

4.3.5 Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**

    4.Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document]
Institutional data in prescribed format	[View Document]
Links of photographs	[View Document]

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 38.35

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
1066.34	1067.90	385.04	439.72	415.23

File Description	Document
Upload any additional information	[View Document]
Institutional data in prescribed format	[View Document]
Audited statements of accounts	[View Document]

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

Response:

The Institute has well established systems and procedure for maintenance and optimal use of infrastructure in campus. The Institute follows a systematic model of maintenance in both the campus, as facility maintenance contributes to the physical and financial well-being of the organization.

The physical facilities are maintained and rectification of the faults are immediately (turnaround time is immediate, within 1 hour to one day) attended by the Institute's Engineering wing, which comprises of

civil engineers, electrical engineers and competent plumbers, electricians, and computer analysts whose services are available round the clock in the campus.

The institute has a special maintenance facility called Instrumentation Maintenance Facility (IMF) which ensures monitoring, servicing and proper maintenance of the instruments and electronic items utilized in various laboratories.Refurbishing of laboratory equipment is done regularly and is ensured by the IMF. Obsolete items are discarded every year as per norms after being certified by IMF.The break down calls are attended within 10 to 15 minutes. The maintenance of UPS and the Generators are carried out periodically through AMC. The preventative maintenance like refilling distilled water for UPS batteries is carried out for every three months, changing of compressor oils, functionality of UPS and equipment is routinely checked for every month.

The Public Relations Officer oversees the maintenance and cleanliness of entire campus which includes the buildings, furniture, playfields, staff and student amenity areas and monitors the utilization of these spatial facilities. Housekeeping services are outsourced on annual contract basis and are made available during day time on all days.

The central facilities are monitored and maintained by the Public Relations Officer and his support staff.The overall security and gate keeping of both campuses are outsourced and the surveillance cameras are maintained periodically. Fire safety equipment's installed in various blocks is maintained by the respective department.

The classrooms with furniture and teaching resources are maintained by the respective department staff with the support of assistants who are supervised by the Heads of Department. Log books, tools registers are maintained in the respective laboratories to record usage and defects arising for rectification areserviced by IMF or external expertise. The major and high-end equipment are brought under AMC with the corresponding service providers.

Annual stock checking of furniture, library books, equipment and ICT facilities are done by staff-in-charge as yearend activity and the consolidated reports are presented to the administrators who in turn direct the respective heads to take up the necessary repairs.

The website of the institute and the e- campus is maintained regularly by the computer centre and an outsource agency. The computer center of the Institute takes care of the technical issues related to the computer and Internet and are immediately.

Both the campuses are equipped with adequate number of water doctors which are under AMC for proper maintenance.The Gymnasium and playgrounds are maintained by the support staff monitored by the Department of Physical Education.

The effluent treatment plants and the rain harvesting system are maintained by civil engineering staff. The garden, the orchards, bird feeders and the NaksthraVanam are maintained by gardeners and is enhanced by the students of NSS and CSS units.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 37.65

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2019-20	2018-19	2017-18	2016-17	2015-16
2863	2289	2331	2211	2310

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	[View Document]
Upload any additional information	[View Document]
Institutional data in prescribed format	[View Document]
Link for additional information	[View Document]

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 63.26

5.1.2.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
5344	4942	4355	3758	2171

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 80.99

5.2.1.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations***, etc.***)) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
87	53	57	61	16

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
96	68	72	79	20

File Description	Document
Upload supporting data for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 32

5.2.2.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
761	686	640	650	602

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 30.98

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 778

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

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

Response: 70

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

2019-20	2018-19	2017-18	2016-17	2015-16
15	24	10	10	11

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The Student Council plays an integral role in representing the interests of all the students and helps in fostering a student friendly environment. The Council works in unison to bridge the gap between the authorities, teachers and students, to share ideas, interests and concerns of the student community. Based on Lyndogh Committee's recommendation, the Student Council is an elected body of members, elected by the students representing all the schools and functions actively under the coordination of Dean, Student

Affairs and Staff Advisors.

Activities of Student Council for Institution Development

In accordance with the UGC guidelines, the Council coordinates the activities and logistics of **Deeksharambh** (Student Induction Program) wherein the freshers are oriented about the rules and regulations of the university and feedback analysis is carried out and actions are taken for improvisation. **Freshers' day** and **Talents' day** are some events conducted so that the students mingle freely with their peers and seniors.

The Council conducts **student assembly everyday** for each school in the presence of a Dean with a group prayer, motivational videos, aerobics to improve physical activity and announcements for students are made during the assembly. **Weekly meeting** for class representatives is conducted to help in sorting basic issues apart from passing information on intercollegiate competitions and representation of students in various forums. A **monthly meeting** is convened with higher authorities, wherein important aspects are placed for discussion and solutions are given by the authorities

Seven National days such as Independence Day, Republic Day, Gandhi Jayanthi, Rashtriya Ektha Diwas and Yoga are organised by the Council in order to imbibe national integration, build comradeship and to express patriotic fervour. **Sports activities** and **festivals** such as Pongal and Christmas are organised in a manner acceptable to the culture and norms of the university. The Council ensures an enriched campus experience through organising events like **KALAIVIZHA,** a cultural fest and **AVEGHA**, an intercollegiate event involving all the students exhibiting their leadership and management skills. Student Council organised a mega event for the **ASIA BOOK OF RECORDS** combining tradition and modernity through the exhibition of Kolams. Aishwarya V.S of Comp

Indian Student Parliament, Pune. **th**

Activities of Student Council for Student Welfare

The Student Council acts as an umbrella body for the smooth functioning of 15 clubs through which students portray their talents. The Council helps students by taking their needs to the administrators like their request to conduct TNPSC coaching, organising field trips and the like. Students are encouraged to make use of the services of CARE for their psychological wellbeing and Fitness Centre for their physical well being. Information about freeships and scholarships are also given. They ensure participation of students in Career Guidance and Placement Cell and also towards contribution to the **University Magazine**. The Council works for the brand enhancement of the campus and to create an environment which is a rewarding experience for the student community

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 40.2

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
44	39	43	37	38

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.4 Alumni Engagement

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

Response:

Alumnae are the pillars and torch bearers of an institution. Alumnae Association of Sri Avinashilingam Home Science College was established in the year 1960. Currently, thousands of our alumnae are spread in 30 countries apart from India. The Alumnae Association (https://avinuty.ac.in/maincampus/index.php?/alumni) supports and engages the alumnae community worldwide and ensures a life-long association with the Institute. Alumnae association has North America chapter registered New York, USA (EIN 11-352607).

Our alumnae are our brand ambassadors in institution building. Alumni support the institution in facilitating student exchange programs and collaborative research. As as successful women in business alumni share their experiences with the young generations. Our alumnae, placed in distinguished and notable positions in the academia, contribute towards knowledge sharing as subject experts in staff selection and academic audits. Several alumni act as resource persons in conferences, seminars and workshops. Alumnae were instrumental in establishing three memoranda of understanding in various fields. Nine alumnae from academia and industries are members in the boards of studies and contributed towards curriculum designing. In addition to serving as external examiners for undergraduate and postgraduate programs, 20 alumnae contributed intellectually as doctoral committee members. Sixteen members were Ph.D examiners to enhance the research output. In addition, our alumnae entrepreneurs and administrators provided placements to 15 outgoing students.

Our alumnae are ever thankful for the role played by their alma mater in their lives. To uplift the

institution alumni contribute donations in cash and kind such as books, minor equipments and small furniture. During 2015 -2020, alumnae have contributed funds to the tune of Rs. 58.26 lakhs apart from other contributions of Rs. 0.77 lakhs value. An arch at the main gate of the university and an unique "Nakshathra Vanam", a garden dedicated to the 27 nakshatras were contributed as part of the diamond jubilee celebrations of the institution. A sports star award has also been instituted by the alumnae to the best sports woman every year. During the diamond jubilee celebrations in 2017, the alumnae association also provided scholarships to students to the tune of Rs. 3.17 lakhs.

Several of our alumnae are achievers in various sectors such as defense, administrative services, academia and commerce. Our prestigious alumnus are placed as Vice Chancellors, IAS and IPS officers, Registrars, College Principals, CEOs, Deans, scientists, faculty members and child development project officers. A good number (266) are working in foreign countries in notable positions.

Our institution conducts an annual alumnae day to bring together our alumnae and celebrate their success and journey. They are provided remote access to our library resources. Notable contributions to the society by alumnae are recognized by felicitations at our alma mater, which also serves as an inspiration to the present students.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: B. 50 Lakhs - 100 Lakhs

File Description	Document
Any additional information	[View Document](#)
Link for any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance activities evidently reflect the vision and mission of the institute which is as given below:

The Vision: Self-development and empowerment of women through modern, scientific, and value-based education to enable them to lead a purposeful life filled with moral and spiritual values.

The Mission: To provide quality education of global standards on a strong foundation of Indian values and traditions to women students based on current advances in science, technology, and societal demands with emphasis on commitment to social progress, peace, harmony, and national integration.

Nature of Governance: The various bodies and authorities responsible for the governance of the institute are in place and are functioning as per the UGC [Institutions Deemed to be Universities] Regulations, 2019.The governance of the institute constitutes the following bodies/committees:

- General Body
- Board of Management
- Planning and Monitoring Board
- Academic Council
- Boards of Studies
- Finance Committee
- Other statutory and non-statutory bodies

Academic Governance: The Institute has a multi layered hierarchy of academic governance to ensure the academic objectives reach the students effectively. The following are note-worthy aspects of the academic governance:

- Introduction of relevant programs and courses, technology enabled pedagogical practices, application-oriented education, and e-learning materialsto ensure modern and scientific education.
- Educational innovations in the form of quality publications, patents, and projects are monitored by Research Advisory committee.
- Values are rooted through value added courses and in various activities such as extension, cultural events, observance of days of significance.
- Teaching-Learning reforms have been introduced with CBCS and OBE across all programmes ensuring academic flexibility.
- Collaborative Research initiatives with an emphasis on societal wellbeing.
- Functionalizing of Advanced Research lab, Bharat Ratna CNR Rao Lab, DST CURIE sponsorsed Artificial Intelligence Lab, Textile Production Lab, E-studio, Incubation center to cater to high end research and knowledge sharing.
- Technical skill and soft skill framework confirming inclusive and holistic development.
- Emphasis on physical and mental well-being through sports, yoga, and counselling.

- Conduct of online entrance exams to attract students from all locations.
- Promoting inter-institutional research and exchange programmes at national and international level through consultancy and MoU's.

Administrative Governance: The administration of the institute ensures transparency and supplements better systems of education.

- Decentralized and participatory style of management is practiced in all decision making.
- Deans of various schools makes decisions regarding academic functions of their departments and has financial powers as approved by the institute.
- Efficient utilisation of funds is ensured by the Finance Committee. Transfer of funds to beneficiaries are done through Public Financial Management System.
- Procurement of Goods/Services/Works is done as per GFR Rules 2017 and through GEM Portal.
- E-governance is implemented through e-campus (ERP) to automate Administration, Finance and Accounts, Examination, and Students Admission & Support.
- Recruitment and Admissions are conducted strictly as per the norms of the statutory regulatory bodies.
- There are 9 Statutory Committees and 29 Non-Statutory committees in place to ensure proper governance in academics and administration.
- Employee wellbeing is ensured through adequate safety measures and welfare schemes.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Academic Decentralization and Participative Academic Management:

- The decision regarding academics is made by involving management representatives, industry experts, eminent educationists, representatives of statutory bodies, directors, deans, department heads, faculty, students, alumni, parents in appropriate committees and boards.
- Curriculum Restructuring and Enhancement is carried out through regular feedback regarding course contents, coverage, electives, technology advancements, relevance to industry, popularity, and career prospects. All suggestions relating to curriculum are placed in relevant Board of Studies. Later, they are placed in Academic Council and finally approved by the Board of Management. In 2017, Outcome Based Education (OBE) was implemented for all programmes. The process, and the mapping procedures are all explained in detail to the students and faculty. Further, feedback and suggestions from the graduate students on the outcome of their study programme was invited.
- The Examinations Committee investigates the conduct of examinations, declaration of results, revaluations, and introduction of reforms. Few worth mentioning are e-governance implementation

in examination that has resulted speedy operations of all activities, online hall ticket generation and valuation guidelines.

- Research Advisory Committee investigates the research-oriented activities such as project proposals, grants, and allocations of projects of national and international stature.9 patents have been filed and 1 patent published because of the close monitoring and support by the committee.
- Publications Committee keeps track of the publications by the faculty, research scholars and students while ensuring publications are made only in quality peer reviewed journals or journals indexed in Scopus, Web of Science and the UGC CARE lists.
- The Student Council ensures student welfare and fluid translation of the vision and mission of the institution to every individual student.
- Disability Coordination Committee and Equal Opportunities Cell ensures inclusion in all aspects of academic governance.

Administrative Decentralization and Participative Administration:

- All decisions by Vice Chancellor are participative with committees including deans, heads of department, faculty and other related stakeholders.
- The Deans and HoDs are delegated with necessary powers for admission of students, curriculum and syllabi framing, introduction of value-added courses, budgeting, purchase of consumables and alike.
- Planning and Monitoring Board includes nominees from the UGC and academic fraternity to ensure proper strategic planning and management.
- The Finance Committee ensures effective allocation and utilization of funds. The institute has started adopting PFMS very diligently.
- The financial powers are decentralized with restricted limits as per norms of the institute to the Deans of various schools, Registrar and Vice Chancellor.
- Building Committee and the Engineering department takes care of the infrastructural augmentation and maintenance in the campus.
- Purchase Committee ensures centralized purchase of equipment's and other goods and services in a transparent and effective manner. Compliance to GFR 2017 norms, purchase through GEM portal are few noteworthy reforms.
- Website committee monitors the updation and maintenance of the website on regular basis with faculty members, IQAC members, Computer Center members, Representatives from Examination section, establishment section, finance section and other centers. Major update of website has been done in 2020.
- Periodic Reforms have also been attempted in providing further decentralisation/participation.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

- The strategic plan of the institute for the period 2018 to 2023 has been prepared to achieve the three-fold objective put forth by the institute which are: *expansion, equity, and excellence* in higher education.
- Expansion at the institute is ensured through increased student admissions, introduction of new programmes; Equity is guaranteed through reservation policy for Socio-Economically Disadvantaged Groups and Excellence is addressed through AI related initiatives.
- Development of Centre for Machine Learning and Intelligence is one activity aspired for in the perspective plan 2018-23.

Activity successfully implemented: **Establishment of Centre for Machine Learning and Intelligence**

- Having identified the need for implementing and strengthening the disruptive technology namely AI and to promote academic oriented programmes and research in the domain of Artificial Intelligence and Machine Learning, a proposal was submitted under CURIE funding to Department of Science and Technology (DST) with the proposed plan of activities and expected outcomes.
- A sum of Rs.70 lakhs has been sanctioned by DST to support Artificial Intelligence Lab in CURIE Beneficiary Women Universities vide Letter dated 03.06.2019.
- Following the sanctioning of the funding, the following activities have been completed:

Establishment of Centres

1. Centre for Machine Learning and Intelligence in Main Campus
2. Centre for Artificial Intelligence and Robotics in Satellite Campus

Conduct of Short-term Trainings and Workshops

About 1000 beneficiaries (students and staff) were benefitted out of the following training programmes:

1. Workshop on 'Machine learning and Artificial Intelligence in Education' for Students
2. Workshop on 'Artificial Intelligence for Business' for Students and Faculty
3. Workshop on 'MATLAB' for Students and Faculty
4. Hands-on training on 'Embedded Computing for IOT systems' for Students and Faculty
5. Training on 'National Instruments (NI) Robotics' for Students and Faculty
6. Training on'Intelligent Sensing Technology for non-destructive evaluation of structures' for Students
7. Workshop on 'Applications of IoT based food quality monitoring approach using Sensor.'
8. Workshop on 'Artificial Intelligence for cloud-based Internet of Things (IoT)' for students
9. Workshop on 'Artificial Intelligence and Machine Learning using MATLAB' for Students and Faculty

Student's Activities

1. A2I Student's Club have been formed to carry out several student related activities. Presently there are 652 students enrolled in the club.

2. A Bilingual Newsletter has been prepared and circulated among club members.

Research Activities

1. 36 students have been provided with funding between Rs.10,000 to Rs.1,00,000 for carrying out basic and applied projects in AI domain.
2. 3 Books have been published in the domain of AI till date.

Other significant activities

1. Introduction of Post Graduate Diploma in Artificial Intelligence
2. Value added course on 'Digital Intelligence.'
3. Professional Certificate course on 'Artificial Intelligence' in Education

Through the establishment of Centre for Machine Learning and Intelligence and, staff and students in about 18 departments were benefitted in particular and the institute in general, as it has opened avenues for futuristic inter-disciplinary initiatives.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)

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

Response:

Policies

There are 15 well-defined policies/manuals governing various functions of the institute. The policies ensure unbiased and transparent operational guidelines to concerned activities. The following policies/manuals are actively followed in the institute:

- Research Promotion
- Consultancy
- AcademicIntegrity and Prevention of Plagiarism
- IPR Policy
- Ethics
- Examination Manual
- E-Governance
- Financial Assistance to Teachers
- Incentive

- Scholarship
- Green Campus
- IT and ICT
- Divyangjan
- Infrastructure Maintenance
- Internal Audit Manual

Administrative Setup

- Chancellor is thoroughly involved in the furtherance of the objectives of the institute.
- Vice Chancellor functions as the Ex-officio Chairperson of all statutory bodies which have specific functions. Vice Chancellor exercises powers relating to the proper governance and administration of the institute and performs functions as prescribed by the regulations and byelaws and is ably assisted by team of academic and administrative staff to implement all activities of the institute.
- Registrar is the administrative head of the institute and is the ex-officio Secretary of the Board of Management, the Academic Council and the Planning and Monitoring Board. The Registrar directly reports to the Vice-Chancellor. The Registrar is responsible for the smooth conduct of all administrative activities such as record maintenance, official correspondence, convening meetings and represents the institution in all official meets and legal proceeds.
- The Controller of Examinations is responsible for all examination and evaluation related activities and reports to the Registrar.
- The Finance Officer is responsible for the timely procurement of funds and its proper utilization annually. The institute has to its credit certificate of appreciation for successful implementation of EAT modules in PFMS by St.Xavier's College and Ministry of Finance, GoI
- The academic structure comprises the Deans of seven schools followed by the Heads of the various departments and the faculty members of the departments.
- The Dean-Student Affairs coordinates the activities of the students, and the student council reports directly to the Dean-Student Affairs
- The Director (Research and Consultancy) coordinates the research and consultancy aspects of the institution and reports directly to the Vice Chancellor.
- The Director (Internal Quality Assurance Cell) is responsible for documentation and record keeping of all aspects related to the quality assurance and ranking of the institute.
- Registrar is assisted by the Assistant Registrar (Academic) and Assistant Registrar (Administration), Section Officers and all the support staff.
- The Public Relations Officer oversees the maintenance and upkeep of the infrastructure facilities. He ensures communication with the public and press during all important events.

Appointment and Promotional Policies

The guidelines related to recruitment and other requirements of teaching staff will be as per the latest regulations: University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018.

Service Rules

Service Rules are included in the Byelaws of the institute which are adhered to in place for various categories of employees namely teaching, non-teaching and administrators. Cadre Recruitment Rules are

also adhered as per requirements.

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the University webpage	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

A) Performance Appraisal System for Teaching Staff

1. *Student evaluation of teachers*: The teachers are assessed by the students on various aspects related to teaching learning practices such as teaching methods adopted, communication skills, use of ICT, completion of syllabi etc.The evaluation is done a five-point scale through a questionnaire provided to them at the end of each semester.
2. *Self-appraisal*: The institution promotes self-appraisal of the staff at the end of each academic year. The performance appraisal indicators such as up gradation of academic skills, innovative teaching methodologies, and many more as per the UGC norms are in-built within the self-appraisal format.

3. *Confidential report by HoD and Deans*: The self-appraisal by the teachers is reviewed by the Head of the Department and the respective Dean of the Faculty. The cumulative self-appraisal reports of the faculty are filed by the IQAC and are considered as record of the teachers' annual performance and is considered during career advancement.

4. *PBAS application for CAS promotions*: Teaching faculty submits their PBAS application for CAS promotions as per UGC norms which also represents their self-appraisal for the assessment period.

Performance Appraisal System for Non-Teaching Staff

Three-tier evaluation system has been followed for non-teaching staff namely: self-appraisal; confidential report of the immediate authorities and by Registrar. Different appraisals forms are used to appraise performance of employees belonging to Group A, Group B and Group C.

B) Welfare measures for Teaching Staff

Speedy Sanction of welfare leave and other benefits as per norms.

- Childcare, Maternity, Sick leave
- Children education allowance
- Medical expense reimbursement
- Leave travel concession.
- Loan, Part-Final payment from provident fund

Faculty Empowerment measures

- Study leaveto pursue doctoral research.
- Sabattical Leave
- Leave on-duty to attend academic programmes and events.
- Financial assistance provided to attend international/national conferences and for filing of patents.
- Reimbursement of Publication charges

Physical Support

- A clean ambience with drinking water, toilet and lounge facilities
- Four-wheeler/two-wheeler parking area
- Elevators
- Seminar/Lecture halls
- Spacious staff rooms

Other facilities

- Access to in-campus bank.
- Biometric system in reporting to duty
- Canteen and Fruit stall
- Food Court
- Health Centre with physician
- In-campus ATM
- Fitness facilities -Gym

- Staff lounge
- Stationery stores
- Well-stocked central and departmental libraries

Welfare measures for Non-Teaching Staff

- Festival Advance
- Leave Travel Concession
- Yearly bonus

Welfare measures for the convenience of faculty with special needs (Teaching and Non-Teaching)

- Computer unit
- Braille Library and Hi-Tech Braille Print Unit
- Print access Library.
- Adapted Wheelchair for Orthopedically Handicapped
- Reader and Recording service
- Braille Material preparation
- Sign Language facility
- Provision of Rails, Ramps, Special Toilets
- Adapted Wheelchair and elevator
- Computer Skill Development using - Screen Reader:
- JAWS, NVDA& Refreshable Braille Display (SEIKA)
- Accessible reading app with synchronized text and audio
- Personal Digital Assistance for Visually Impaired
- Audio Materials (Plextalk Daisy Player)

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 20.15

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
111	71	60	82	35

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	[View Document](#)
Link for Additional Information	[View Document](#)

Other Upload Files	
1	[View Document](#)

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 34

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
34	32	41	31	32

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 40.5

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
280	180	74	136	58

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development Programmes during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

Resource Mobilisation policy has been framed to mobilise resources for the institute through UGC Plan and Non-Plan grants, student fees, sponsored research projects from extramural funding agencies, non-government funding agencies, consultancies, collaboration with industries and utilization of sophisticated facilities by outsiders. **Various strategies are adopted for mobilizing resources for the smooth conduct and sustenance of the institution's activities.**

- Receive non-plan grant for salaries, pension, and maintenance grant from UGC by fulfilling all the relevant guidelines.
- ReceivePlan Grant (General Development Assistance) for creation of Assets such as infrastructure, Scientific Equipment's, etc. from UGC as per norms.
- Receivean Annual Block Grant of Rs.85.20 Lakh from Tamil Nadu Government and Rs. 10.00 Lakh as Sponsoring Trust Contribution every year.
- Apply and get funds from various funding agencies, like UGC, CSIR, DAE, DST, ICSSR, ICAR, etc. for operating the research projects. The research advisory committee constantly informs the faculty members about availability of various projects and guides them in getting the funds. The project funds are utilized in creating infrastructure and for carrying out research work.
- Raise funds through industry sponsored research projects.
- Mobilise funds through consultancy work for industries and others as per theconsultancy policy of the institute.
- Collect fee receipts from students for various programmes.
- Generate revenue by outsourcing the facilities in the Advanced Research Laboratory, Bharat Ratna CNR Rao lab, e-Studio and others.

- Apply for patents and generate revenue by commercializing the same through transfer of technical know-how.
- Mobilise funds through donations from alumni, philanthropist, staff,industrialistand general public.
- Library facilities are outsourced to generate funds.
- Generate revenue by way of interest income on investments.
- Funds are also mobilized through:
  - Reprography facility utilization by staff and students
  - Student entrepreneur mela
  - SHG entrepreneur product mela
  - Conduct of FDP's and seminars/conferences/workshops
  - Annual breakage /maintenance fee
  - Medicinal plant sale during workshops
  - Rent from guest house
  - Sale of old papers/scrap
  - Sale of institute's publications

Optimum utilization of funds:

- Optimum utilisation is ensured through preparations of budgets of overall budget and individual budgets for various departments/schemes/centers and others. The requirements of the various departments/schemes/centers are examined for usefulness, relevance, and then allotted funds based on the availability and priority basis. The finance committee also monitors the utilisation of funds after allotment on a timely basis.
- For purchase of goods/services/works, competitive bidding and tendering process is followed as per General Finance Rules 2017 to ensure optimum use of funds.
- Wherever possible, sharing of various facilities and state-of-the-art research resources are practiced.
- The institute cautiously avails all tax exemptions provided in the Income Tax Act for HEIs such as for donations, interest income and others.
- All financial transactions are subject to periodical internal and external audit which ensures proper utilisation of funds.

The institute is able to meet the financial requirements of the institute by optimally utilizing the receipts from UGC and other resources through financial jurisprudence and meticulous financial audits. It is evidenced by the annual audited statement of the accounts.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 3143.62

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in*

Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
416.20	654.70	612.95	410.20	1049.57

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 465.32

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
188.88	143.27	76.42	54.03	2.72

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)

6.4.4 Institution conducts internal and external financial audits regularly

Response:

1. Internal Audit:

- The Local Fund Audit Department of Tamil Nadu Government was engaged for carrying out the concurrent audit of both Establishment and Finance transactions of the Institute upto 29.11.2018.
- Since December 2018, the functions of the Internal Audit are carried out by the Internal Audit Section of the Institute.

- A routine and regular internal audit is conducted by a team of Internal Audit Section.
- All receipts and payments vouchers are checked by the Internal Audit Section.
- All the bank transactions are being checked for their accuracy and correctness.
- Establishment bills are checked by the Internal Audit Section.
- The Accounts statements are verified by the Internal Audit Section on or before 15th of every month.
- The Cash book and Bank statements are checked on or before 5th of every month to ensure the accuracy by preparing Bank Reconciliation Statements.

Transactional Audit:

- The C&AG conducts audit on all aspects of the Institute and provides an audit report.
- The aspects audited are cases of purchases, establishment activities such as salaries and service matters of faculties and staff, pay fixations, leave Entitlements etc.,
- The Institute taken suitable action on the observation made in the audit report.

2. External Audit:

Statutory Audit:

- The Institute is following the circular No.29-4/2012-IFD dated 17.04.2015 issued by the Ministry of Human Resource Development, Government of India for preparation of Consolidated Annual Financial Statement of Accounts of the Institute.
- The Institute has appointed a firm of Chartered Accountants who are empanelled by office of the Comptroller and Audit General, for statutory audit of the Institute by following the required norms and procedure.
- The Consolidated Annual Financial Statement of Accounts of the Institute is audited and certified by the statutory auditors.
- Finance committee consist of members as per MoA including MHRD nominee.
- The certified copy of the same is placed before the Finance Committee and then to the Board of Management for their approval.
- The Consolidated Annual Financial Statement of Accounts duly audited and certified by the Statutory auditors and approved by the BoM is again audited by the Comptroller and Audit General (C&AG) for Certification audit.

Time Schedule for submission of annual accounts:

- The time schedule for submission of annual accounts is followed as per Rule 237 of GFR 2017

- The dates prescribed for submission of the annual accounts for Audit leading to the issue of Audit Certificate by the Comptroller and Auditor General of India and for submission of annual report and audited accounts to the UGC for timely submission to the Parliament are listed below:

   - Approved and authenticated annual accounts to be made available to the C&AG and commencement of audit of annual accounts - 30th June.

   - Issue of the final SAR in English version with audit certificate to the Institute - 31st October.

- Submission of the Annual Report and Audited Accounts to the UGC for it to be laid on the Table of the Parliament -31st December.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell established in the institute in 2003 is functioning at par with the guidelines of NAAC.

The **significant initiatives** of Internal Quality Assurance Cell include.

- Collection of data from relevant stakeholders and submission of Annual Quality Assurance Reports to NAAC.
- Feedback analysis from all stakeholders.
- Participation in NIRF, NAAC, NBA, ISO, and similar certifying bodies.
- Conduct of Academic and Administrative Audit and its follow up action.
- Conducting induction programmes for newly recruited staff members.
- Conducting Programmes on quality aspects and its documentation.
- Collection of self-appraisal forms from staff and their analysis.
- Conduct of survey related to quality parameters amongst relevant groups like scholars, alumni, teachers.

Practice 1- Feedback analysis

- Effective feedback benefits the giver, the receiver, and helps for growth of the organization. Constructive feedback has several advantages that are proposed to enhance teaching-learning in educational settings.
- The University collects the feedback on the various curricular aspects – design of the curriculum and courses from its stakeholders which includes the Students, Faculty, Alumni, Employers and Parents by online mode through the e campus portal. The feedback collected from the individuals has been analyzed and taken to the consideration for the development of curriculum, teaching learning process and environment. The feedback received from the stake holders is analyzed and feedback analysis report is prepared every year. Based on the analysis report, the action taken report is provided by the individual departments. The departments   and the institute make necessary changes in the curriculum to suit the needs of the students and the employers. Any major changes in the curriculum are made after the approval by the BOS members and the BOM. It is

displayed in the website.

Practice 2- Annual Academic and Administrative Audit

Academic and Administrative Audit is conducted annually to understand the existing system and assess the strengths and weaknesses of the Departments and Administrative Units and to suggest the methods for improvement and for overcoming the weaknesses in teaching, learning and evaluation, student support and progression. Auditing the entire procedures followed in an educational institution through the inspection by external experts is required to assess the level of fulfillment of the requirements.

The criteria for evaluation of academic performance include curriculum, curriculum transaction, faculty profile, profile of students, infrastructure and other details, activities of the department, SWOC analysis, best practices, and future plans. Evaluation parameters for administrative section were based on the functions of individual administrative sections namely, examination section, establishment section, finance section, NSS, NCC and Sports Cell and others. Based on their credentials, peer review team members were invited for the audit from various institutions. Self-evaluation formats were designed uniformly for all academic departments and details collected by the collective effort of all faculty members headed by HoDs and Deans. Administrative sections prepare formats to suit their functions. After inspection, peer team members submit their evaluation and suggestions, based on which follow up plans were arrived at and executed by each department.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Paste web link of Annual reports of University	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.3 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).

Response:

The primary aim of the Internal Quality Assurance Cell is to develop a system of conscious, consistent and catalytic action to improve the academic and administrative performance of the institution and to meet the ever growing standards of higher education. Subsequent to the Cycle-3 accreditation, IQAC has spearheaded the following quality programmes demonstrating incremental quality improvements in our institution.

Curricular Aspects and Teaching-Learning:

- Introduction of **OBE** .
- Enrichment of curriculum through **Swayam, MOOC,NPTEL,CEC**
- E –resources development by faculty members as e PG pathshala courses, spoken tutorials, swayam prabha, Institutional LMS and e-contents
- 1400 e-contents are developed by our faculty members
- 100% Automation of Examination division
- Launch of 13 new teaching programmes in cutting-edge areas - 1UG program,3 PG programs,2 B.Voc programs,4PG Diploma and 3 M.phil and Ph.D programs

Research and Extension Aspects :

- Establishment of Incubation centre and signed MOU s with entrepreneurs
- Inception of **CNR Rao Research centre** which with high end equipment to facilitate the trans -disciplinary research
- Establishment of **Centre for Machine Learning and Intelligence** focusing around artificial Intelligence
- **The Indian Journal of Nutrition and Dietetics** published by our Institute is added in the **UGC-CARE list**
- 185 Research projects are funded by Government and Non- Government agencies including DST-CURIE- II phase and AI
- 181 Workshops are conducted on Research methodology ,IPR, entrepreneurship
- Publications of our faculty in Scopus has increased to1291
- h -index has improved from 29 to 37
- 15 patents are published and 1patent is awarded
- 385 Ph.D s are awarded
- 1450 Book chapters/Books and 562 UGC-CARE publications are produced by our faculty.
- Three chairs were instituted
- Collaboration with 277 National and Inter-national partners and a total of 57 functional MOUs are implemented
- 436 extension and outreach programmes are conducted through NSS/NCC
- 124 innovation awards are won by the Institution /Teachers and Scholars.
- Atal Ranking of Institutions on Innovation achievements (ARIIA-2020)-Award with First in category of HEI's for women won by our Institute.
- Institution Innovation Council awarded by MHRD innovation cell was launched
- 81 Awards in recognition of the extension activities carried out by students.

- 5 villages were adopted under Unnat Bharath Abiyan

Infrastructure:

- ERP facilitated E-governance of administration, Finance and Accounts, Students requirements and Examination Division was installed
- **G-Suite** applications are used for on-line classes ,discussion forums and exams.
- A Hi-tech Seminar Hall equipped with latest high end equipments was constructed
- e - studio was constructed which is an audio visual room provided with all teaching aids.
- The campus is fully wi-fi connected with internet bandwidth of 1.05 Gbps in Main campus and 110 Mbps in satellite campus.
- A well-furnished guest house with conference room facility.
- A newly developed CARE centre caters the staff and students to balance the life.
- Library is augmented.
- **UGC-Paramarsh** scheme is approved for mentoring 6 **NAAC** accreditation aspirant institutions

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender sensitization, gender equity, inclusiveness and wholesome development of women are the four pillars on which the foundation of the Institute stands. It is reflected in the ethos, vision, and mission and is made visible through value-oriented education. The institute follows the guidelines prescribed in National Policy for Women 2016 for women empowerment and Vishaka Guidelines for ensuring women safety in work place.

Curricular aspects

There are twofull-fledged programmes offered in the domain of Women's Studies (MA Women's Studies and Entrepreneurship and Ph.D in Women's Studies) which expose students to women and gender studies on multiple dimensions. Their events stretch beyond the campus boundaries to rope in public too in all their developmental activities. Apart from the above-mentioned programmes, almost all programmes offered in the institute offer gender equity and sensitisation by way of value-added activities, events, celebrations and extension activities. A good number of research work has been undertaken by the institute addressing various gender equity issues. The NSS Empanelled Training Institute conducts several programmes throughout the year addressing the gender equity and promotion amongst students and in society.

Institutional mechanism for Gender Protection

Preparedness to face life's challenges and bottlenecks also was not spared as the wards had opportunities to learn and shine in multifarious extra/co-curricular pursuits and make themselves visible to the nation at large. The enrolment of students right into various programmes and the presence of both men and women in the non-teaching sectors, is an evidence for the gender equity culture prevailing in the campuses. Safeguarding the interests and protecting their presence within the premises is perfunctorily taken care of with multiple proactive safety initiatives prioritizing security, insurance schemes, counselling, common facilities/ amenities including day care centre for children of staff and the like. Instilling values of 'selfcare is the best care' is achieved through the stakeholders' participation in personal safety/security events such as training in martial arts, reproductive health care, cyber security, Apps for personal security, games, adventure sports, NSS and NCC.

There are about 10 committees in place to ensure safety and security of students/staff such as Anti-Ragging Cell, Grievance Redressal Cell, Internal Complaints committee, Task force for women security and safety. Also, the institute is under CCTV Surveillance and has women and men security guards 24/7 to monitor and prevent any mis happenings in the campus.

Facilities for Women on Campus

The institute has dedicated counselling centre(Centre for Ambitious and Resourceful Endeavours) to

provide support for students in all fronts. Few facilities provided to women on campus are separate silent study room for scholars, lounges, food court, fitness centre, health centre, hostel, Bank, ATM, stationary, wi-fi, transport, parking area, staff common room, day care centre, clean rest rooms. There is a tailoring unit and press inside the campus. Overall, the institute provide safe, clean, healthy eco-system for women to pursue teaching.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The institute follows 'Reduce, Reuse and Recyle' in its true spirits with respect to waste management.

Solid waste management: Sources of solid degradable waste includes waste from Mess, canteens, juices

hop, stationery, tailoring units, and post-consumer paper, while non-degradable occur from use of bottles in labs, Mess etc. Solid wastes are collected adopting segregation process facilitated through dumping bins. All classrooms and laboratories are equipped with waste bins for students to dispose waste. Call for tenders are advertised/notified in Newspapers and Scrap (general and e-waste) wastes are disposed through proper channel.

The institute has made a contract with the Coimbatore Corporation where in the wastes are collected from the premises regularly in trucks and disposed of by them. Food wastes are fed in Biogas plants (both campuses). Post-consumer paper is converted into use able stationery in the Paper Plant functioning in campus 2. Students make creative articles from wastepaper, fabric (tailoring unit) and even used up CDs. Waste fabric is also used for cleaning vehicles. Non-degradable wastes are mainly disposed through contract disposal. Being a Plastic-free campus, disposal of such waste does not arise. Sanitary napkins which are classified under non-degradable are safely disposed through incinerators.

Liquid waste management: Designated sources are from restrooms, Mess, canteens and juice shops. Being benign they are channelized to the effluent (sewage) treatment plants (2 in maincampus and 3 in campus 2) for rendering them safe for further use. Liquid waste from laboratories is treated at source and is not sent to main stream.

Bio medical waste management:

Samples such as blood, serum and urine collected for Clinical Biochemistry practical are disposed of regularly in accordance with the guidelines issued by the Central Pollution Control Board on March27, 2019. Syringes, Needles used in laboratories and health center are disinfected before disposing them. Animal waste and samples are properly buried/incinerated.

e-waste management: Periodical condemnation and buyback procedure is adhered to dispose e-wastes safely. Bins for collection are a green practice followed. Strict instructions not to throw electronic wastes haphazardly have been made.

Waste recycling system: The institution has facilitated installation of biogas plants and effluent treatment plants to enable production of gas for use in the mess and treated water for irrigation (garden) and flushing (toilets). Paper plant facilitates recycling post-consumer paper.

Hazardous chemicals and radioactive waste management: The hazardous waste from Laboratories are collected in bins and disposed following standard procedures. Liquid waste from chemical laboratories is treated by treatment plants and periodically monitored for permissible level of chemicals. Inorganic practical of II PG Chemistry involves use of rare cations in semi micro quantities which are disposed to sanitary sewage system inside the campus. Tins and containers in which printing ink, paints and other powders used in Department of Printing technology and the Saradalaya Press are disposed to authorized agents who collect them from source.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geotagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. **Green audit**
2. **Energy audit**

3. **Environment audit**
4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 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).

Response:

Avinashilingam Institute is committed to empower women through education as is engraved in the Institute's Vision and Mission and ensures ample opportunities for women students from all sections (culture, region, language, caste, socio-economic status, special needs) without any discrimination. The

Institute has been successful in implementing 'inclusiveness and equitableness' in both formal and non-formal streams of education. The inclusive climate instills**sense oftolerance and harmony** in bringing about **social integrity thus reducing the cultural, regional, linguistic, communal, socio-economicdiversities** and Inclusiveness is reflected in all academic and administrative activities paving way for an integrated campus community.

Administrative Activities:

- Admission of students is Merit-based with preference to students from rural background, studentsfrom other States are highly encouragedportraying **no regional disparities**.
- **Recruitment and Promotion of teaching and non-teaching**staff are based on **UGC norms**and **DOPT rules** respectively exemplifying that **no partial procedures** are followed.
- Reservation system of Government of India is strictly followed during admission of students and in recruitment giving **space for all communities**.
- **Need-based scholarships** are also provided to students to help them pursue education without much burden.
- Hostel accommodation is also based on Merit and other Justifiable norms. A harmonious environment is created among students across states and the **all-religion prayers conducted every day** is a proof that the Institute lives for its Vision of **National Integration**.

Academic Activities:

- From admission to graduation, the students display pluralistic attitude to embrace all kinds of differences. The Faculty applies **Inquiry-based learning model**, **Tutoring, Feedback Mechanism, Mentorship, Remedial coaching, Counselling** and alike in order to accommodate learners from diverse environment. The Institute inculcates scientific temper, professional / technical skills, entrepreneurial skills, enhancing the students' intellectual, technical, social, economical and emotional well- being. There are languages departments in **Tamil, English, Hindi, French and Sanskrit** eliciting interest in all to learn new language and experience the richness of different languages.
- **Centre for Value Education**is established in collaboration with Shri LalithambigaTrust to protect the rich cultural heritage and human value system. The innate qualities of students are refined to practice the most civilized virtue of tolerance and appreciate best in other individuals.
- **Dr. Ambedkar Study Centre**, **Women's Studies Centre, Gandhian Study Centreand Sports activities**facilitate equitable thinking andcultivate the spirit of inclusion through Co-Curricular Courses and Programs.
- The **Equal Opportunity Cell** and **SC/ST Cell** engage students in confidence building process and take special care of SC/ST/OBC and PWD students.
- The **Placement Cell**, **Student Clubs,Innovation and Incubation Centreand Entrepreneurship Development Cell** take conscious efforts to build personal brands**.**The students are provided with part - time job offers and "Earn While you Learn" Programs.
- The annual flagship **cultural carnival, KalaiVizha**, is a portrayal of Institutional **Culture** of **Peace, harmony and tolerance** towards all kinds of diversities.The National Commemorative days of Harmony like Rashtriya Ekta Diwas, National Integration Day etc. are observed.

All such initiatives shoot out different kinds of diversities and augment Socio-Economic status and revitalize universal values of Tolerance and Harmony.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Avinashilingam Institute has a distinctive branding through its initiatives on reinvigorating students, faculty and employees to the constitutional obligation to create responsible citizens of the Nation. Our Constitution provides for Human dignity, Equality, Social justice, Human rights, Freedom, Rule of law, Equity and the Institute adheres to such values in its Vision and deeds. The Mission and the Core Values set a horizon and achieved throughsocietal contributions with a commitment to social progress, peace, harmony and national integration as well as inculcating ethical values, social and moral standards in personal and professional life. The Founder's book on **"Sacred Touch"** directs and inspires all to lead a moral life of high standards and discharge their duties with utmost responsibility and accountability.

Value system is integrated in the **Curriculum** which is evident from the Syllabus of Courses with **human values and professional ethics component**. Students are motivated to imbibe values and learn life skills to manage any kind of situation in life. The attributes of Self - Confidence, Commitment, Compassion, Team Work, and Critical thinking that shape young minds are considered as **Personality Re-engineering Areas** in all the Programs. The Co-Curricular Course on **General Awareness** for the Under Graduates has a **Chapter on Indian Polity and Civics** which provides knowledge on Indian Constitution. The students, faculty and employees are given opportunity to learn about their rights and duties which is sensitized in **Employees Departmental Meetings and Students Induction Programs.** The faculty undergoes **Orientation and Refresher Courses** periodically to understand their role as an Architect of Nation Builders in developing responsible citizens.

Beyond the Classrooms, the Students and Faculty jointly engage in **Community Services through NSS, NCC, CSS (Community Social Service)** in Villages adopted and involve in grass root activities to demonstrate their Civic responsibilities.The significant constructive activity is the Village Adoption Program wherein students camp in the adopted village for a week and involve in selfless activities to build Model Villages. Other activities that delineate social responsibilities include Tree planting, Swachh Bharat, Blood donation, Medical camps, Road safety, Gender sensitivity, Health and nutrition, Environmental protection, Income generation activities, Rallies on burning issues, Theme-based campaigns, Awareness programs etc. The Students Council is elected through democratic way of Election and the elected leaders with their team of Office Bearers and various Club Heads lead the Students to perform their roles in an effective manner. Thus, the **Community Connect Programs** and **Student Council activities** make everybody realize the **duties and responsibilities** to be discharged as duty-bound citizens of the Nation.

The noteworthy programs like commemoration of **Anniversaries** of Founders and Great leaders of Nation, observance of **Days of National/International importancere in force the duties as Citizens.** All Faculty, Office Staff and Students participate with a **dress code of White Khadi** illustrating supreme individual

qualities and such programs bring about significant moral shift.

The institute marches ahead with empowered campus life by promoting self-development practices of prayers, meditation, yoga to lead a **symbiotic model** of life spreading happiness through accomplishment of citizenship responsibilities.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Avinashilingam Institute's core values set moral standards for all members .The Institute observes all prominent National and International days along with the Birth and Death Anniversaries of great leaders regionally and nationally. Such programs are conducted in remembrance of great leaders. On such occasions, **Great Achiever's Talks, Special Guest Orations, Prayer Meetings, Bhajans, Tributes, Debates, Competitions, Cultural Extravaganza, Exhibition, Flag Hosting, Oath Administration** become part of the Program.

The Institution observes Birth and Death Anniversaries of the Founder Dr.T.S.Avinashilingam, Nurturer of the Institute, Dr.RajammalP.Devadas , Father of the Nation,Mahatma Gandhi on 2nd October as Gandhi Jayanthi and 30th January as Sarvodaya day . The Institute follows the ideals of Sri Ramakrishna Paramahamsar and Annai Saradamanidevi and their Jayanthi are fervently observed to spread the message of peace and prosperity and Annai Vizhato mark the dedication of Holy Mother.

The National and International days/week includes International Yoga Day, World Breast Feeding Week,

International Day of Persons with Disabilities, World Environment day, Dietetics Day, World Food Day, World Literacy Day, World Tourism Day, Wild Life Week, World Health Day, Christmas, International Women's Day, Nutrition Week , Engineers' Day, World Environmental Day, International Students' Day, Matribasha Diwas, National Science Day, Children's Day, National Mathematics Day etc.

Swami Vivekanandar's birth anniversary as National Youth day, National Integration Day and National Unity Day on birth anniversary of former Prime Minister Indira Gandhi and Sardar Vallabhai Patel respectively, Teacher's day on the birth anniversary of Dr.Sarvepalli Radhakrishnan, birth anniversary of M.S.Subbulakshmi, Dr.Maulana Abul Kalam's birth anniversary as National Education Day, Good Governance Day onthe birth anniversary of former Prime Minister Atal Bihari Vajpayee, Constitution Day to commemorate the adoption of Indian Constitution are observed. The. The Patriotic Poet Mahakavi Subramanya Bharathi's Birth and Death Anniversaries observance reinstate his works on women's empowerment and KambanVizha promotes Tamil literary writings.

With the objective to spread love, peace, non-violence and brotherhood, Independence Day and Republic Day are organized when all clad in White Khadi demonstrating the message of peace and remembering the sacrifice of Indian freedom fighters. The practice of **wearing white khadi clothing** on several occasions leaves a sense of pride of being Indian among all members of the Institute.

The other **Institutional events** like Thanks Giving day, Lighting Ceremony , KalaiVizha (Annual Cultural Fest) are conducted which symbolically represent traditional festivities and rich cultural heritage dripping down to generations ahead. Every department organizes **Annual Inter Collegiate Event** and the Institute conducts **"Anveshana-Youth Festival"** to bring out the latent talents of students of the Institute and other Institutions which creates synergistic environment between cultures and promotes healthy interactions.

Every year **Endowment lectures** are organized with specific topics refining the valuesystem in individuals to lead a quality life. Such programs empower the Teaching/ Non-Teaching Staff and Studentsto be socially-oriented catalysts with good citizenship qualities, which would be helpful in the development of meaningful society.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Any other relevant information	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice 1:

Title of the Practice : Quality Enhancement of Research and Innovation capacity and Aptitude among Students and Researchers

Objectives of the Practice

• To sensitize the students on the importance of quality and ethics in the conduct of research through capacity building programmes in research methodology, project development and optimal use of resources.
• To provide discussion platforms with guides and mentors for research and innovation ideation, research project designs and application of statistical tools.
• To train in manuscript writing to achieve quality publications in high impact   journals.
• To provide financial support for research and innovative projects.
• To instill entrepreneurship and   innovation potentials and facilitate products development by providing the ecosystem for 'Start-ups'.
• To encourage students to participate in innovation related contests and hackathons.

The Context

The economic growth and development of a nation depends on the quality research outcomes and innovation from Higher Education Institutions (HEIs). The R&D outputs from HEIs largely depend on the post-graduate, Ph.D and Post-Doctoral candidates, who form the chunk of research workforce. Unless their research capacity and new knowledge are facilitated to produce quality research output, the R&D goals of HEIs cannot be achieved.

Therefore, ensuring quality research output and fostering innovative spirit among students has been internalized as one of the focus areas of the institute. The yearly initiatives include conduct of seminars/workshops/specific courses on research and annual research conventions exclusively for scholars. As per international practices, student-exchange programs, industry immersion, infrastructure facilities with financial assistance lead to hands-on research capacity building. Thus, the institute addresses the contextual needs of students to carry out high quality research, develop skills to become 'Start-ups' to produce R&D products besides high impact publications.

The Practice

•   Workshops are conducted regularly to improvise student's knowledge on research project development and entrepreneurial skills. 189 workshops are conducted on Research Methodology, IPR and Entrepreneurship during the past five years.
•   MoUs and Collaborations have been signed with institutes of repute for augmenting knowledge sharing and exchange of students. Presently, there are 272 Collaborations and 57 functionally active MoUs with National and Inter-National Partners.
•   Research Convention is conducted once in a year with topics such as Research ethics, IPR, publications, data analytics and use of statistical tools, research proposal writing, and manuscript writing for journal publications. Attending research convention is made mandatory for all scholars with presentation. During the last 5 years, about 1036 students have participated and benefited from the convention inputs.
•   Students are sensitized towards availability and usage of various facilities in the library and are provided remote access to e-resources. Plagiarism checking support is provided free of cost by the library using Urkund and Turnitin. Academic Integrity and Prevention of Plagiarism policy provides clear guidelines for producing original work. Project work of PG students are also subject to plagiarism check

before submission.
• Doctoral Committee meetings are regularly conducted to monitor Ph.D/M.Phil research to promote Ph.D thesis quality through their publications..
• Students are encouraged to present their research work/innovative ideas in conferences, symposia and get feedback from academic fraternity on their work
• Students take part in innovative contest such as Hackathons, B-plan contests etc., with ample guidance by faculty.
• Financial assistance is provided for students with good research/innovative ideas with grants ranging from Rs.10,000 to Rs.1,00,000
• The institute houses the Avinashilingam Innovation-Incubation center that provides sufficient guidance and nurturing for budding students to initiate 'Start-ups'.
• Suitable platforms such as exhibitions, science day contests are in place to enable students to showcase their innovative ideas and products. Suitable rewards are provided for the selected ideas/products.

Evidence of success

The following evidence depicts the success of the best practice practiced:
• 47 Research projects are funded by Government and Non- Government agencies including DST and TNSCT
• 285 Ph.D s are awarded.
• 562 UGC-CARE publications done by research scholars.
• 12 innovation awards are won by the students.
• Atal Ranking of Institutions on Innovation Achievements (ARIIA-2020) Award - Ranking First in category of HEI's for women.
• 69 Best paper awards by Students
• 175 JRF/SRF Fellowships

Problems Encountered and Resources Required

While the 'Research culture' has been internalized by the Institute among students in the last five years, Since the UGC funds usually received have been reduced/stopped under "unassigned grants" funding for student's research encountered difficulties. The mandatory participation in convention was seen a limitation for part- time Ph.D. scholars from far off places, who found it inconvenient to attend during the scheduled days. However, these problems are of minor nature only.

More funds are required to support the research and innovation related initiatives of students. Online sessions shall be planned in future so that experts from foreign countries shall be included and students shall get benefitted.

BestPractice2

Title of the Practice   : **Implementation of 'Emerging Technologies' in academic and research programmes for students and teachers.**

Objectives of the Practice

• To transform Avinashilingam Institute as smart campus with modern technologies in teaching and research.

• To educate students in current and futuristic technologies and provide greater flexibility in teaching and learning.

• To strengthen the IT and ICT infrastructure to facilitate synergy of Online teaching-learning and research and enhance remote access to all e-resources of the institute.

• To strengthen the e-resource centre through fast-track development of e-contents for teaching and research for in-house use and for open online courses.

• To build research capacity of students in emerging technologies like Artificial Intelligence, Machine learning and Data Sciences through DST/UGC funded Centers and institutional facilities.

The Context

As India is implementing the "National Educational Policy-2020", integration of modern tools of higher education like AI/ML and Data Sciences with all disciplines of higher learning has been mandated. Very specifically, digital learning has become the new normal amongst students, hastened by the Covid pandemic during the last two years. HEIs have embraced new technologies in teaching-learning to reach student fraternity. Education technologies provide higher degrees of flexibility to students to have any time, any were learning. These technologies ensure lot of connectivity among teachers and students and improve student's engagement. Realising the potential benefits of new technologies in higher education, the institute has proactively implemented IT/ICT infrastructure, skill building of teachers and development of nationally recognized e-resources to enhance the digital learning experience of students. The students are also imparted research and application skills in futuristic technologies such as Artificial Intelligence, Machine Learning and Data Sciences through DST/UGC/Institute Centres.

The Practice

- The IT/ICT infrastructure in the main and satellite campuses of the institute has been significantly strengthened during the last five years with a dedicated budget of Rs. 964.78 lakhs and a high bandwidth internet connectivity of 1.19 GBPS through NKN and leased line facilities.
- The campuses of the Institute are well equipped with all types of ICT facilities like smart classrooms, WIFI connectivity, video-conferencing facilities, latest audio-visual gadgets, e-studio etc., for augmenting digital teaching and learning.
- The e-resource centre of the institute, besides the library-based e-resources, has developed digital-learning platforms, such as e-Campus and institutional Learning Management System (LMS). The faculty members prepare a variety of e-content materials in their domain with the state of art audio-video equipment's in the e-studio.
- Students are encouraged to take up e-courses such as MOOCs through SWAYAM/NPTEL/e-PG Pathshala etc. and earn credits for those courses. This allows lot of flexibility to choose courses and study at their own pace.
- Faculty engage with students using new and interactive technologies such as Google Classrooms, Whatsapp groups, Google Meet, Google Docs and many more. The challenges faced during pandemic phase has been smoothly met due to the technological support and exposure made available in the Institute.
- Online classes have been scheduled through Google Meet using the dedicated G-Suite platform of the institute and Virtual laboratories.
- Online tests are conducted over Google Classrooms and the faculty upload their materials in institution LMS, Google Classroom and Moodle.
- All students are exposed to taking up online exams. General Awareness subject is conducted in online mode only and the evaluation is also automated.

- Teachers communicate to students through designated university 'avinuty' domain mail ids of students and through whatsapp group.
- Faculty members have also explored 'Blogs' and 'Google Sites' for sharing their thoughts in their domain.
- Futuristic technology-based programs have been introduced at various levels:

  - Integrated M.E. Internet of Things
  - B.E. Artificial Intelligence and Machine Learning
  - B.Voc Artificial Intelligence and Machine Learning
  - PG Diploma in Artificial Intelligence
  - Value added course on 'Digital Intelligence'.
  - Professional Certificate course on 'Artificial Intelligence' in Education

- Hands on training sessions and workshops are conducted on applications of AI and ML through Centre for Machine Learning and Intelligence and Centre for Artificial Intelligence and Robotics.
- Financial assistance are provided to students and faculty to carry out projects in AI through the DST-CURIE programme.

Evidence of Success

The following are noteworthy evidence of success due to implementing new technologies in the areas of teaching-learning and research in the institution:

- Six novel teaching programmes launched by the institute in the cutting-edge areas of emerging technologies have students across various regions.
- Reduced time in administrative and academic work. For instance, results are passed after 19th day of examination over web display.
- 4 PG and 6 UG Massive Open Line Courses have been developed by our faculty. A total of 950 modules have been developed for e-PG Pathshala, Swayam MOOC and CEC. The faculty members have also developed 1327 e-materials to be hosted in the e-Campus and Google classrooms/LMS of the Institute.
- 36 students across 11 disciplines have successfully completed AI related projects with financial assistance.
- All classes and examination were conducted successfully in online mode during the lockdown period.
- All students, staff, administrators have the university domain 'avinuty' for mail ids and are being effectively used for professional communication.

Problems Encountered and Resource Required

Adoption to new technologies is always a challenging task, including initial resistance, difficulties in adopting newer ICT methodologies of teaching by teachers. Also, few students, especially from rural areas were not equipped with quality gadgets.

The above-mentioned challenges were overcome by continuous user training and provision of adequate additional budget and infrastructure facilities by the institution, resulting in internalization of these newer technologies into the institution.

Increased investment in new educational technologies; wider application of new technologies across all

domains; skilled manpower in futurist technologies; industry wide collaborations have also facilitated visibility to technology adoption in the institute, evolving it as an emulatable 'Best Practice'.

File Description	Document
Best practices in the Institutional web site	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Avinashilingam Institute for Home Science and Higher Education is perceived by parents, alumni, employers and the community at large as a premier women university in the country imparting value-systems to all students as scripted in the Institute's Vision. Value based education in Avinashilingam Institute is imparted through a three-step approach, namely (i) **Cognitive level** to sensitize students on the positivity of values (ii) **Affection level** by nurturing positive values/attitudes amongst students through teaching of formal curricular, co-curricular courses and in research along with modern and scientific methods to develop and empower women students; (iii) **Action Level** by engaging students in practicing positive values and attitudes through experiential learning and extension activities.

Value Inculcation Methods:

- **Curriculum-based teaching-learning**: 121 value added credit-based courses were offered to students during the past 5 years. The salient courses were Ethical Thinking, Anti-Corruption, School Psychology, Cyber Crime, Indian Sign Language, Human Rights & Issues, Gender Education, Kovil Kalaigal and Nutrition & Physical Fitness. As an institutional norm, all the students have undergone atleast one value education course. On an average, about 3500 students participate voluntarily in more than one value-added course which imparted moral, ethical, social, environmental, professional, and human values.
- **Extra-curricular activities:** All students choose to join NCC or NSS and Sports is provided to all students without any discrimination. Such extra-curricular activities focuson the affective domain whereby students develop positive attitudes, feelings, emotions towards life. Camps, field activities, competitions, and other activities helps in internalizing the value concepts among students.
- **Institutional Practices:** Certain practices followed for decades in the institute, such as merit-based admissions for students from socio-economically disadvantageous groups, morning prayers, khadi sarees during functions, modest dress code inside campus, eco- friendliness, respect towards elders, empathy towards differently abled, self-discipline, inclusiveness, diversity, and others create a sense of belongingness and adherence to institutional rules and regulations among students.
- **Field-based Research with societal impact:** Students at all levels are encouraged to address

grassroots-level issues at the local and national fronts ranging from poverty alleviation to malnutrition and other day to day societal themes as topics of research. The institute provides right ambience for students in undertaking such projects/research work with all necessary out-reach and lab resources. This enables students to contribute significantly to societal development.

- **Community-based value-system inculcation**: This represents the action level of value education. The students serve the nearby community through NCC/CSS/NSS/Clubs and departmental activities. There are about 26 adopted villages to which the students extend their services like tree plantation, health awareness campaigns, Swatchtaa/ Unnath Bharath Abhyan programmes etc., These beyond the campus extension activities enables students to understand the real-life situations and how their contributions could make a big impact in the quality of life of a common man.

- **Alumni and institutional bondage:** There are about 6000 alumni on roll spread across several regions and 30 countries. Regular connect with alumni instills a sense of accountability and responsibility towards their alma meter. Alumni are treated with care and affection who in turn support the institute in various ways as panelist for events; examiners; motivational speakers; recruitment, contributors for infrastructure development and by promoting the national and international visibility of the university.

- **Students' representation in committees, Student's Council and Club Activities**: With core value of imparting managerial skills as experiential learning, students are members in various committees like BOS, IQAC, Anti-Ragging, Internal Complaints Cell etc., The democratic way of elected Students Council, 15 active student clubs provide ample opportunities to share their skills, knowledge and attitude by students and evolve as responsible citizens with positive behavior.

- **Celebrations, Events and Competitions:** Students are oriented towards constitutional obligations through conduct and participation in 46 national and international commemorative days annually. Students actively participate in all events of the institute such as Founder's Day, birth and death anniversaries of founders and great leaders. Cultural events, exhibitions and competitions conducted on various themes like Cultural Convergence, Unity in Diversity, Environment Protection and alike help in imparting value education in an informal way.

- **Value education through dedicated centers**: Centers namely Ambedkar studies, Gandhian studies, Swami Jagatmananda Centre for Value education, Centre for Arts, Culture and Heritage have been promoting specific values propagated by value leaders by conducting educational courses, events and activities every year.

Outcomes

The fruits of value education offered by the institution are not just witnessed among students during the period of study but also extends to their professional, personal, and holistic life. The following are proud evidences of the distinctive feature of the institute – value based education:

a) **Tangible**

- Graduates from the institute are serving the nation in bureaucratic positions namely IAS, IPS, IRS.
- Alumni of the institute are placed in responsible positions namely Vice Chancellor, Registrar, Managing Director, Scientist, CEOs, Chartered Accountants, and Institution builders.
- Start-ups by our students in segments like food, gift articles, apparel designing, waste upcycling, herbal products, and industries such as Suguna Pumps, Rajashree Ford, GEM Hospitals, SKM Animal Feeds & Foods India Limited, iSolve Technologies stand as testimonial for value-based women empowerment imparted by the Institute.
- Alumni sponsored construction of Jubilee Arch and other infrastructure support by alumni are evidence of bondage to the Alma Mater.

- Deemed University status by Government of India with a special note on community service activities of the institute.

b) Intangible

A survey was conducted among passed out students to understand the impact of value and culture-based education provided by the institute. 615 alumni have responded to the survey collected via google forms. The detail of analysis is uploaded under any other information.

The salient findings are that over 80% of the alumni projected that the ethics, cultural values, self-discipline, behavior of ethos, tolerance, spiritual values have shaped their career, family and communal harmony.

To conclude, the institute as envisioned by the founder T.S. Avinashilingam Chettiar is gratified by its efforts and legacy in crafting women students with good human values and modesty.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The milestones and recognitions of Avinashilingam Institute for Homescience and Higher Education for Women (Deemed to be University) are :

- **Deemed to be University** status Since 1988
- **Category 'A'** by the **Ministry of Human Resource Development** (vide MHRD letter dated 19.10.2012)
- Re-accredited with 'A+' grade by the **National Assessment and Accreditation Council** .
- Atal Ranking of Institutions on Innovation achievements (**ARIIA-2020) Award - Ranking First** in the category of HEI's for women.
- **NBA accreditation** of Engineering and Technology programmes
- One of the four India-Led institutes to receive Indo-US **21st Century Knowledge**
- scheme is approved for the institute to be a mentor for mentoring 6 **NAAC** accreditation aspirant institutions.
- Established **Institution Innovation Cell (IIC)** as per the norms of Innovation Cell, Ministry of HRD, GoI during 2018-19
- Recipient of UGC **STRIDE Project of Component I** focusing on socially relevant research themes.
- One of the women institute Recipients of **DST CURIE** funding.
- Recipient of **ICTACT Outstanding Academic Partner Excellence Award** for the year 2015 by ICT Academy of Tamilnadu.
- Bestowed with the responsibility of e-content Development for Post Graduate Subjects (**e-PG-Pathshala**) in Food Science and Nutrition and in Home Science Sponsored by National Mission on Education through ICT (NME-ICT), MHRD
- Selected by British Council to execute **Young Women Social Entrepreneurship Development Programme** .
- Inception of **CNR Rao Research center** with high end equipments to facilitate the trans-disciplinary research.
- Establishment of **Centre for Machine Learning and Intelligence**
- **The Indian Journal of Nutrition and Dietetics** published by the department of Food Science and Nutrition of the Institute is included in the **UGC-CARE list** .
- Recipient of **ThinkEdu** award from Hon'ble Chief Minister of TamilNadu on January 9th, 2020.
- **Four chairs** are instituted in the fields of Education, Food Science and Nutrition, Social Sciences.

Concluding Remarks :

Currently, the institute stays rooted to its core values, mission and vision in all its activities and has been consistently committed towards upliftment of the underprivileged and welfare of the society. The institute has been **pro-active** in providing contemporary curriculum to meet the local and global demands of various stakeholders. Further, ICT enabled teaching-learning methods have provided greater access and flexibility to students in particular and community in general. Value based education along with various extension activities have **produced socially responsible citizens** for decades and will continue to do so. The institute owns the responsibility to empower women students from all sections with required knowledge, skills sets and creativity

to lead a self-sustaining and prolific life. Overall, the institute is pertinent contributor to sustainability through quality higher education, research and innovative solutions.

For the future, Avinashilingam **Institute is committed to contributing to long-term sustainability in an open and transparent manner.** The institute subscribes to the Sustainable Development Goals (SDGs) adopted by all United Nations Member States in 2015. The goals represent an urgent call for action by all countries – *both developed and developing* – in a global partnership. India is a Charter Member of the United Nations and participates in all of its specialized agencies and organizations (Citation: UN General Assembly, *Transforming our World: The 2030 Agenda for Sustainable Development*; Adopted, 21 October 2015; A/RES/70/1; available at:https://www.refworld.org/docid/57b6e3e44. html).

There are five sustainable development goals to which the institute subscribes to support the mandates and policies of the Government of India. They are:

Goal #1: NO POVERTY / ZERO HUNGER THROUGH EDUCATION AND   COMMUNITY SERVICE

Goal #2: HIGH QUALITY EDUCATION AND RESEARCH

Goal #3: GENDER EQUALITY

Goal #4: DECENT EMPLOYABILITY FOR WOMEN LEADING TO   ECONOMIC GROWTH

Goal #5: REDUCING INEQUALITIES

As a corollary to the National Education Policy, 2020, the institute has developed the **VISION-2040 document** embedding the above goals as thrust areas, schools, departments and Centres of Education, Research, Extension and Outreach, all of them interlacing with women development. Phase-wise objectives and outcomes have also been conceived and strategic implementation plan with monitoring mechanism are also incorporated in the VISION-2040 document.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years** 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification: 	2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
2423	2291	2267	2022	1997 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
2146	2015	1958	1881	1879	
1.2.1	**Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.** 1.2.1.1. **How many new courses were introduced within the last five years.** Answer before DVV Verification : 2230 Answer after DVV Verification: 2029 1.2.1.2. **Number of courses offered by the institution across all programmes during the last five years.** Answer before DVV Verification : 4141 Answer after DVV Verification: 3752
1.2.2	**Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).** 1.2.2.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 148 Answer after DVV Verification: 83 Remark : Value has been changed as per attachment
1.3.2	**Number of value-added courses for imparting transferable and life skills offered during last five years.** 1.3.2.1. **How many new value-added courses are added within the last five years.** Answer before DVV Verification : 121 Answer after DVV Verification: 121 Remark : As per the HEI statement in the response box and the data provided with the Metric

	during clarification. The HEI has not provided the names of the value-added courses but only course codes.
1.3.3	**Average Percentage of students enrolled in the courses under 1.3.2 above.** 1.3.3.1. **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.** Answer before DVV Verification: Answer After DVV Verification : Remark : As per the HEI statement in the response box and the data provided with the Metric during clarification.
1.3.4	**Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).** 1.3.4.1. **Number of students undertaking field projects or research projects or internships.** Answer before DVV Verification : 3899 Answer after DVV Verification: 3757 Remark : As per the HEI statement in the response box and the data provided with the Metric during clarification. As per the supporting document the students undertaking field projects/internship/ research projects.
1.4.1	**Structured feedback for design and review of syllabus – semester-wise / year-wise is received from** **1) Students, 2) Teachers, 3) Employers,** **4) Alumni** Answer before DVV Verification : A. All 4 of the above Answer After DVV Verification: A. All 4 of the above
2.1.1	**Demand Ratio (Average of last five years)** 2.1.1.1. **Number of seats available year wise during the last five years** Answer before DVV Verification:

1.3.3.1 — Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3817	3715	2030	3867	4246

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3813	3713	2012	3847	4243

2.1.1.1 — Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3262	3210	3185	3074	2991

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3262	3210	3185	3074	2991

Remark : As per the HEI statement in the response dialog box and the certificates of the VC provided with the Metric during clarification.

2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**

2.3.3.1. **Number of mentors**
Answer before DVV Verification : 386
Answer after DVV Verification: 385

Remark : As per the HEI statement in the response box and the data provided with the Metric during clarification.

2.4.2	**Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years**

2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
262	245	237	210	200

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
261	239	217	198	200

2.4.4	**Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**

2.4.4.1. **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
19	8	5	3	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
25	14	9	7	5

3.1.2	**The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
20.08	18.53	17.23	12.07	12.94

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
20.08	18.53	17.23	12.07	12.94

3.1.3	**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

3.1.3.1. The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	0	7	3	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	0	7	3	2

3.1.5	**Institution has the following facilities to support research**

1. **Central Instrumentation Centre**
2. **Animal House/Green House**
3. **Museum**
4. **Media laboratory/Studios**
5. **Business Lab**
6. **Research/Statistical Databases**
7. **Mootcourt**
8. **Theatre**
9. **Art Gallery**
10. **Any other facility to support research**

	Answer before DVV Verification : A. 4 or more of the above Answer After DVV Verification: A. 4 or more of the above

3.1.6	**Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)**
	
	    3.1.6.1. **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**
	    Answer before DVV Verification : 22
	    Answer after DVV Verification: 19

3.2.1	**Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).**
	
	    3.2.1.1. **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**
	    Answer before DVV Verification:
	
		2019-20	2018-19	2017-18	2016-17	2015-16

---	---	---	---	---
0.13	0	41	3.15	18.43 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
0	0	40.0	3.15	18.43	 Remark : As per the HEI statement in the response dialog box and the data provided with the Metric during clarification.

3.2.2	**Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**
	
	    3.2.2.1. **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**
	    Answer before DVV Verification:
	
		2019-20	2018-19	2017-18	2016-17	2015-16

---	---	---	---	---
358.38	176.81	90.67	352.02	597.44 | Answer After DVV Verification : | 2019-20	2018-19	2017-18	2016-17	2015-16
---	---	---	---	---
358.38	176.81	90.67	349.52	592.44	
3.2.3	**Number of research projects per teacher funded by government and non-government agencies**

during the last five years

   3.2.3.1. **Number of research projects funded by government and non-government agencies during the last five years.**
     Answer before DVV Verification : 185
     Answer after DVV Verification: 182
   3.2.3.2. **Number of full time teachers worked in the institution year-wise during the last five years..**
     Answer before DVV Verification : 359
     Answer after DVV Verification: 359

3.3.2	**Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.**

   3.3.2.1. **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**
     Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
45	48	37	33	26

     Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
45	48	37	33	26

3.3.3	**Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

   3.3.3.1. **Total number of awards / recognitions received for *research /* innovations won by institution / teachers / research scholars / students year-wise during the last five years.**
     Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
36	20	26	30	9

     Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
36	20	26	30	9

3.4.2	**The institution provides incentives to teachers who receive state, national and international recognitions/awards** **1.Commendation and monetary incentive at a University function**

2.Commendation and medal at a University function

3. Certificate of honor

4.Announcement in the Newsletter / website

Answer before DVV Verification : A.. All of the above

Answer After DVV Verification: A.. All of the above

3.4.3	**Number of Patents published / awarded during the last five years.**

3.4.3.1. Total number of Patents published / awarded year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	5	0	3	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	5	0	3	0

3.4.5	**Number of research papers per teachers in the Journals notified on UGC website during the last five years**

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
215	65	67	77	138

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
215	65	67	77	138

3.4.7	**E-content is developed by teachers :**

1. **For e-PG-Pathshala**
2. **For CEC (Under Graduate)**
3. **For SWAYAM**
4. **For other MOOCs platform**
5. **Any other Government Initiatives**
6. **For Institutional LMS**

Answer before DVV Verification : A. Any 5 of the above

Answer After DVV Verification: A. Any 5 of the above

3.6.2	**Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years**
	3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	24	19	3	7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	22	15	2	6

3.6.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**
	3.6.3.1. Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
89	82	65	54	51

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
69	61	53	47	43

Remark : As per the HEI statement in the response box and the data provided with the Metric during clarification.

3.6.4	**Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**
	3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3898	5376	4950	5790	5295

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

3898	5376	4950	5790	5295

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

3.7.2.1. Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	10	21	4	7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	10	21	4	7

4.4.1	**Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1342.96	1309.13	733.01	623.88	530.33

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1066.34	1067.90	385.04	439.72	415.23

5.1.2	**Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

5.1.2.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5344	4942	4355	3758	2171

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
5344	4942	4355	3758	2171

5.1.3	**Following Capacity development and skills enhancement activities are organised for improving students capability**
	1. Soft skills
	2. Language and communication skills
	3. Life skills (Yoga, physical fitness, health and hygiene)
	4. Awareness of trends in technology
	Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

5.2.2	**Average percentage of placement of outgoing students during the last five years**
	5.2.2.1. **Number of outgoing students placed year - wise during the last five years.** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
761	686	640	650	602

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
761	686	640	650	602

5.3.1	**Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.**
	5.3.1.1. **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
71	71	22	17	25

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	24	10	10	11

5.3.3	Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
78	75	68	53	46

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
44	39	43	37	38

5.4.2	**Alumni contribution during the last five years (INR in Lakhs)** Answer before DVV Verification : B. 50 Lakhs - 100 Lakhs Answer After DVV Verification: B. 50 Lakhs - 100 Lakhs

6.3.2	**Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
155	90	68	103	46

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
111	71	60	82	35

6.3.3	**Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
34	32	41	31	32

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
34	32	41	31	32

6.3.4

Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

   6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
269	130	59	101	43

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
280	180	74	136	58

Remark : As per the HEI data provided during clarification with claims duplicated in the same year counted only once.

6.4.2

Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

   6.4.2.1. *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
416.20	654.70	612.95	410.20	1049.57

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
416.20	654.70	612.95	410.20	1049.57

6.4.3

Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

   6.4.3.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise

during the last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
188.88	143.27	76.42	54.03	2.72

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
188.88	143.27	76.42	54.03	2.72

6.5.2	**Institution has adopted the following for Quality assurance** **1. Academic Administrative Audit (AAA) and follow up action taken** **2.Confernces, Seminars, Workshops on quality conducted** **3. Collaborative quality initiatives with other institution(s)** **4.Orientation programme on quality issues for teachers and students** **5. Participation in NIRF** **6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
148	141	139	136	135

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
83	79	79	79	78

2.1	**Number of students year-wise during last five years** Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

| 7377 | 6905 | 6342 | 5825 | 5553 |

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7377	6905	6342	5825	5553

2.2	**Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2512	2095	1932	2000	1947

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2511	2074	1932	1996	1947

3.1	**Number of courses in all programs year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2771	2611	2556	2336	2322

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2338	2213	2119	2006	1956

3.2	**Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
386	361	352	349	347

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
386	350	352	336	341

4.2	**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

| 1345 | 1299 | 1318 | 1270 | 1240 |

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1615	1589	1577	1522	1481

4.4	**Total number of computers in the campus for academic purpose** Answer before DVV Verification : 2176 Answer after DVV Verification : 2089