

2013-14

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

Part – A

I. Details of the Institution

1.1 Name of the Institution	Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore - 641 043
1.2 Address Line 1	Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore – 641 043
Address Line 2	-
City/Town	Coimbatore
State	Tamil Nadu
Pin Code	641 043
Institution e-mail address	vc@avinuty.ac.in , vsram8@ yahoo.co.in registrar@avinuty.ac.in
Contact Nos.	0422 -2440241, 0422-2435550
Name of the Head of the Institution:	Dr. Sheela Ramachandran, Vice Chancellor
Tel. No. with STD Code:	0422 -2443219
Mobile:	9842211657

Name of the IQAC Co-ordinator:

Mobile:

IQAC e-mail address:

1.3 NAAC Track ID: 14748

1.4 Website address:

Web-link of the AQAR:

For ex. <http://www.avinuty.ac.in/AQAR2013-14.doc>

1.5 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	Four star level²		1999	2005
2	2 nd Cycle	B++	82.4	2005	2010
3	3 rd Cycle	A	3.01	2013	2018
4	4 th Cycle				

1.6 Date of Establishment of IQAC: DD/MM/YYYY

1.7 AQAR for the year (*for example 2010-11*)

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

- i. AQAR _____ 30.05.2011_ _____ (DD/MM/YYYY)
- ii. AQAR _____ 30.06.2012_ _____ (DD/MM/YYYY)
- iii. AQAR _____ 25.06.2013_ _____ (DD/MM/YYYY)
- iv. AQAR _____ 04.09.2014_ _____ (DD/MM/YYYY)

1.9 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

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

Type of Institution Co-education Men Women
Urban Rural Tribal

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

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

1.10 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify) **Community Education and Entrepreneurship Development**

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

NA

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

Autonomy by State/Central Govt. / University	Central Govt. University		
University with Potential for Excellence		UGC-CPE	
DST Star Scheme		UGC-CE	
UGC-Special Assistance Programme	✓	DST-FIST	✓
UGC-Innovative PG programmes	✓		
UGC-COP Programmes			
Any other (<i>Specify</i>)	CSIR, DRDO, BRNS, SAP, AICTE, DBT, CSO, TNSCST, AVRDC, HEINZ INDIA and NGOs		

2. IQAC Composition and Activities

2.1 No. of Teachers	40
2.2 No. of Administrative/Technical staff	1
2.3 No. of students	5
2.4 No. of Management representatives	2
2.5 No. of Alumni	2
2. 6 No. of any other stakeholder and Community representatives	1
2.7 No. of Employers/ Industrialists	1
2.8 No. of other External Experts	1
2.9 Total No. of members	59
2.10 No. of IQAC meetings held	6
2.11 No. of meetings with various stakeholders:	No. 22 Faculty 6
	Non-Teaching Staff 4 Students 4 Alumni 1 Others 11

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

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

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

Total Nos. International National State Institution Level

Regional Level

(ii) Themes

- ✓ Curriculum Restructuring – Student Workshop on Vocationalisation of Under Graduate Education through CBCS
- ✓ Research Ethics & Post Research Methods
- ✓ Path Finder - Explore Experiment, Elucidate Research
- ✓ National Workshop on Intellectual Property Rights
- ✓ Workshop on Free Open Course Software
- ✓ Workshop on Crash Course on MS Office
- ✓ FDP on Public Speaking Team Management & Event Management
- ✓ Workshop on Scopus and Web of Science

2.14 Significant Activities and contributions made by IQAC

**Academic audit -Evaluation procedure, Curriculum restructuring, PBAS
(Amended regulation for recruitment)**

2.15 Plan of Action by IQAC/Outcome

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

Plan of Action	Achievements
Commission of Solar Power Panel and Power Generation – A part of Green Revolution	Solar Power Grid 100KW is installed from UGC Fund
Conducted of the skill up gradation Workshop / Training for faculty	(i) Workshop on generating and validating MCQs (ii) Crash course on MS Office (iii) Workshop on free Open Source Software (iv) Workshop on Scopus and Web of Science (v) FDP on Team building, Event Management and Public speaking
Signing new MoUs	Six new MoUs are signed by the University with the overseas institutes such as ✓ Korean Science and Engineering Foundation ✓ Chung –Ang University, Republic of Korea ✓ Gyeong Sang National University, Korea and Local International Schools and industries.
Periodic meeting of IQAC	The internal members had meetings every two months to improve the functioning of IQAC
Submission of Research Proposals for Projects and patents	1. Received the OBAMA SINGH 21 st Century Knowledge Initiative Research functioning (Rs.1.5Crore) for the UGC Project – Sustainable Development 2. SAP is sanctioned to the Department of Textiles and Clothing. Proposals for five more new projects are submitted and proposal for one patent is applied
Effective functioning of the Research and Consultancy Cell	(1) Conduct of Research conventions for scholars (i)Research Ethics & Post Research Methods (ii)Path Finder - Explore Experiment, Elucidate Research (2) Workshop on Research Methods / Techniques compute techniques, Intellectual Property Rights (IPR) (3) Organized two-day workshop on Scopus & Web of Science (4) Two patents are filed by the Department of chemistry
Computerization of Administration and Library	E-governance through nine Modules Digital Data base is improved in Library with INFLIB NET, EBSCO and Scopus

	The introduction of LMS Koha software, Fedgate, Ezproxy to have local and remote access of e-journals
To improve Placement	Through motivation, more number of students participated in Placement Many Aptitude trainings are conducted Counseling and Career Guidance is given by the Department of Psychology
To fine tune the CBCS pattern which is newly introduced	Conducted students workshop on curriculum restructuring where students leaders gave their inputs to be incorporated in the syllabus Exclusive BoS for UG & PG enabling focused attention
To augment infrastructure facilities	The University has augmented the infrastructural facility by renovating and extending the existing buildings. <ul style="list-style-type: none"> • A Hi-Tech Seminar Hall funded by XII Plan, DST CURIE and Non Plan was constructed • Solar Power Grid (100Kv) has been installed
Student support activities	The following workshops are conducted (i)How to crack Civil Service Exam (ii)On overseas Education (iii) On personality development Special lecture on (i) Role of Police in the safety of women (ii) Role of Women in ensuring sustainable Food Nutrition Security

* Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body Yes No
Management Syndicate Any other body

Provide the details of the action taken

Draft plans for future
Appraise the Institutional achievements and recommend for future action

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes Courses	Number of programmes added during the year	Number of self-financing programmes Courses	Number of value added / Career Oriented programmes
PhD	1 (25)	-	5	-
PG	9 (27)	-	8 (5)	-
UG	13 (29)	-	5 (13)	-
PG Diploma	-	-	-	-
Advanced Diploma	-	-	-	-
Diploma	1 (1)	-	1(8)	-
Certificate	-	-	-	-
Others (M.Phil)	1 (27)	-	-	-
Total	25 (109)	-	19 (26)	-
Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

1.2 (i) Flexibility of the Curriculum: ✓CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	All
Trimester	
Annual	M.Phil (1)

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

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

*Please provide an analysis of the feedback in the Annexure

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

No

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

No

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
279	234	21	24	

2.2 No. of permanent faculty with Ph.D.

148

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

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
10	7	-	4	-	7	-	-	10	18

2.4 No. of Guest and Visiting faculty and Temporary faculty

71

1

15

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	28	22	
Presented papers	29	25	
Resource Persons	-	06	52

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

- Internships, Hands on training – both students & Staff
- Participation of students as stakeholders to recommend/suggest their requirements in syllabus / curriculum development,
- E-Fest to inculcate values of entrepreneurship among students.
- Introduced professional Certification Course for PG students
- Mentoring
- Effective use of ICT (video conferencing, smart class rooms etc)

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

180

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

Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions

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

170	273	18
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2.10 Average percentage of attendance of students

75

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
UG, B.A, B.Sc	884	33.24	43.51	23.24	-	83.71
BE	393	24.78	70.37	4.84	-	89.31
PG M.Sc	372	49.44	45.02	5.52	-	97.31
ME	33	96	1			100
B.Ed	182(Theory)	19.78	78.02	2.19	-	100%
	182 (Practical's)	42.30	57.69			
M.Ed (General)	15 (Theory+Pr.)	46.6	53.3	-	-	100%
	15 (Thesis)	86.6	13			
M.Ed.(Spe.Edn)	9(Th.Pr)	66	33	-	-	100%
	9 (Thesis)	77	22			
B.P.E.d	31 (Theory)	19.35	58.06	22.58	-	100%
	31 (Practicals)	29.03	61.29	9.67		
M.Phil	112	-	98	-	-	87.5%
Ph.D	30	-	30 (Commen- ded)	-	-	100%

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

- Take heed of stakeholder requirements and make necessary changes in academic functioning
- In Administrative functioning satisfy faculty strength
- Successfully Implementing conduct of courses for students' benefit: Value added Courses, Communicative and Soft Skill Courses, Professional Certification Course
- Quality circles formed for (Academic audit of evaluation, curriculum framing and recruitment of staff procedures)

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	11
UGC – Faculty Improvement Programme	14
HRD programmes	-
Orientation programmes	12
Faculty exchange programme	1
Staff training conducted by the university	3
Staff training conducted by other institutions	25
Summer / Winter schools, Workshops, etc.	90
Others (FDP, Short time course)	55

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	105	24	-	31
Technical Staff	11	-	-	-

Criterion – III 3. Research, Consultancy and Extension

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

- Effective functioning of the Research and Consultancy Cell
- Collaborative efforts
- Conduct of Research convention for students
 1. Path Finder – Explore, Experiment and Elucidate Research and Research Ethics
 2. Post Research Perspectives
- Linkages with research institutions / agencies, industries funding organisation as stakeholders
- Incorporation of Professional Certification courses
- Workshops on Research Methods / Techniques computing techniques, Intellectual Property Rights (IPR)
- Faculty Development Programme was conducted on Case Developing, Writing & Teaching
- Encouraging submission of projects/proposals for patenting
- Organised two days Workshops on Scopus & Web of Science Scholars and Faculty to enhance quality publications potentials among Scholars and faculty

3.2 Details regarding major projects

Major projects	Completed	Ongoing	International	Sanctioned	Submitted
Number	8	9	2		
Outlay in Rs. Lakhs	75.51	165.55	183.2		

3.3 Details regarding minor projects

Minor projects	Completed	Ongoing	Sanctioned	Submitted
Number		2		
Outlay in Rs. Lakhs		1.67		

3.4 Details on research publications

Research Publications	International	National	Others
Peer Review Journals	152	51	
Non-Peer Review Journals		19	
e-Journals		4	
Conference proceedings	22	13	
Conference Paper Presentation	22	25	
Chapter in Books& Books			19

3.5 Details on Impact factor of publications:

Range **0.3** Average **5.19** h-index **16** Nos. in SCOPUS **13**

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

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	5years -1 No.	DST -GOI	5,55,00,000	5,51,00,000
	3 years – 8 Nos	UGC	76,32,600	45,92,547
	2 years -8 Nos	UGC	51,36,600	36,27,500
	3 years -1 Nos	DST -Govt	16,79,280	15,00,000
	2 years -3 Nos	DST -Govt	54,52,200	44,31,640
	3 years -1 Nos	ICMR	32,32,400	28,12,454
	18 Months	ICMR	14,64,100	-
	3 years -1 Nos	DRDO	46,53,000	40,56,080
	3 years -1 Nos	BRNS	24,90,000	16,66,525
	3 years -1 Nos	SERB	26,88,000	22,30,000
	2 years -2 Nos		24,00,000	12,00,000
	4 years -1 Nos		34,36,000	16,10,000
	2years -1 Nos	NRB	19,32,000	19,32,000
	2 years -2 Nos	ICSSR	9,59,975	3,57,200
	7 Months	GNCTD	22,11,000	15,91,920
	2 Years -1 No	AICTE	7,05,000	7,05,000
		Aakash	3,00,000	17,000
	Start Up Project			
	2 Year-1 Nos	DST-GOI	19,71,600	9,90,800
Minor Projects	3 Years – 1Nos	ICDS	48,000	82,017
Interdisciplinary Projects	1year -1 Nos	Central Institute of Classical Tamil	2,50,000	1,00,000
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the</i>	2 Years -1 Nos	DST-GOI	8,48,058	4,60,608
	3 Years -4 Nos	DST (WOS-A)	73,42,000	41,95,000
International Projects	18 Months-2 Nos	Heinz	77,64,000	78,36,704
	3years -1 Nos	INDO US Project –(UGC) – Obama Singh 21st Century Knowledge Initiative	1,50,00,000	75,00,000
Any other(Specify)	2 years -2 Nos	UGC - Post Doctoral	4,00,000	47,12,270
Total			13,54,95,813	11,17,15,345

Project Visits : *Dr.Sheela Ramachandran* Vice Chancellor

Dr.Premavathy Vijayan Dean, Faculty of Education

Dr.Victoria Naomi Associate Professor, Department of Special Education

3.7 No. of books published i) With ISBN No.

Chapters in Edited Books Edited Books ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges
Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences /Seminars/ Workshop Organized by the Institution

Level	International	National	State	University	College
Number		08	13		7
Sponsoring agencies		Seminar-02 Conference-04	Under NMEICT of MHRD -02 Workshop -13		FDP – 02 Orientation-01 Refresher -01 Training Programme -02 EDP-01

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

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From funding agency From Management of University/College
 Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	-
	Granted	2
International	Applied	-
	Granted	-
Commercialised	Applied	-
	Granted	-

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

Total	International	National	State	University	Dist	College
	3		17			

3.18 No. of faculty from the Institution

Who are Ph. D. Guides and students registered under them

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

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

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level
 National level International level

3.22 No. of students participated in NCC events:

University level State level
 National level International level

3.23 No. of Awards won in NSS:

University level State level
 National level International level

3.24 No. of Awards won in NCC:

University level

State level

National level

International level

3.25 No. of Extension activities organized

University forum

College forum

NCC

NSS

Any other

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

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Newly created	Source of Fund	Total ₹
Campus area	-	-	-
Class rooms	-	-	-
Laboratories	-	-	-
Seminar Halls	1	DST-CURIE Non Plan XII Plan	1,00,00,000.00
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	-	XII Plan	5,67,512.00
Value of the equipment purchased during the year (Rs. in Lakhs)	-	XII Plan	1,05,49,837.00
Others	Solar Panel 100 KV	XII Plan	85,00,000.00

4.2 Computerization of administration and library

E-governance through 9 Modules

4.3 Library services:

	Existing 2012-2013		Newly added 2013-2014		Total	
	No.	Lakhs ₹	No.	Lakhs ₹	No.	Lakhs ₹
Text Books	139382	215.86	2261	8.77	141643	224.63
Reference Books	34497	254.78	1016	12.21	35513	266.99
Journals	Sub.& Ren.235	31.12	282	40.73	282	40.73
e-Books	1658	20.69	331	1.14	1989	22.10
e-Journals	ess.7151 Sub.6586	5.78	ess.7151 Ren.1453	6.29	8604	6.29
Digital Database	ess.10 Sub.3	12.80	ess.10 Sub.3	14.48	13	14.18
CD & Video	3570	-	334	-	3904	-
Others (specify)	-	-	3	3.69	3	3.69

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	Desktop – 1358 Laptop – 118 Server-37 Notebook -6 Workstation -4	21	2Mbps 1Gbps - NKN	University -2 Hostel -1	1	Desktop Chancellor's Off – 1 VC Office – 1 COE- 18 Registrar's Sec – 7 DR Sec -12 FO Sec – 13 Pro Off -2		
Total	1523							
Added	2013-14 Desktop – 40 Laptop – 42 Server-1 Tablet pc -4	Nil	Nil	Nil	Nil	Desktop Off-3 Dept-34 laptop Dept-21 Css-1 Computer prejecvt-20		project Zoo-1 Eco-1 Nss-1
Total	87							

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

'e- Governance' – Computer Centre and KGiSL

Networking for publication and quality publication (Library)

Faculty Development Programme was conducted for Case Developing, Writing & Teaching (Department of School of Management)

4.6 Amount spent on maintenance in lakhs:

i) ICT	8.11
ii) Campus Infrastructure and facilities	213.41
iii) Equipments (Breakage list)	10.49
iv) Others	
Total	232.01

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

University Calendar and Handbook
 Orientation programme for freshers
 Student Notice board, Hand book
 Website (University)
 Students Council,
 Student's council meetings
 Students Assembly
 Dean for Student affairs
 Student Advisor
 Special officer for International students
 Interaction with International students
 Prospectus
 Directions Display boards at appropriate places
 Signage Boards

5.2 Efforts made by the institution for tracking the progression

- CIA tests
- Formal / informal meetings
- Complaints box
- Talents day
- Self appraisal
- Conduct of competitions
- Formation of clubs
- Grievances
- Redressal cell
- Intercollegiate meets

5.3 (a) Total Number of students

UG	PG	B.Ed/ B.P.E.d	M.Ed	M.Phil	Ph. D.	Total
4747	783	215	18	76	111	5950

(b) No. of students outside the state

245

(c) No. of international students

04

Men	No	%	Women	No	%
	-	-		5950	100

Last Year 2012-2013						This Year 2013-2014					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
727	280	13	892	7	1919	225	264	26	1626	16	2141

Demand ratio – 2.8

Dropout 16 %

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

NET/SLET Coaching
IAS/IPS Coaching
(UGC Merged Schemes)

No. of students beneficiaries

251

5.5 No. of students qualified in these examinations

NET	<input type="text" value="24"/>	SET/SLET	<input type="text"/>	GATE	<input type="text"/>	CAT	<input type="text"/>
IAS/IPS etc	<input type="text"/>	State PSC	<input type="text"/>	UPSC	<input type="text"/>	Others	<input type="text" value="4"/>

5.6 Details of student counselling and career guidance

a. Regular Tutor-ward meets

b. Counselling and Career Guidance

The support of the Counselling Cell and Career Guidance that the institution extends to the students makes them confident to perform better in their career. Counselling, thus addresses both the academic and the career concerns and opportunities. The institution inculcates a positive attitude and a value added service to the students. The spirit of offering guidance on sharing resources, awareness on availability of opportunities and facilities, information and guidance about market patterns and grooming the employability skills that help in building a base for the students is exercised through the career and counselling cell, as a result of socio economic integration.

- The cell supports the students in the development of soft skills and communication ability, to challenge the rigors of competitive tests and at work place.
- The cell organizes industrial expert's orientation to the students of all faculties to update the latest trends and industry pre-requisites. Domain based training programmes are arranged prior to the campus recruitment.
- Pre-internship programme is organized to make the students industry ready. Also, Earn and Learn programmes are arranged for the needy students.
- Training on aptitude and logical reasoning is an ongoing process for the final year students, which helps them to succeed in the quantitative tests during the campus interviews.
- Mock interviews and group discussions are also a part of the industry readiness programme.
- The cell organizes series of entrepreneurship programmes with the motto of facilitating students to become job creators rather than job seekers.
- Periodical understanding of the job avenues prevailing in the market is understood and programmes are organized to the students at par.

Objectives

- To help students in their academics and career identification
- To help students with assessment for their understanding about individuals intellectual abilities, Aptitude and Personality
- To identify issues related to adjustment, behavioural and interpersonal problems
- To help teachers to identify slow learners, under achievers and poor achievers
- to help teachers adapt innovative methods of instruction to facilitate the needy

C.A.R.E Centre services are designed to help students address many of the academic, relational, social and emotional concerns they face. Department staff are trained and prepared to help students through whatever issues they may need assistance with. We have found that many students find it helpful.

Many students needed help in their academic, relational, social, and emotional concerns they face. Few were on academic issues such as time management and studying skills and few on adjustment issues such as transition to college, roommate problems and homesickness.

C.A.R.E also organise psycho diagnostics, every year for all the outgoing students of both the campus, mapping their area of interest and personality typing. During 2013-2014, the students benefited were Engineering -385, Arts and Science -860. It was found that ESTJ (extrovert-sensing-thinking-judgmental) was the most common personality type found among the outgoing engineering students. The career paths suitable for this type are business administration, judiciary, finance and teaching.

Individually each student was given a C.I.S Profile Sheet.

The faculty members of the Department of Psychology have been extending psychological counselling services to the members of the society. The issues addressed during 2013-2014 are learning disability, adjustment, problems, marital problems, anxiety and depression.

No. of students benefitted

1245

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>	
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed	
			Number of companies	Number of Students Placed
31	617	444	44	80

5.8 Details of gender sensitization programmes

<p>Through the activities of the various centres: Women Studies Centre Gandhian Studies Centre Dr.Ambedkar Studies Centre Department of Life Long Learning and Extension</p>

5.9 Students Activities

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

State/ University level	<input type="text" value="2"/>	National level	<input type="text" value="2"/>	International level	<input type="text"/>
No. of students participated in cultural events					
State/ University level	<input type="text" value="18"/>	National level	<input type="text"/>	International level	<input type="text"/>

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

Sports: State/ University level	<input type="text" value="-"/>	National level	<input type="text" value="9"/>	International level	<input type="text" value="-"/>
Cultural: State/ University level	<input type="text" value="-"/>	National level	<input type="text" value="1"/>	International level	<input type="text" value="-"/>

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	1080	57,54,221
Financial support from government	1	3,000
Financial support from other sources	21	36,000
Number of students who received International/ National recognitions	-	-

5.11 Student organised / initiatives

Activities: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: 0

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

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.
Mission
The mission of University is 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.

6.2 Does the Institution has a management Information System

Yes

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

6.3.1 Curriculum Development

1. Introduced 'Live Life Education Programme for I UG students 3 day programme with follow up sessions
2. Review of previous year's curriculum and effecting modifications based on:
 - Outcomes of curriculum restructuring workshop for students
 - Research needs
 - Strategies/ regulations put forth by ugc/ other academic bodies
 - Stakeholder's recommendations/ expectations
 - Employability criteria
 - Societal needs
 - Inclusion of current topics/ technologies as courses (value-added, professional certification etc)
 - Academic audit
 - Induction of stakeholders as members in academic bodies
 - Revision in the e-content of 'Current Affairs' in the Co -curricular Course – General Awareness
 - Revision in the contents of syllabus of Co -curricular Course – Certificate course on Dr.Ambedkar's Philosophy
 - Revision in the title of Certificate Course on Women Studies as:
 - Gender and Empowerment (All UG other then BE and B.Ed)
 - Gender, Technical Eduation an Employment (for BE)
 - Gender and Education for (B.Ed)

6.3.2 Teaching and Learning

Teaching and Learning

- ✚ Student - centric approach
- ✚ Opportunities for self study
- ✚ Scientific and society - need based research endeavours
- ✚ Technology based teaching- learning methods
- ✚ Academic audit to prune the methods adopted
- ✚ Acceptance of modern technologies (ICT) in knowledge transfer

6.3.3 Examination and Evaluation

Examination and Evaluation

Streamlined system

Quality circles to refine the system for validity

Academic audit to ensure credibility of the evaluation system in practice

6.3.4 Research and Development

Research and Development

- ◆ Effective functioning of the Research and Consultancy Cell
- ◆ Quality circles for monitoring, sanctioning and reviewing research project proposals
- ◆ Encourage faculty/ scholars to send quality proposals at national and international level
- ◆ Encourage proposals for patenting
- ◆ Appointed visiting professors
- ◆ Exchange programmes with International Universities
- ◆ Signed MoUs / Agreements with Universities for qualitative research work

6.3.5 Library, ICT and physical infrastructure / instrumentation

Library

- Committees as quality circles to review requirements
- Allocate funding for need- based projects/ proposals
- Periodic appraisal for implementation
- Ensuring adequacy and maintenance
- Allocation of support structure and services

6.3.6 Human Resource Management

Human

- Periodic appraisal of performance and need for capacity building
- Committees to monitor qualitative management
- Need - based recruitment

6.3.7 Faculty and Staff recruitment

Faculty and Staff

- Need based filling of vacant posts
- Recruitment as per UGC rules and regulations (Norms)

6.3.8 Industry Interaction / Collaboration

Industry Interaction / Collaboration

- Creating linkages and proper net working
- Undertaking collaborative endeavours / projects
- Induction of stakeholders as members in BoS, Academic Council, BoM and other Quality circles (Boards and Committees)

6.3.9 Admission of Students

Admission

- ☞ Inclusive education
- ☞ Adhering to reservation policies

'No Donation, No Capitation fee' policy

Strictly following merit list based admission

Procedures for admission stated in the University's policy statement

6.4 Welfare schemes for

Teaching	17,12,532.00
Non teaching	9,45,422.00
Students	3,65,200.00

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done Yes No

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

Academic and administrative - internal authority

Academic/ administrative audit committees appointed by the University

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

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

For UG Programmes Yes No

For PG Programmes Yes No

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

Follow modifications effected by UGC

- Quality circles examine existing pattern and recommends modifications /changes which will be passed in the Academic Council and BoM

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

6.11 Activities and support from the Alumni Association

Annual meets

- Support to conduct various functions, competitions, Seminars/ Conferences
- Placement of students
- Support in - mentoring, internships, Professional Certification courses
- Act as resource persons and as members in academic/ administrative bodies
- Offer scholarships/ endowments

6.12 Activities and support from the Parent – Teacher Association

Help in conduct of NSS/ CSS/ Community nutrition camps

- Support to conduct various functions, competitions, Seminars/ Conferences
- Placement of students
- Support in - mentoring, internships, Professional Certification courses
- Act as resource persons and as members in academic/ administrative bodies
- Offer scholarships/ endowments

6.13 Development programmes for support staff

- Permission to do higher studies
- Encourage attending conferences/ seminars, present papers and publish articles
- Capacity building/ training programmes through University IMF / Computer Centre
- Collaborate with Coimbatore Productivity Council for imparting training

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

- Efforts for Energy and water conservation (Green Technology)
- Rain water harvesting
- Effluent treatment plant
- Scheffler model solar cooker for Hostel
- Solar water heaters
- Solar Photovoltaics
- Green House
- Nakshathra Nandavanam

Criterion – VII

7. Innovations and Best Practices

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

- Respecting recommendations given by faculty and effecting modifications in e - governance for recording attendance, mark entry etc
- Exclusive BoS for UG and PG enabling 'focused' attention
- First batches of UG and PG students under CBCS pattern - an insight for fine tuning the system

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

Appointment of Committees for academic and administrative audit

Conduct of audits applying quality parameters/ benchmarks formulated by the quality circles on:

- Academic performance ensuring the relevance of quality of academic and research programmes
- Examination and evaluation procedures for credibility
- Administrative performance
- Recruitment procedures for appointing faculty
- Considered students as active stakeholders by enabling them to foster a learner - centric environment and by providing an opportunity for students to come out with their ideas and expectations through the student workshop on 'Curriculum restructuring' and the 'Research Conventions'
- Envisaged opportunities for faculty maturation in knowledge and technology by facilitating them to participate in various seminars / Conferences and other FDP at various levels
- Invited feedback from stakeholders and took heed of their suggestions for future endeavours
- Disseminated information on various quality parameters of higher education to students and staff through various forums including academic/ administrative bodies of the Institution
- Helped in organizing intra and inter institutional workshops/ seminars
- Promoted quality circles to strengthen quality in higher education
- Documented details on various programmes/ activities/ best practices of the University and in disseminating to various stakeholders
- Ensured promoting the quality culture of the institution on the lines of **the Institution's** Vision and Mission
- Prepared the AQAR for the academic year

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

Annexure (i) Choice Based Credit System (CBCS) - A fenestra for students as partners and beneficiaries

Annexure (ii) Gynocentric Education – the Crux of Inclusive Education

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

7.4 Contribution to environmental awareness / protection

Awareness:

- ↓ Conduct of seminars/ conferences/ competitions
- ↓ Involving students in maintaining campus cleanliness
- ↓ Practicing safe e- waste disposal
- ↓ Mini projects on calculation of carbon footprints
- ↓ Projects on waste recycling/ solar devices

Protection:

- ☑ Natchathira Nandavanam maintained in Campus 2
- ☑ Installed Scheffler model solar cookers in Hostel (Campus 2) for cooking
- ☑ Installed solar water heaters in hostels
- ☑ Installed effluent treatment plant
- ☑ Rain water harvesting units in both the campuses
- ☑ Solar photovoltaic's
- ☑ Green house
- ☑ Use of M. Sand and fly ash bricks for construction

7.5 Whether environmental audit was conducted? No

7.6 Any other relevant information the institution wishes to add. (For example SWOT Analysis)

Though a proper SWOT analysis was not done attempts have been made to find out our strength and shortcomings. The academic audits conducted have helped highlight the same


- S - Inclusive education
- W - Lack of appreciable industry - institution linkages/ networking
- O - Exclusive women's university
- C - Creating attitudinal/ aptitudinal changes among women students to take up both research and placements more seriously to contribute to national economy

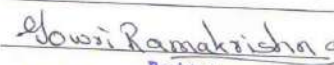
'The Week' Hansa Research Best University Survey 2014 has placed Our University in the 16th rank among the Top 35 Private and Deemed Universities with a score of 203. Our efforts would be on the lines to reach the top in future.

8. Plans of Institution for the next year

- Introducing B. Voc programme and enrolling students
- Commission the Solar power panel for power generation
- Reduce consumption of electricity on the grid
- Awareness generation for Students on e-waste recycling

Name Dr. VISALAKSHI RAJESWARIS Name _____


Signature of the Coordinator, IQAC


Registrar

Signature of the ~~Coordinator~~ Chairperson, IQAC
and Higher Education for Women
(University Ord./o 3 of UGC Act 1986)
Coimbatore - 641 043.

Revised Guidelines of IQAC and submission of AQAR

Annexure (i)

Two Best Practices of the Institution

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

1. Title of the Practice

Choice Based Credit System (CBCS) - A fenestra for students as Partners and beneficiaries

Student engagement in academic decision making though has received advocacy since many decades, has caught the attention of educationists only in recent years. Growing sensitivity to societal and global needs, heterogeneity in employer expectations, expanding student exposures, technology and knowledge sharing in the era of digitalized networking have brought to the forefront the imperative need to revisit an array of programmes and courses and lay a platter of rainbow options for the student community. Gone are the days when students accepted what was offered, especially at the entry level – the Bachelor’s Degree course.

2. Goal:

Giving heed to these arguments, the University decided upon engaging students in expressing their requirements and arriving at a common platform by incorporating their view points in syllabus framing - customised Vs tailor made ones. Evidently the offer had to be a multi fruit basket. Considering in addition, competitiveness in the educational field and the global standards to be met, it was decided to revamp the entire UG programmes offered under Choice Based Credit System.

3. The Context:

Contextually, the exercise, hitherto involved inviting changes / modifications in the following contexts:

- Restructuring entire UG syllabi
- Evolving a pattern of global acceptance
- Judicial missing of Choice based and credit based Courses
- Interdisciplinary options to hone employability skills
- Examining prospects for an interdisciplinary trend in the existing Courses

4. The Practice:

The transformation from the concept to the context covered a year long process and a **nine tier strategy** in curriculum development process (Fig.1)

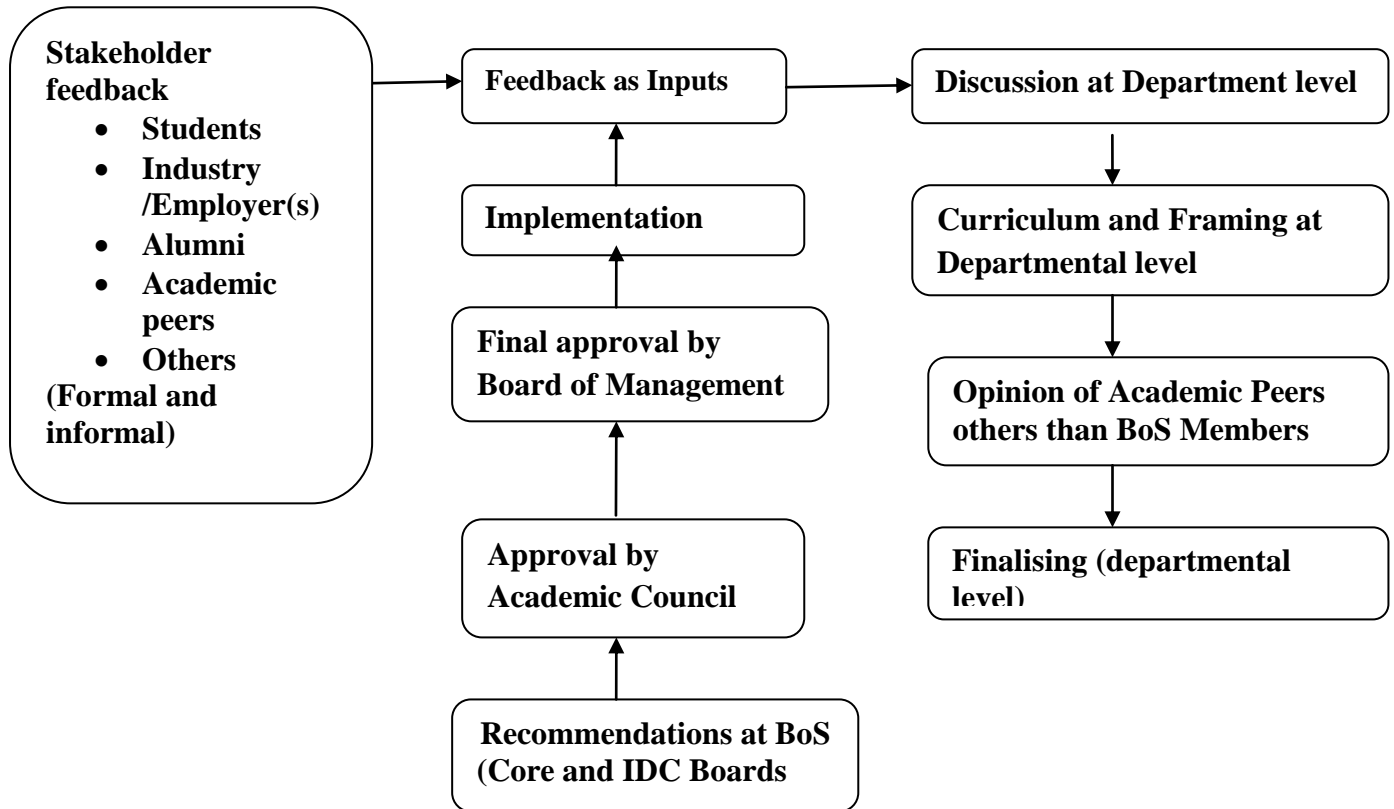


Fig: 1 Nine – Stage Strategy in Curriculum Development Process

- *Stages of development*
- Conception of the concept and getting it approved in the Planning and Monitoring Board of the University
- Concept – cascade from top level administrators to students level
- Conduct of the student workshop on ‘Curriculum Restructuring’ where student leaders gave vent to their requirements for various ‘Skill Inputs’ to be incorporated in the syllabus and for which two experts from other Universities were appointed as moderators.
- Submission of their recommendations to the Curriculum Restructuring Committee
- Drafting of the conceptual framework of the syllabi under seven models, (Fig.3a) outlined under a uniform format of five units per paper and allocated credits.
- Individual syllabi restructured to the best –fit-model

- Approval (of the syllabi) from Academic bodies – Boards of Study, Academic Council and Board of Management – which have adequate representation from other stakeholders (industry, academia, corporate, community etc external members)
- Introducing the system to the batch of students admitted in 2011-2012 (Fig-3b Framework of model 1 alone)

Model I – Those with language and English for 4 semesters

Model II. Those with language and English for 2 semesters

Model III. B.Com (all branches)

Model IV. Those with core 1 and core2

(Double major, B.Ed, M.Ed (5year Integrated Course)

Model V. Bachelor of Physical Education (BPE)

Model VI. Collaborative and Off Campus Courses

Model VII. Bachelor of Engineering (BE)

***Core T/P, Online Self Study,**

Compulsory internship

Model I – UG Programme with Language & English for 4 Semester		
Frame work	%	Credits
Part I – English	7	120
Part II Language	7	
Part III	72	
– Core Papers (Includes on line test Papers and Self Study Courses)	7	
- Allied Papers		
- (IDC- cafeteria Approach)		
Pat IV -		
1.Skill based (2)		
Value added – 1	7	10
2. Co-curricular – 1		
3. Extra Curricular -1		

Fig: 3a

Fig: 3.b

***Open Courses : 31; Co curricular courses:25; Value Added Courses:44; Extra Curricular:3**

5. Evidence of Success:

- ✓ Emerged as a very meaningful exercise in the context of ‘fitness to purpose’ as it related to the student’s interests and aspirations
- ✓ Facilitated academic flexibility
- ✓ Being set with credit systems complied with global standards
- ✓ Incorporation of 75 per cent of experiential learning afforded hands on experience contributing to enhanced employability skills
- ✓ Scope for administering feedback mechanism
- ✓ Promoted opportunities for self learning and lifelong learning

- ✓ Part IV component in the syllabi being a compulsory mandate, helped in still social responsibilities and citizenship role in students
- ✓ Student's workshop in 'Curriculum Restructuring' conducted in the following years (an annual mandate) after 2010-11, facilitated feedback and pruning of the system from better to best.
- ✓ The systems evidently helped in shaping students learning ability and pace of learning and draw a fair trade off.

6. Problems and Resources required

- It was a challenging experience for students, faculty administration and other stakeholders
- The transformation required multi-level sessions to create awareness among all stakeholders
- Required additional manpower and time beyond regular working schedules to bring in all Programmes / Courses under a common umbrella

➤ Resources required

- Human resource potential
- Widening of linkages and networking
- Scope for enhanced library and learning resources
- Academic and administrative reforms to accommodate changes within the prescribed time frame
- Action to disseminate information

7. Notes

- ✓ The exercise helped analysis of the need for stretching options and to bring in plasticity to the rigidity of the system that existed
- ✓ Catered to stakeholder expectations at all levels
- ✓ Enabled offer of a multi-fruit basket of Programme / Courses with an interdisciplinary flavour
- ✓ Noteworthy contribution by all stakeholders, especially students helped to recast all Courses which could sharpen their IQ, and EQ
- ✓ Identify a process for optimum use of the knowledge (resources) available in the 40 existing Departments and provide challenging options for interdisciplinary studies.

- ✓ A good exercise for wholesome academic experience through the ‘multiple – window system’ for students as partners and beneficiaries Complies with NAAC’s slogan: ‘**Nothing for us without us**’

Contact Details

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Annexure (ii)

1. Title of the Practice

Gynocentric Education – the Crux of Inclusive Education

‘**Inclusive Education**’ is the ‘Mantra,’ the driving force of higher education in recent times, especially in India. Our Institution is committed to the cause of women’s education in particular as is engraved in the Institutions’ Vision and Mission

Vision	Mission
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 of University is 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.

In this era of global competition, where women need to showcase their intellectual / technical pursuits more (superseding their emotional quotient) and to vie with men on a parallel terrain in tertiary education (higher education), girls and women have to be given ample ‘**space in education**’ – as partners in ‘**inclusive education**’. Being a women’s University, the Institution has been successfully deliberating on it by facilitating both formal and nonformal streams of education. Hence, it is one of the best practices of the Institution.

2. The Goal:

The objective set was to offer wholesome academic experience for women students from all walks of life, respecting their felt needs for formal and or non formal education.

3. The Context

- Expand accessibility - Admit / enrol students (girls) enabling leverage for students from reserved category, minority groups and vulnerable sections of the society
- Entertain enrolment for both formal and nonformal streams
- Cater to the needs of the present day women student community by offering course/ programmes of gynocentric – interest, which also meets global standards
- Tailor courses / schemes to empower women beneficiaries – Higher Education for persons with special needs
- Promote both formal and nonformal education

4. The Practice:

Focus on achieving wholesome academic experience from the view point of gynocentric inclusive education had driven us to embark on an education mode offering ‘**value – added value education**’. Inculcating value based education, scientific temper, social and citizenship roles, professional / technical skills, mentoring and honing individual potentials, vocational training, pruning entrepreneurial skills, sharpening managerial acumen, exposure to special education and physical education – all with an eye on

developing the students' intellectual, technical, social and emotional well being – were well managed through the Programmes / Courses offered by the seven faculties and the 40 departments therein (formal stream)

Being a University offering Home Science, Special Education, Physical education and Professional Education (Engineering) under a common umbrella proved an added advantage.

Women preferring non formal mode are taken care of by the functional Centres of the University

5. Evidences of Success:

Formal Stream

- All Undergraduates students enjoy from a wide range of Programmes / Course options offered under CBCS system, with compulsory core options and academic flexibility in Co - curricular, Interdisciplinary course and extracurricular courses. Incorporation of soft skills / communications skills in the syllabi helped infuse self confidence in classroom presentations and in facing interviews.
- All Postgraduates students similarly had an array of options presented again under CBCS system, offered with academic flexibility in Interdisciplinary Course, Multidisciplinary Course and **Professional Certification Courses**. (A unique feature available only in our Institution, especially at the Masters' level)
- Provision to aim higher and complete M.Phil and Ph.D is yet another threshold kept open for empowering women.
- Students also benefitted from the Add - on Courses, offered by the various Centres of the university and from the skill development programmes offered by NEN and ED cell of the University.
- An enabling environment was further laid by the presence of an appointed Dean for Student Affairs, a Nodal Officer for International Students, Antiragging Committee, Task force on safety and security of women students, Equal Opportunity Cell, Scheme for IAS/IPS Coaching, NET/SLET Coaching , Remedial Coaching and the like
- Students enrolled in different programmes in 2013-2014 that count to 2322, stands as a solid evidence for the success of the practice, the Institution follows. Among those enrolled (category wise) 627 belong to general, and 1370, 287,27and14 to BC, SC ST and Challenged (Physically visually challenged / Hearing impaired) respectively.
- Total student strength in 2013-2014 was - **6187**
- Eighteen undergraduates and three postgraduates were sanctioned Management scholarships
- Government scholarships amounting to Rs.57, 57,221/- was disbursed to 1602 beneficiaries
- Fellowships to the tune of Rs. 17, 49,800/- were facilitated to eight student beneficiaries
- **Nineteen Students** were the beneficiaries of the 'Earn while you Learn programme' and had benefitted monetarily by their involvement
- Students of 2012-2013 batch -**One thousand Nine Hundred and Sixty one** had received their Degree Certificates in the 25th Convocation held on **25th November 2013**

- **Totally 1919** students had enjoyed the facilities provided in the in-campus hostels
- Vocational and skill training offered by the faculty of Community Education and Entrepreneurship Development and the Department of Physical Education and Special Education has ushered in prospects for employability.
- Through the pro active Placement Cell of the University 252 students placed had procured placement in various companies
- A good number of students belonging to reserved category / Minority groups (561 to be precise) had undergone remedial coaching classes sponsored by the UGC Scheme (Equal Opportunity Cell)
- Nearly 126 students belonging to SC(28), ST (14) Minority (53) and OBC(31) had availed the opportunity to attend the entry – in service (IAS/IPS) coaching classes offered under Merged Scheme in 2013-2014
- Similarly 125 PG students were given coaching classes to prepare through to appear for NET/SLET/ CSIR Lectureship courses under the UGC scheme
- An Opportunity to express their opinion on curriculum designing in the student workshop on ‘Curriculum Restructuring’ organised every year, and the two annual Research Conventions to hone their research endeavours have surfaced as strong avenues for instilling boldness to voice students’ requirements and pave way for self-empowerment.
- Inter Collegiate meets organised had helped in networking with other Institutions, chiselled their competitive spirits, fine - tuned their entrepreneurial skills and managerial acumen
- Panel discussion (WSC) – 500 students, Mega Cognizant – 52 students and Avant Garde - 232 students participated)
- Students also had benefitted from the Courses offered by various Centres of the University like Dr.Ambedkar Study Centre, Women’s’ Studies Centre and Department of Life Long Learning

Non Formal Stream

- Women’s Studies Centre (WSC) as a part of their International Women’s Day Celebrations had honoured Five Women Achievers in Coimbatore, who had shown their prowess in different walks of life.
- Women’s Studies Centre had also organised a National Symposium where 57 Women academia were exposed to the nuances of Access and Participation of Women and Girls to Nutrition and Health Education and Training Science and Technology
- The Department of Life Long Learning had organised Eight Programmes, and twenty one Events, (Beneficiaries 544 Members)
- The NSS Empanelled Training Institution had imparted NSS training to 219 women teachers (Higher Secondary Schools and Colleges / University) among 555 participants in this academic year

- Dr.Ambedkar Studies Centre had conducted a workshop on Dalit Folk Performing Arts where 30 beneficiaries attended and another workshop on Right to Information Act when 98 students participated.
- A month – long free training programme in Computer Skills for 50 school students (SC/ST) and 15 day long free training programme in Multi Media Computer course for 40 women were also organised.
- The data presented above are ample proof to showcase the efforts of the Institution to emerge as a successful agent for addressing the issues of gynocentric Inclusive Education

6. Problems Encountered and Resource Required

- To enhance the comprehensive skills of the students and to acclimatize them to the new learning environment (Transition from School to higher education), conduct of Bridge courses was felt imperative
- Human resource potential, wider linkages, dissemination strategies (through different media), URL, University website, hostel features and necessary classroom and lab facilities were the resources required

7. Notes

- Academic flexibility and accessibility through provisions made for women through formal and nonformal modes is quite noteworthy

8. Contact Details

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