

The Annual Quality Assurance Report (AQAR) of the IQAC

2014-2015

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.

Part – A

AQAR for the year

2014-2015

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

641043

Institution e-mail address

vc@avinuty.ac.in , registrar@avinuty.ac.in

Contact Nos.

0422 -2440241, 0422-2435550

Name of the Head of the Institution:

Dr.Premavathy Vijayan
Vice Chancellor (i/c)

Tel. No. with STD Code:

0422 -2443219

Mobile:

9486419890

Name of the IQAC Co-ordinator:

Dr.K.Sivakamasundari

Mobile:

9894307340

IQAC e-mail address:

iqac@avinuty.ac.in

1.3 NAAC Track ID

14748

OR

1.4 NAAC Executive Committee No. & Date:

EC-64/RAR/32/2013 dated 09.07.2013

1.5 Website address:

iqac@avinuty.ac.in

Web-link of the AQAR:

www.avinuty.ac.in/AQAR2014-2015.doc

1.6 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 | | | | |

1.7 Date of Establishment of IQAC: DD/MM/YYYY **15.08.2003**

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC

- i. AQAR _____ 25.06.2013 _____ (DD/MM/YYYY)
ii. 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 & B.Voc programme are introduced**

1.11 Name of the Affiliating University (for the Colleges)

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

Autonomy by State/Central Govt. / University

University with Potential for Excellence UGC-CPE

DST Star Scheme UGC-CE

UGC-Special Assistance Programme DST-FIST
(Selected Departments)

UGC-Innovative PG programmes
(Selected Programme)

UGC-COP Programmes

Any other (Specify)

ICSSR, ICMR, BSR, BRNS, MRP, Heinz, DRDO, DST-GOI, WOS-A SERB, ICDS

2. IQAC Composition and Activities

| | |
|---|---------------------------------|
| 2.1 No. of Teachers | <input type="text" value="40"/> |
| 2.2 No. of Administrative/Technical staff | <input type="text" value="1"/> |
| 2.3 No. of students | <input type="text" value="5"/> |
| 2.4 No. of Management representatives | <input type="text" value="2"/> |
| 2.5 No. of Alumni | <input type="text" value="2"/> |
| 2.6 No. of any other stakeholder and Community representatives | <input type="text" value="1"/> |
| 2.7 No. of Employers/ Industrialists | <input type="text" value="1"/> |
| 2.8 No. of other External Experts | <input type="text" value="1"/> |
| 2.9 Total No. of members | <input type="text" value="53"/> |
| 2.10 No. of IQAC meetings held | <input type="text" value="4"/> |

2.11 No. of meetings with various stakeholders: No. Faculty

Non-Teaching Staff Student Alumni Others

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

(ii) Themes

- Research Ethics & Post Research Methods
- One day Induction Programme for Newly Recruited Faculty Members
- Workshop on Quality Education for All
- Curriculum Restructuring – Student Workshop on Vocationalisation of Under Graduate Education through CBCS
- Workshop on National Higher Education Quality Framework
- Training Programme for Attitude Development & Time and Quality Management
- Path Finder - Explore Experiment, Elucidate Research
- Workshop on Developing Courseware for PG-e Pathshala in Food Science and Nutrition

2.14 Significant Activities and contributions made by IQAC

- ✓ Evaluation of departmental activities and action plans through internal departmental audits and HoD meetings
- ✓ Collecting faculty publications statistics every quarterly and updating the e-governance
- ✓ Strategies were used to reduce paper use
- ✓ Extension and outreach programmes are enhanced through NCC, NSS and CSS
- ✓ Periodical meetings with faculty representatives were conducted to collect data pertaining to various activities of various departments.
- ✓ Development of University quality policy
- ✓ The Students' Wing meets periodically to plan activities which will enhance the quality of student life on campus
- ✓ Capacity building programmes are regularly organized for both teaching and non-teaching staff.

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 |
|---|--|
| Form Quality circles | New IQAC Coordinator and members for IQAC were appointed and quality circles formed for drafting PBAS applications and AQAR preparation |
| Conduct periodical review | Periodic meetings were conducted with faculty incharge and Department IQAC members |
| Create data base for students enrolled in the academic year | Created data base for students |
| Conduct Seminars / Workshops | Conducted Workshops / Seminars (Important programme are given below) <ul style="list-style-type: none"> ▪ International Conference on Development Policy Transfer of Technology for Sustainable Growth and Development -Lessons and Experiences ▪ Samyojana'14-Teacher Effectiveness in Handling Children with Specific Learning Disability ▪ Innovations in Mathematics ▪ Big Data Challenges and Opportunities ▪ Tourism Entrepreneurship - A Paradigm Shift in Global Economy Bioethics in Research <ul style="list-style-type: none"> ▪ Developing Courseware for PG-e Pathshala in Food Science and Nutrition ▪ Molecular Modeling and Computer – Aided Drug Discovery |
| Improve staff publication and enhance h index | Publications of Faculty has increased from 200 to 250 |
| Conduct skill upgradation programme | Conducted skill upgradation for students <ul style="list-style-type: none"> ✓ Students workshop on Curriculum Restructuring ✓ Research Convention for all research and M.Phil scholars ✓ Training programme by IMF for lab Assistant |
| Psychometric tests for all final year UG students | C.A.R.E also organizes Psycho diagnostics, every year for all the outgoing students of both the campus, mapping their area of interest and personality typing. During 2014-2015, the students benefited were Engineering- 300, Arts and Science - 850. |
| Improve Placement | 1. Data Consultancy Services conducted a Special Training for SC/ST and under Privileged students focusing on English Communications Skill and |

| | |
|---|--|
| | <p>basic corporate etiquette.</p> <p>2. The Career Guidance and Counselling Cell operates in enhancing and facilitating the students to find a path for career and opportunities that leads to a quality living.</p> <p>Placement training on e Box</p> |
| Effective use of ICT | <p>1. Project sanctioned to digitalize Ph.D thesis workshop on Multimedia</p> <p>2. Special software (Turnitin) and iThenticate in library for checking plagiarism by INFLIBNET</p> <p>3. A search machine named Fedgate which gives the complete library collection on single search interface</p> <p>4. A software named EZProxy helps in remote access e-journals and e-books.</p> |
| Effective Functioning of Research and Consultancy | <p>More projects were sanctioned</p> <p>36 ongoing projects and received nearly five crore from the funding agency</p> |
| Recognitions to the Institution | <p>1. ICTACT Outstanding Academic Partner Excellence Award</p> <p>2. EMC² Academic Leader Award</p> <p>3. Trained 100 people with digital literacy skill in ICTACT digital India Pledge 2015</p> <p>4. Ms. Archana Patnaik, District Collector, recognized the contribution in Blood Donation Camps by NSS with a Medal</p> |
| Industry and Social Sync | <p>1. The institute is one among the twelve potential institutes from all over India identified by British Council to execute a training programme and Young Women Social Entrepreneurship Development Programme</p> <p>2. Coimbatore Vizha of CII- Yi Net conducted E-Fest with 70 stalls - Dr. Latha Pillai, Advisor – NAAC felicitated the students</p> <p>3. A panel discussion on “Inspiring change” organized by The Hindu</p> |
| Introduction of new courses | <p>Introduced two B.Voc programmes namely</p> <p>1. B.Voc – Food Processing and Engineering</p> <p>2. B.Voc Medical Equipment Technology under the banner of NVEQF by UGC</p> |

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

Provide the details of the action taken

- ✓ Drafted plans for future
- ✓ Appraised the Institutional achievements and recommended for future action
 - Incorporated the recommendations of the statutory bodies from time to time.
 - The IQAC members have frequent interactions to evaluate the progress and plan for further course of action.
 - Common Advanced RL of the university has been enhanced the research output of the institution
 - Enhanced library facilities have strengthened the teaching, learning and research activities of the institution.
 - Biannual Research conventions have strengthened the research perspectives of the institution
 - Introduction of B.Voc programme promoted the visibility of the institution
 - Monitoring the curriculum and restructuring through staff and student workshops every year
 - AQAR is prepared from the inputs obtained from various departments
 - The AQAR is reviewed by administrative and academic authorities and recommendations and suggestions, corrections if any are carried out
 - With an increase in the number of Co-curricular, Value added and Professional Certificate courses, the students are equipped with more knowledge and skills to meet the challenges of current job market

Part – B

Criterion – I

I. 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) | - | 1 (5) | - |
| PG | 7 (27) | - | 4 (10) | - |
| UG | 10 (31) | - | 4 (12) | - |
| PG Diploma | - | - | - | - |
| Advanced Diploma | - | - | - | - |
| Diploma | - | - | - | - |
| Certificate | - | - | - | - |
| Others (M.Phil) | 1 (27) | - | - | - |
| Total | 19(110) | - | 9(27) | - |
| 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 Programmes other than M. Phil |
| Trimester | - |
| Annual | M.Phil, B.Ed |

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

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

*An analysis of the feedback is given in the Annexure I (Page 37)

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects. YES
Yes: Salient aspects on revision / updated of regulation of syllabi is given in annexure II (Page 47)

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 |
|------------|------------------|----------------------|------------|--------|
| 275 | 232 | 20 | 23 | - |

2.2 No. of permanent faculty with Ph.D.

154

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 |
| 3 | 8 | - | 5 | 1 | 8 | - | - | - | - |

2.4 No. of Guest and Visiting faculty and Temporary faculty

15

2

74

2.5 Faculty participation in conferences and symposia:

| No. of Faculty | International level | National level | State level |
|------------------|---------------------|----------------|-------------|
| Attended | 55 | 49 | 12 |
| Presented papers | 28 | 08 | - |
| Resource Persons | - | - | 60 |

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.
- Simulated activities
- Mentoring
- Effective use of ICT (video conferencing, smart class rooms etc)
- Case studies and Role play
- Experiential learning to reinforce the fundamentals of the subject
- Co-operative learning

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

180

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

Examination / Evaluation Reforms initiated by the Institute, Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions, and Computer based testing; all question papers are composed of 10%, Objective type questions, 20%, Short answer type questions 25%, Medium type questions, and 45% Essay type questions.

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

Research Convention - 222

Board of Studies - 234

Curriculum Restructuring- 201

2.10 Average percentage of attendance of students

81.1%

2.11 Course/Programme wise distribution of pass percentage:

| Title of the Programme | Total no. of students appeared | Division | | | | |
|---|--------------------------------|-------------------------|----------------------|--------|--------|--------|
| | | I Class with Excellence | I With Distinction % | I % | II % | Pass % |
| UG Programmes - B.A, B. Sc | | | | | | |
| Faculty of Home Science | 195 | - | 20.51 | 49.74 | 1.0256 | 71.28 |
| Faculty of Science | 365 | 0.55 | 24.66 | 58.90 | 1.643 | 85.75 |
| Faculty of Humanities | 121 | - | 9.9 | 61.98 | 13.22 | 85.12 |
| Faculty of Education | 65 | - | 18.46 | 76.92 | 1.54 | 96.92 |
| B. Ed | 176 | - | 26.70 | 71.60 | 1.70 | 100 |
| B.P. Ed | 48 | - | 2.1 | 56.29 | 39.6 | 97.99 |
| Faculty of Management – B.Com | 152 | - | 22.37 | 71.71 | - | 94.08 |
| B.B.A Tourism | 20 | - | 20 | 80 | - | 100 |
| Faculty of Community Education and Entrepreneurship Development | 83 | - | 16.87 | 69.88 | 9.64 | 96.39 |
| Faculty of Engineering | 404 | - | 11.39 | 74.50 | 1.73 | 87.62 |
| PG Programmes - M. Sc, M.A, M.C.A | | | | | | |
| Faculty of Home Science | 82 | - | 57.32 | 39.024 | - | 96.34 |
| Faculty of Science | 112 | - | 58.04 | 41.07 | - | 99.11 |
| M.C.A | 15 | - | 26.7 | 73.3 | - | 100 |
| Faculty of Humanities | 23 | - | 21.74 | 78.26 | - | 100 |
| Faculty of Business Administration (MBA) | 42 | - | 26.19 | 69.05 | - | 97.61 |
| M.Com | 16 | - | 25 | 75 | - | 100 |

| | | | | | | |
|-------------------|----|-----|-------|-------|-------|-------|
| M.T.A | 5 | - | 40 | 60 | - | 100 |
| M.Ed General | 26 | - | 34.62 | 15.38 | 50 | 100 |
| Special Education | 19 | - | 68.42 | - | 31.58 | 100 |
| M.E | 40 | 7.5 | 87.5 | 5 | - | 100 |
| M.Phil | 73 | - | - | 90.41 | 4.11 | 94.52 |
| P.h.D | 65 | - | - | - | - | 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
- Rigorous review of the functioning of the various units of the University is a part of quality enhancement measures such as
 - Restructuring the curriculum twice a year
 - Periodical review of teaching – learning process at the end of each semester
 - Feedback from students on Curriculum, teaching –learning and evaluation
- 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 | 12 |
| UGC – Faculty Improvement Programme | 8 |
| HRD programmes | - |
| Orientation programmes | 13 |
| Faculty exchange programme | 6 |
| Staff training conducted by the university | 37 |
| Staff training conducted by other institutions | 17 |
| Summer / Winter schools, Workshops, etc. | 43 |
| Others (Special lectures, Association Meeting) | 173 |

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 | 87 | 23 | - | - |
| Technical Staff | 42 | 05 | - | - |

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,
- Free Access to e-journals (INFLIBNET), facility for faculty and Research scholars
- Free quality check of Research manuscripts through ‘Turnitin Plagiarism software available in University Library
- Encouraging submission of projects/proposals for patenting
- Organised two day Workshops on Scopus & Web of Science for Scholars and Faculty to enhance quality publications potentials among Scholars and faculty
- State of the art laboratories with equipped instruments
- Common Advanced RL of the university has enhanced the research output of the institution
- Remote Access to e-journals / database /e-books through proxy
- Eminent speakers were invited for knowledge transferring interactive lecture / Discussion including Fulbright Scholars

3.2 Details regarding major projects

| | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|--------------|---------------|------------|-----------|
| Number | 2 | 41 | 41 | - |
| Outlay in Rs. Lakhs | 40.80 | 919.39 | - | - |

3.3 Details regarding minor projects

| | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|---------|------------|-----------|
| Number | - | - | - | - |
| Outlay in Rs. Lakhs | - | - | - | - |

3.4 Details on research publications

| | International | National | Others |
|--------------------------|---------------|----------|--------|
| Peer Review Journals | 184 | 52 | 10 |
| Non-Peer Review Journals | - | -- | - |
| e-Journals | - | - | - |
| Conference proceedings | 26 | 08 | - |

3.5 Details on Impact factor of publications:

Range 0 to 6.42 Average 2.1 h-index 16 Nos. in SCOPUS 143

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 Lakhs. |
|--|-------------------------|---|------------------------|-----------------|
| Major projects | 5years -1 No. | UGC | 56.80 | 33.40 |
| | 3 years –6Nos | UGC | 64.54 | 48.58 |
| | 2 years -7 Nos | UGC | 43.83 | 31.84 |
| | | UGC – ePG - pathsala | 224.0 | 14.00 |
| | Shodhganaga | UGC | 10.75 | 10.75 |
| | 2 years -2 Nos | DST -GOI | 28.20 | 25.24 |
| | | ICMR | 26.42 | 4.47 |
| | 3 years -1 Nos | DRDO | 46.53 | 40.56 |
| | 3 years -1 Nos | BRNS | 24.90 | 19.67 |
| | 3 years -1 Nos | SERB | 26.88 | 24.80 |
| | 2 years -2 Nos | | 24.00 | 12.00 |
| | 4 years -1 Nos | | 34.36 | 16.10 |
| | 2 years -2 Nos | ICSSR | 28.31 | 5.43 |
| | 18 Months | | 5.00 | 2.00 |
| | | Aakash | 1.00 | 1.00 |
| | Start Up Project | | | |
| | 2 Year-3 Nos | DST-BSR | 18.00 | 16.80 |
| | 3 Years – 3 | DST (WOS-A) | 71.58 | 34.81 |
| Minor Projects | | | | |
| Interdisciplinary Projects | 1year -1 Nos | Central Institute of Classical Tamil | 2.50 | 1.00 |
| | 10 days | | 2.50 | 2.00 |
| Industry sponsored | | | | |
| Projects sponsored by the University/ College | | | | |
| Students research projects <i>(other than compulsory by the University)</i> | | | | |
| International Projects | 18 Months- 1Nos | Heinz | 29.29 | 29.14 |
| | 3years -1 Nos | INDOUS Project –(UGC) – Obama Singh 21st Century Knowledge Initiative | 150.00 | 75.00 |
| Total | | | 919.39 | 445.59 |

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

Rs. 10.72 lakhs

3.11 No. of conferences
 Organized by the Institution

| Level | International | National | State | University | Faculty |
|---------------------|---------------|----------|-------|------------|---------|
| Number | 1 | 11 | - | 3 / | 158 |
| Sponsoring agencies | UGC | UGC | - | UGC | |

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 | 9 |
| | Granted | - |
| International | Applied | - |
| | Granted | - |
| Commercialised | Applied | - |
| | Granted | - |
| | Awarded | 1 |

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 |
|-------|---------------|----------|-------|------------|------|---------|
| 10 | - | 7 | 3 | - | - | - |

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:

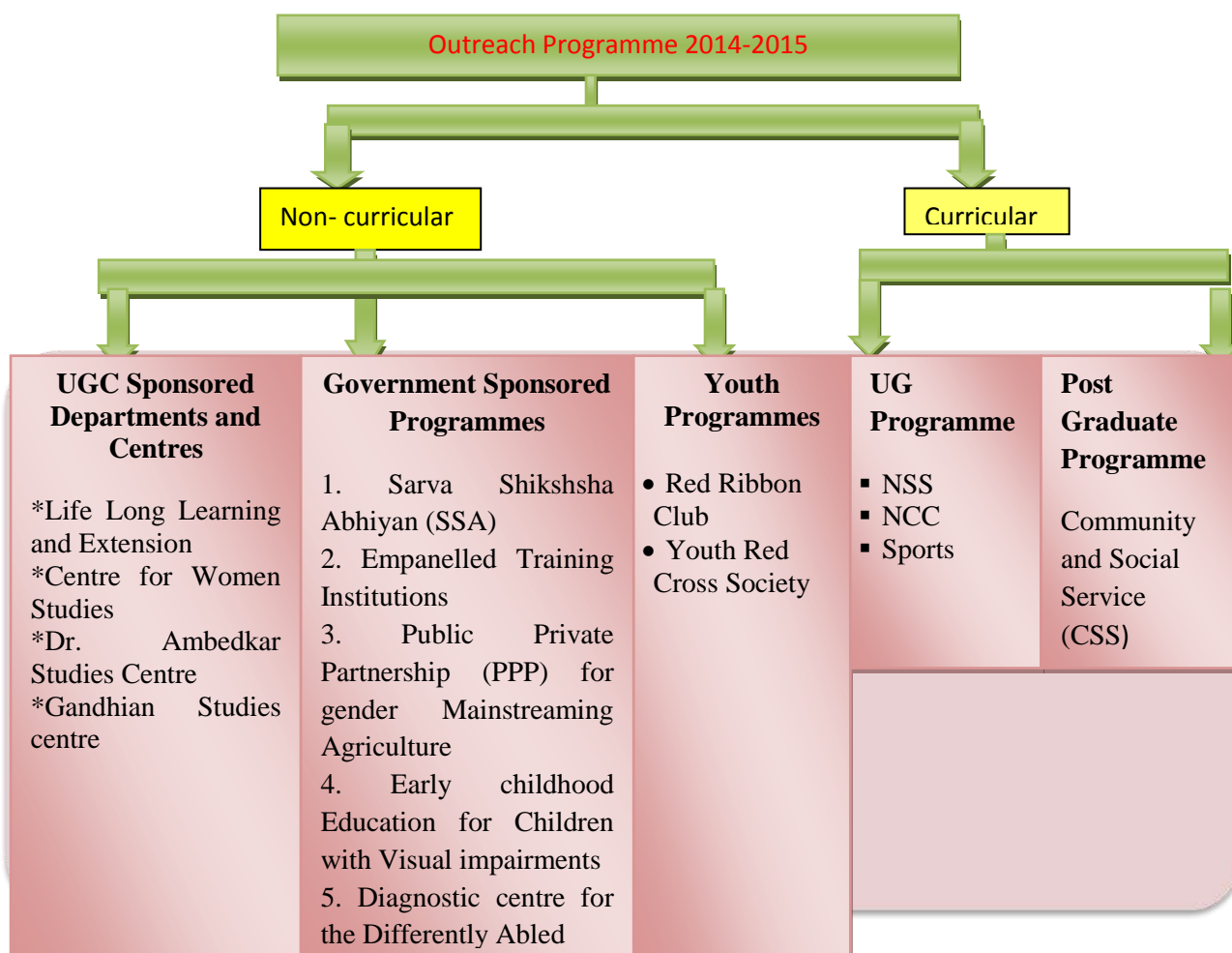
University level State level
National level International level

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 -

The University has all embracing extension and outreach activities with focus on reaching out to the society through various community-oriented initiatives.



The extension and outreach activities of the University have several dimensions, as depicted below.



Sensitizing students and faculty on Institutional Social responsibility (ISR)

.....University's Initiatives

The Institutional Social Responsibility is highlighted in the following initiatives taken by the University to sensitize students and faculty towards community service.

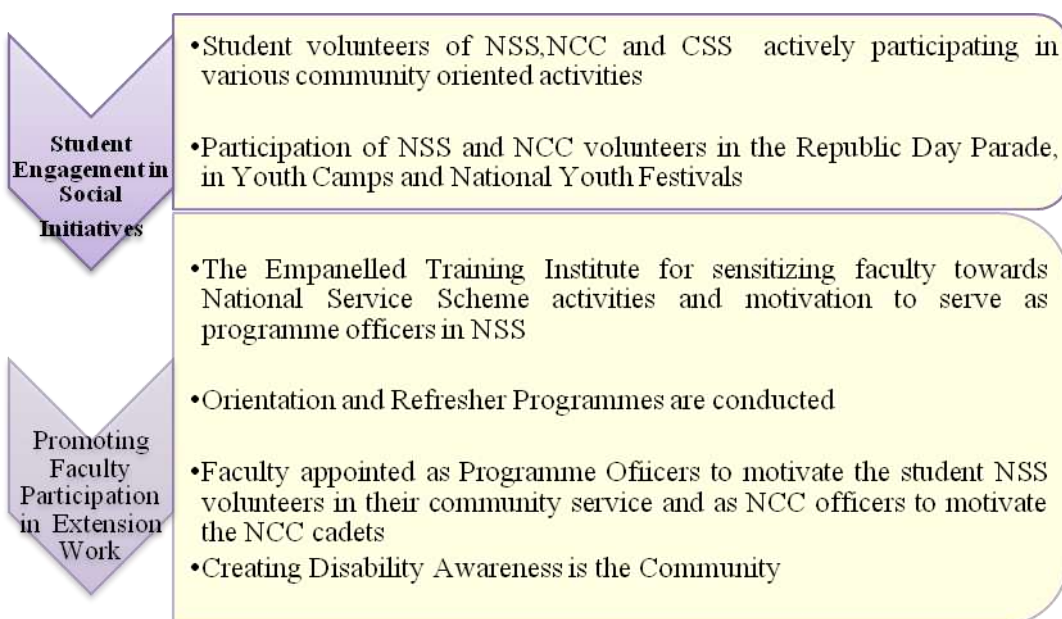
- NSS, NCC and Sports activities offered under Part IV as extracurricular programmes in the curriculum stress on the need for community and social development in the young minds
- Vocational programmes, guest lectures, seminars, workshops and orientation programmes organized to foster service outlook in the minds of the students
- Observation of National days - National Integration Day, Literacy Day, Environment Day, World Health Day, Women's Day, Human Rights Day, World AIDS Day, International Day of the Differently Abled etc., to inculcate a sense of social responsibility amongst the faculty and students
- The Department of Lifelong Learning and Extension, Centre for Women's Studies, Dr. Ambedkar Studies Centre and Gandhian Studies Centre also organizing social awareness programmes
- Contribution to Flag Day and the Prime Minister's Rally

University - Neighbourhood Network

The University National Service Scheme consultancy networks with NGO's Government Officials and the Coimbatore Corporation Volunteers, for organizing various community oriented programmes

The Department of Life Long Learning and Extension conducts vocational and skill development courses for the local people

Student and Faculty Participation in Extension Activities & Social Initiatives



Important Social Outreach Programmes Organised

Among the rich list of activities and programmes of the social outreach initiatives of the University, a few major ones are listed below.



Extension Activities

The following outreach programmes are organized by the University.

- Awareness rallies organized for Breast feeding, HIV/AIDS, Voter awareness, Human Rights, Civic sense, Conservation of Water and Energy, Environmental Pollution, Protection and Preservation, Immunization of Girl Child, Global Warming, Obesity, Leprosy, Dental Hygiene, ill effects of Tobacco and Cigarettes, Blood Donation, Disability Awareness.
- Construction of compound walls for rural schools, bus shelters in rural areas, construction of toilets in schools and villages and construction of rain water harvesting units.
- Provision of cupboards, drinking water drums and tumblers, cooking vessels and mats, writing boards, Teaching Learning material for anganwadi children.
- Supply of saplings, seeds and vegetables seedlings in rural areas
- Adult literacy
- Nutrition education to the masses
- Health education for children
- Many of the outreach programmes are organized through the National Service Scheme (NSS) and Community and Social Service (CSS) which are mandatory for under graduate and Post Graduate students respectively and are integral part of the academic curricula.
- Many of the outreach programmes are considered as part of the curriculum in courses such as Master of Social work; Rural Development and Sociology, Home Science Extension Education and Special Education.
- The Department of Lifelong Learning and Extension, Center for Women's Studies, Dr. Ambedkar Studies Centre and Gandhian Studies Centre also carrying out outreach Programmes

University promotes the University-neighbourhood network through NSS and CSS programmes. Students work in the community and create socio and economic awareness on various areas simultaneously students get acquainted with the economic status of the people, their needs and wants and get trained to help them which in turn sustains the community development. Several courses in the University have field work or training in the industry as part of the curriculum and so students are sent to various neighbourhood areas for acquiring experience which also contribute to sustained community development.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

| Facilities | Existing | Newly created | Source of Fund | Total |
|---|----------|---------------|------------------------|------------|
| Campus area | ✓ | - | XII th Plan | 85,924.00 |
| Class rooms | - | - | - | - |
| Laboratories | - | - | - | - |
| Seminar Halls | - | - | - | - |
| No. of important equipments purchased (≥ 1-0 lakh) during the current year. | - | - | - | - |
| Value of the equipment purchased during the year (Rs. in Lakhs) | - | - | - | - |
| Others : Solar power Plant -100KWp | - | - | XII th Plan | 73.5 lakhs |

4.2 Computerization of administration and library

E-governance through 9 Modules

4.3 Library services:

| | Existing | | Newly added | | Total | |
|------------------|----------------------|----------------|-----------------------------------|----------------|--------|----------------|
| | No. | Value in Lakhs | No. | Value in Lakhs | No. | Value in Lakhs |
| Text Books | 141643 | 224.63 | 3378 | 10.37 | 145021 | 235.00 |
| Reference Books | 35513 | 266.99 | 1133 | 21.40 | 36646 | 288.39 |
| Journals | Sub& Ren 282 | 40.73 | Sub& Ren.255 | 44.99 | 255 | 44.99 |
| e-Books | 1989 | 22.10 | Ren.(1)331 | 1.52 | 1989 | 23.62 |
| e-Journals | ess.7151 Ren.1453 | 6.29 | ess.7151 Ren.6586 New.10873 | 7.93 | 24610 | 7.93 |
| Digital Database | ess.10 Ren.3 | 14.48 | ess.10 Ren.3 | 15.96 | 13 | 15.96 |
| CD & Video | 3904 | - | 316 | - | 4220 | - |
| Others (specify) | 3 | 3.69 | - | - | - | - |

4.4 Technology up gradation (overall)

| | Total Computers | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Departments | Others |
|----------|--|---------------|-------------------------|-----------------------------|----------------------------|---|--|---|
| Existing | Desktop – 1398 Laptop – 160 Server-38 Notebook -6 Workstation - 4 Tablet pc - 4 | 21 | 2Mbps 1Gbps -NKN | | University -2 Hostel -1 | 1 | - | |
| Added | 2014-15 Desktop – 76 Laptop – 17 Server- 2 | - | 10Mbps 1Gbps -NKN | University -1 Hostel - 1 | - | Desktop Regist- Srar off -1 | Deskto p – 55 Laptop –16 Server - 1 | Desktop Library -20 Comp. Sc. Project -1 Laptop Comp. Sc. Project -1 Server Library -1 |

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

Organising training programme on e-governance, library usage etc every year to all new comers
Orientation on remote access e-journals
Networking for publication and quality publication (Library)

4.6 Amount spent on maintenance in lakhs:

| | |
|--|--------------|
| i) ICT | 13.23 |
| ii) Campus Infrastructure and facilities | - |
| iii) Equipments (Breakage list) | - |
| iv) Others | - |
| Total: | 13.23 |

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

Orientation programme for freshers
Student Notice board, Hand book, Website (University)
Day to day activities announced in website, Students Council,
Student's council meetings, Students Assembly
Dean of Student affairs, Special officer for International students
Interaction with International students, Prospectus
Directions Display boards at appropriate places
e-campus, Anti Ragging curb Committee
Dispatch of Final Semester Mark Sheets, Provisional Certificate and Consolidated Mark Sheets by speed post to all passed out students after the final semester results are declared
Issue of Duplicate Mark Sheets within a short period
Issue of Transcripts within a few hours
Lamination of Mark Sheets
Availability of all forms related to research programmes uploaded in Intranet of the University website
Transparency, Retotalling and Revaluation of Answer scripts

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
- Stakeholders meet
- BOM, BOS and Academic Council meets
- General Feedback forms about university
- Staff evaluation
- Student programme evaluation
- Curriculum restructuring workshops
- Research Advisory Committee
- Various other committees

5.3 (a) Total Number of students

| | | | | | | |
|------|-----|--------|---------------|------|--------|-------|
| UG | PG | Ph. D. | B.Ed / B.P.Ed | M.Ed | M.Phil | Total |
| 4845 | 681 | 93 | 223 | 32 | 70 | 5944 |

(b) No. of students outside the state

266

(c) No. of international students

6

| | | | | | |
|-----|----|---|-------|------|-----|
| Men | No | % | Women | No | % |
| | - | - | | 5944 | 100 |

| Last Year 2013-2014 | | | | | | This Year 2014-2015 | | | | | |
|---------------------|-----|----|------|-----------------------|-------|---------------------|-----|----|------|-----------------------|-------|
| General | SC | ST | OBC | Physically Challenged | Total | General | SC | ST | OBC | Physically Challenged | Total |
| 225 | 264 | 26 | 1626 | 16 | 2141 | 225 | 272 | 28 | 1652 | 12 | 2177 |

Demand ratio – 3.65

Dropout 14.6 %

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

Co-Curricular course (General Awareness Quantitative Aptitude test Value added courses)

No. of students beneficiaries

1348

5.5 No. of students qualified in these examinations

| | | | | | | | |
|-------------|----|-----------|---|------|---|--------|---|
| NET | 11 | SET/SLET | 5 | GATE | - | CAT | 1 |
| IAS/IPS etc | - | State PSC | - | UPSC | - | Others | |

TOEFL -1, GRE- 1
NIECMAR-2 TNPSC-1,
Central Board of
Education -10

5.6 Details of student counselling and career guidance

The support of the Career guidance and Counseling cell of the institute promotes students to develop self confident, personality development to meet the challenges of future 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 foundation for the students is exercised through the career and counseling 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 faculty 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 while 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 on par with various programmes is organized to the students.

The Academic year **2014 – 2015**, extended more opportunities for the arts & science students, to get employed. In understanding the opportunities, the students were trained based on the industry pre-requisites on aptitude, soft skill, and Communication skills. 395 career aspiring students were placed in various companies in different job profiles. The average salary of the placed students ranges from 2 lacs to Rs. 3 lacs p.a.

A special training, as a part of Affirmative Action Program of Tata Consultancy Services was conducted for 80 hours for SC/ST and underprivileged final year students of arts and science. The training mainly focused on English Communication Skills and Basic Corporate Etiquette. A special drive for the trained students was conducted, of which 12 students of 40 were selected to work with Tata Consultancy Services, as Trainee, with stipend of Rs. 11,500 p.m. Certificates for all the trained students were issued.

As a part of NSDC's initiation, training on customer care was facilitated through Labour Net to a batch of interested students (12). The students were also offered job, based on their area of interest. Certificates were issued to the trained students. Such training to the students helped them in appearing for the campus interview with more confidence and finds themselves placed in reputed organizations.

Various professionals from companies addressed the final year students in giving awareness on jobs and the industry expectations for career growth with them.

Special drive for students of Education was organized, of which more than 15 schools participated and most of the students were placed. Beforehand, training based on education and interview etiquette was conducted to the students.

Also few students participated in Entrepreneurship training programmes that were held outside the campus. Such programmes trigger the students to think differently and motivate them to be Job Providers rather than Job Seekers.

Having attending the training program and getting placed in the campus interview, students are also encouraged a day to visit the organizations for orientation. On the contrary students also attend pre-seminar of the companies to know the company's profile and then appear for the interview in the campus.

The career guidance and counselling cell operates in enhancing and facilitating the students to find a path for career and opportunities that leads to a quality living. Students were facilitated to attend 48 interviews and 395 students were selected.

The Objectives of the Programmes are to:

- help students in their academics and Career identification
- help students with assessment for their understanding about individuals intellectual abilities, Aptitude and Personality
- identify issues related to adjustment, behavioural and interpersonal problems
- help teachers to identify students with learning problems, under achievers and poor achievers
- help teachers adapt innovative instructional strategies to facilitate the needy

CARE Center 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 organizes Psycho diagnostics, every year for all the outgoing students of both the campus, mapping their area of interest and personality typing. During 2014-2015, the students benefited were Engineering- 300, Arts and Science - 850. It was found that ESTJ (extrovert-sensing-thinking-judgemental) 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.

The faculty members of the Department of Psychology have been extending psychological counselling services to the members of the society. This year 19 students had undergone therapies. The issues addressed during 2014-2015 are learning Problems, adjustment problems, marital problems, anxiety and depression.

No. of students benefitted

| |
|-------------|
| 1150 |
|-------------|

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 companies | Number of Students Placed |
| 39 | 750 | 632 | 9 | 27 |

5.8 Details of gender sensitization programmes

Through the activities of the various centres:

Women Studies centre programme such as:

- Legal Literacy for women
- Gender based violence and legal provisions
- International Women’s day Educating Tribal Women in SHG on better family living
- A sensitization programme on prevention of Sexual Harassment at work place

Gandhian Studies Centre

Dr.Ambedkar Studies Centre

Department of Life Long Learning and Extension

5.9 Students Activities

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

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

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

Sports: State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

| | Number of students | Amount |
|--|--------------------|----------------|
| Financial support from institution | 1732 | 8254199 |
| Financial support from government | 9 | 43,000 |
| Financial support from other sources | 34 | 36,500 |
| 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

| |
|--|
| <p>Vision</p> <p>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.</p> <p>Mission</p> <p>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.</p> |
|--|

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

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)

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
- ✚ Encourage blended learning by using e-learning resources
- ✚ Learning outcome for each course is designed
- ✚ Objectives of each course are defined especially specific object of learning is clearly spelt out
- ✚ Lecturer scheduled for each course is coined well
- ✚ Acceptance of modern technologies (ICT) in knowledge transfer
- ✚ The Wi-Fi internet and cable internet access are available in all the departments

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

- ✚ Continuous Internal Assessment: Comprehensive Examinations
50:50,40:60,20:80 for different programmes
- ✚ Two Continuous Internal Assessment tests covering 50% and 100% of portions in a semester
- ✚ Assignments
- ✚ Seminars-Individual and Group
- ✚ Miniprojects
- ✚ Internship
- ✚ Training
- ✚ Open Book Test
- ✚ Self Study Papers
- ✚ On line Tests-only Multiple Choice Questions in Core subjects covering the entire syllabus
- ✚ Double Valuation of Course Work subjects
- ✚ Disposal of old answer papers after a storage period of five years

6.3.4 Research and Development

Research and Development

- ♦ The Institution has been selected as **one among the top 100 Universities** in India with **Potential for Research** by the MHRD, Government of India (vide email dated 2nd May 2013)
- ♦ Exchange of ideas by organising and attending **seminars and conferences**, and **Publishing** papers in reputed journals.
- ♦ Effective functioning of the Research Advisory Committee
- ♦ 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
- ♦ Conducting Doctoral Committee by external and internal subject experts
- ♦ Intensive interdisciplinary and multidisciplinary research
- ♦ International, National Industry Ngo and other collaborative Research and Consultancy
- ♦ Dissemination of research funding through publications and travel grants
- ♦ Pre-synoptic presentation is Mandatory
- ♦ Mini projects for UG & PG students

6.3.5 Library, ICT and physical infrastructure / instrumentation

Library

- Library is going to be upgraded with RFID
- Committees as quality circles to review requirements
 - Allocate funding for need- based projects/ proposals
 - Periodic appraisal for implementation

The University has a well-stocked central library with INFLIBNET, DELNET, CYGNUS, SCOPUS Knowledge Portal and reprography facilities. Augmenting these are:

- Newly introduced technologies
- Search product Fedgate offering single point search facility
- e-resources
- Shodhganga and Shodhgangotri
- Epoxy providing with remote access to Web-based contents
- Anti-plagiarism software like Turnitin & iThenticate for evaluating research articles
- IEEE journals through INDEST
- Virtual resources through UGC-National Knowledge Network

6.3.6. Human Resource Management

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

6.3.7 Faculty and Staff recruitments

Faculty and Staff

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

6.3.8 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 | 98.34 lakhs |
| Non teaching | |
| Students | 5.89 lakhs |

Nil

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) has been done?

| 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?

Followed modifications effected by UGC

- Quality circles examine existing pattern and recommend modifications /changes which will be passed in the Academic Council and BoM
- Internal Choice in Question papers covering the entire syllabus
- External Question Paper setters for Comprehensive Examinations
- Central Valuation of Answer scripts with external and internal examiners in the ratio 40:60
- External Examiners for End Semester Practical Examinations
- Release of Results exactly 15 days from the last day of the Semester Examination
- Uploading the results in the University website on the third day of Result Passing Board Meeting
- Barcoding of Answer books and Mark sheets
- Security measures in Mark sheets
- Photographs of students in Consolidated Mark Sheets as discussed in the Parliament
- Provisional Certificates printed in Teslin sheets
- All the requirements specified by UGC for Minimum Qualification for PhD and MPhil programmes as per 2009 Regulations are followed-admission, doctoral committee meetings, pre-synoptic presentation, evaluation of PhD by Indian and Foreign examiners

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

Not applicable

6.11 Activities and support from the Alumni Association

A meeting was held on 15.04.2015 on “Food-Drug interactions and their management with enteral or parenteral feeding”, by Alumni Association of our University. The Chief Guest was Dr.Radha Manian, Clinical Pharmacist, Phoenix, Arizona, USA. 150 members participated and benefited by this.

6.12 Activities and support from the Parent – Teacher Association

- Support to 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
- Installed Solar Power Plant 100KWp

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.

| |
|--|
| Introduced B.Voc programme e-PG Pathshala |
|--|

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 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*)

- *Details are provided in Annexure (i) (Page 48-52) Annexure (ii) (page 53-58)*

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:

- ☞ 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
- ☞ Installed Solar Power Plant 100KWp
- ☞ Green house
- ☞ Use of M. Sand and fly ash bricks for construction

7.5 Whether environmental audit was conducted? Yes 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 next year

Commission of Solar power panel for power generation
Reduce consumption for electricity on the grid
Awareness generation for students on e-waste recycling
Academic audit
Curriculum Restructuring
Administration reforms
Enhance Research activities and publications

Name K. SIVAKAMASUNDARI

K. Sivakamasundari

Signature of the Coordinator, IQAC

Name A. VENMATHI

A. Venmathi

Signature of the Chairperson, IQAC

Registrar (i/c)
Avinashilingam Institute for Home Science
and Higher Education for Women
(University Estd. u/s 3 of UGC Act 1956)
Coimbatore - 641 043.

ANNEXURE I.

Analysis of the feedback from stakeholders

The student evaluation of curricular aspects, infrastructural facilities and values imbibed during the course of their study during the year **2014-2015** has been consolidated for the faculties of Home science, Science, Humanities, Business Management, Education and community education. *The evaluation by students of the Faculty of Engineering has been consolidated separately.*

The consolidation data is expressed in terms of *percentage of students* rating a particular aspect as “Excellent”, “Very Good”, “Good”, “Fair” or “Satisfactory”.

The overall consolidation reveals that the students have rated the curricular aspects on a positive scale as shown by the consolidated data as well as in the statistical histograms (Figures 1 to 4) and scatter plots

EVALUATION OF CURRICULAR ASPECTS

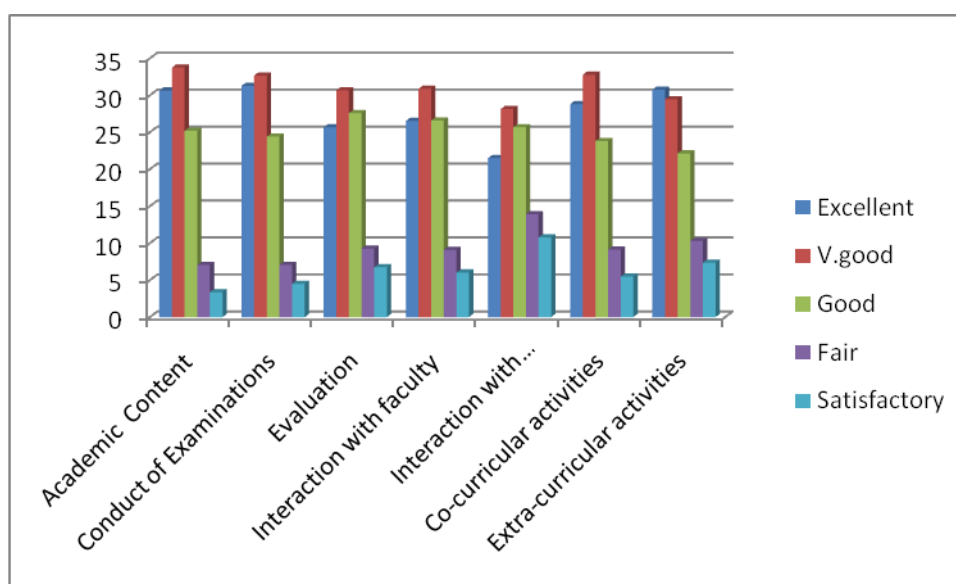
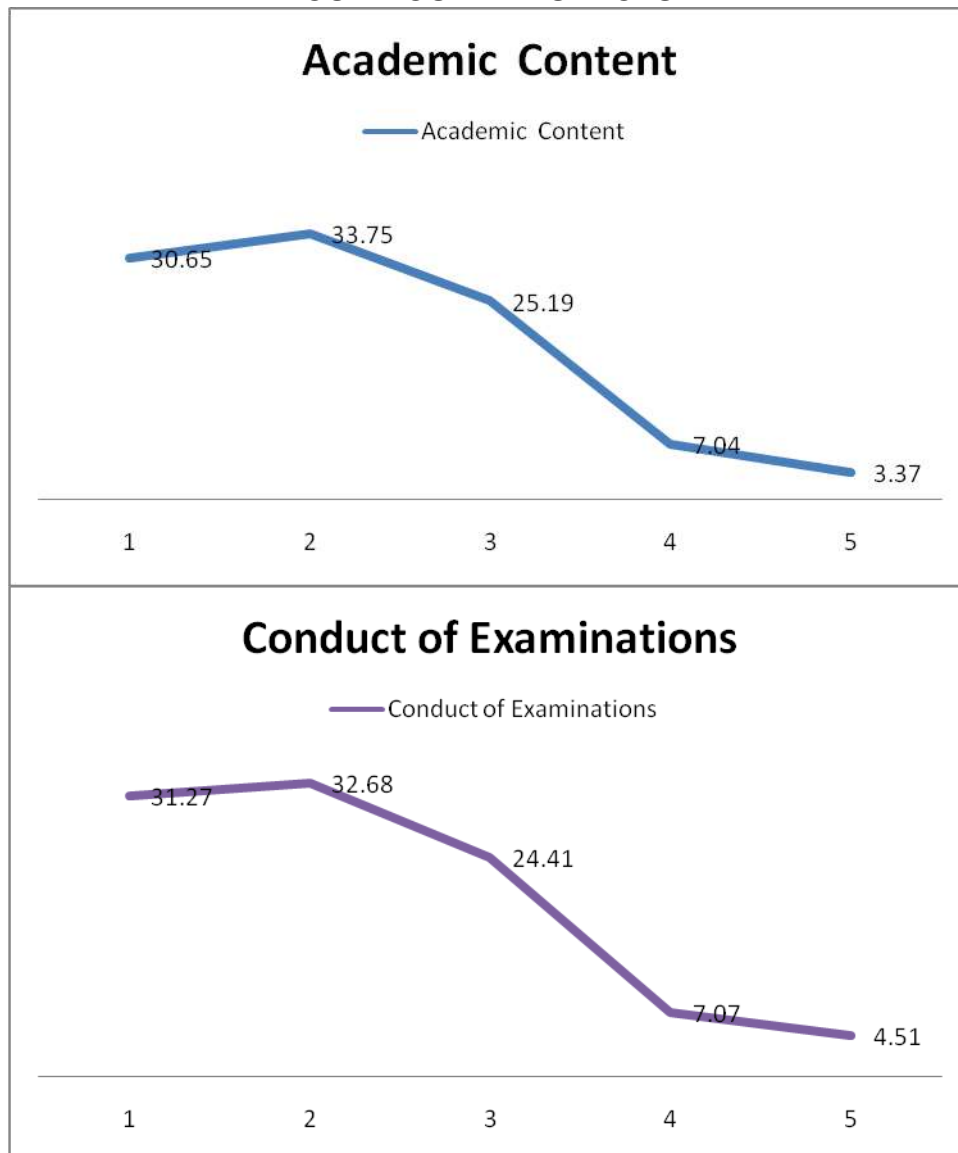
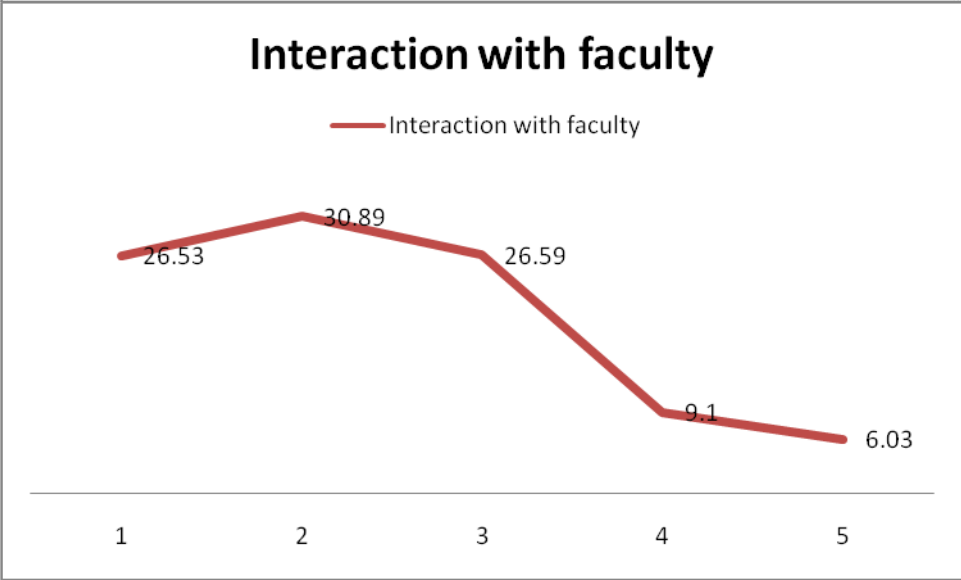
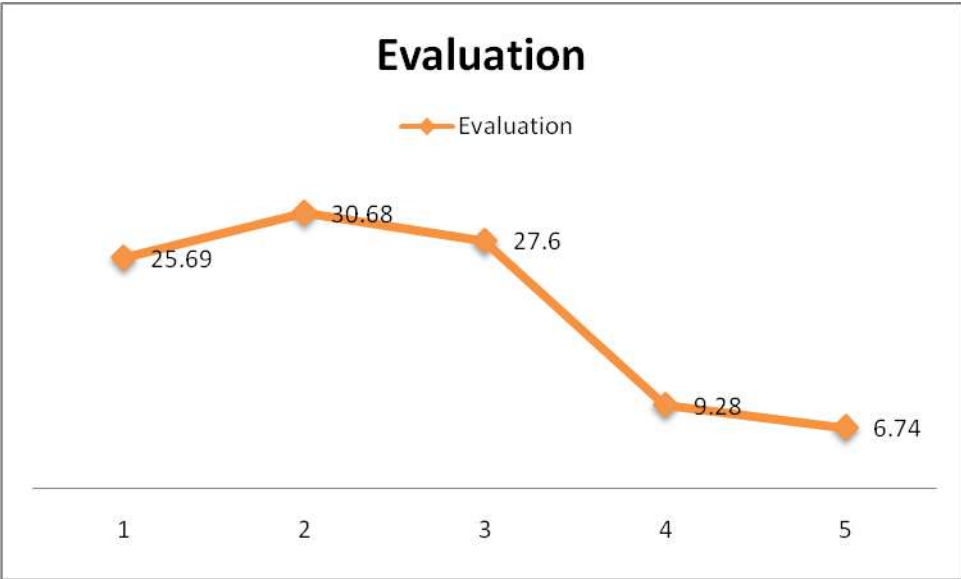


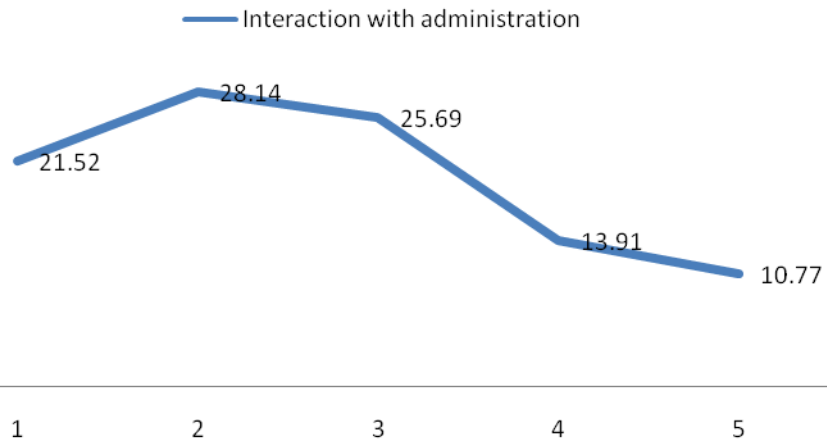
Fig. 1

Overall Rating Trend – Percentage of Students rating the aspects as
1.Excellent 2. Very Good 3.Good 4.Fair 5.Satisfactory
CURRICULAR ASPECTS

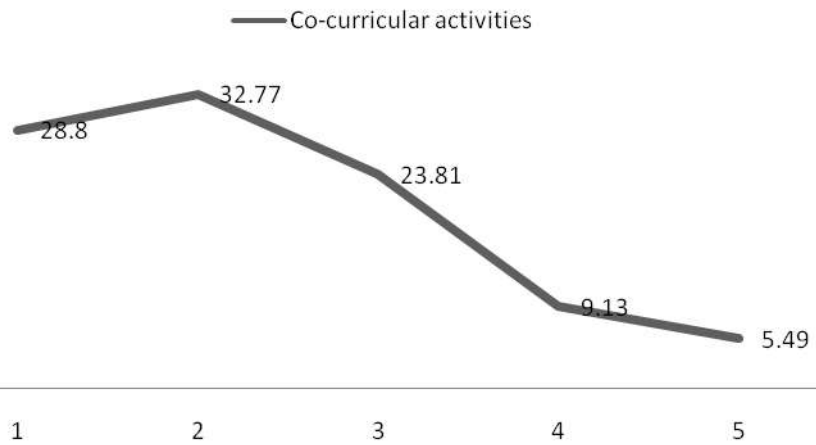




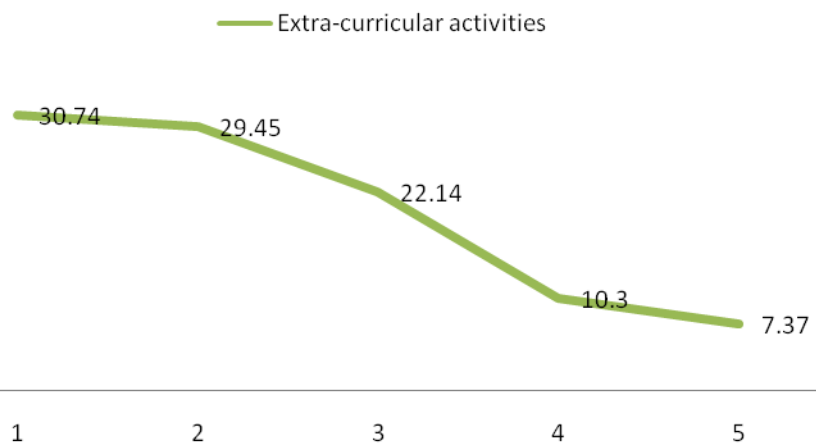
Interaction with administration



Co-curricular activities



Extra-curricular activities



Scatter plots

The ‘Infrastructural facilities’ – Classrooms, laboratories, Computers and Internet have been evaluated on a positive scale. The rating trend is shown in the following histogram Fig.2.

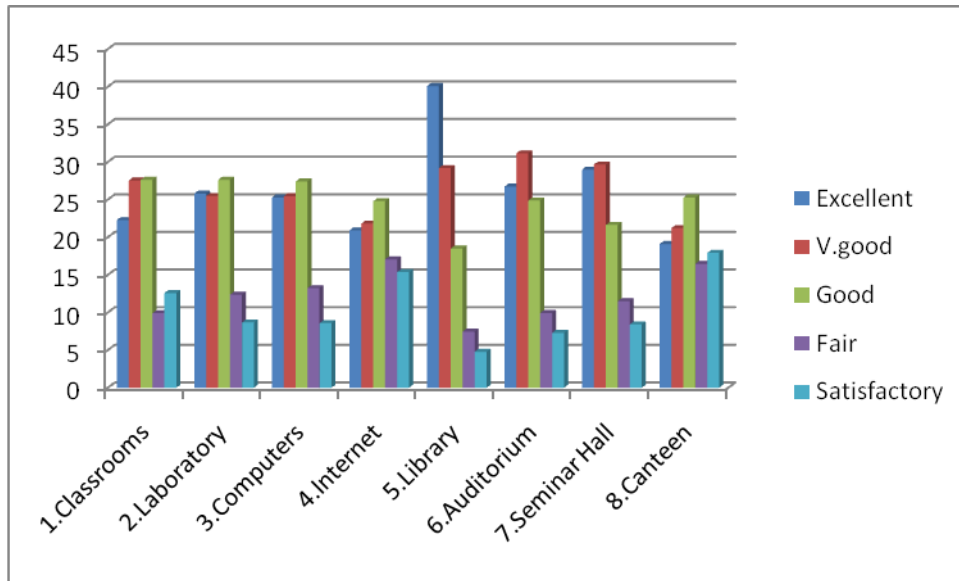


Fig. 2

Library Facility has been rated on the highest positive scale compared to the other facilities mentioned above. This is illustrated by the scatter plot below.

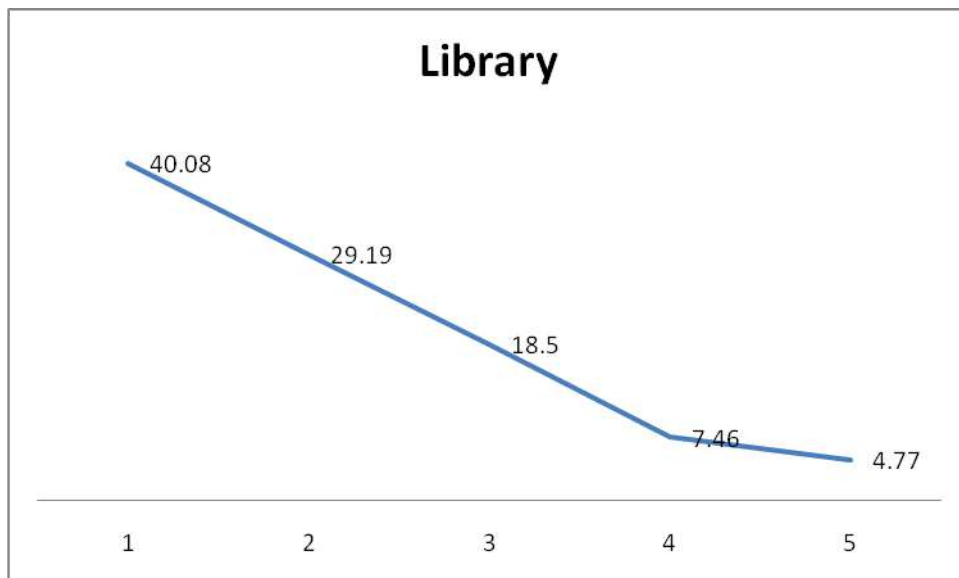


Fig. 3

The histogram (**Fig. 3**) indicating rating for canteen facility, reprography, medical facilities, drinking water facility and postal facility indicates need for improvement as a comparable percentage of students have rated these facilities as fair and satisfactory compared to the other infrastructural facilities.

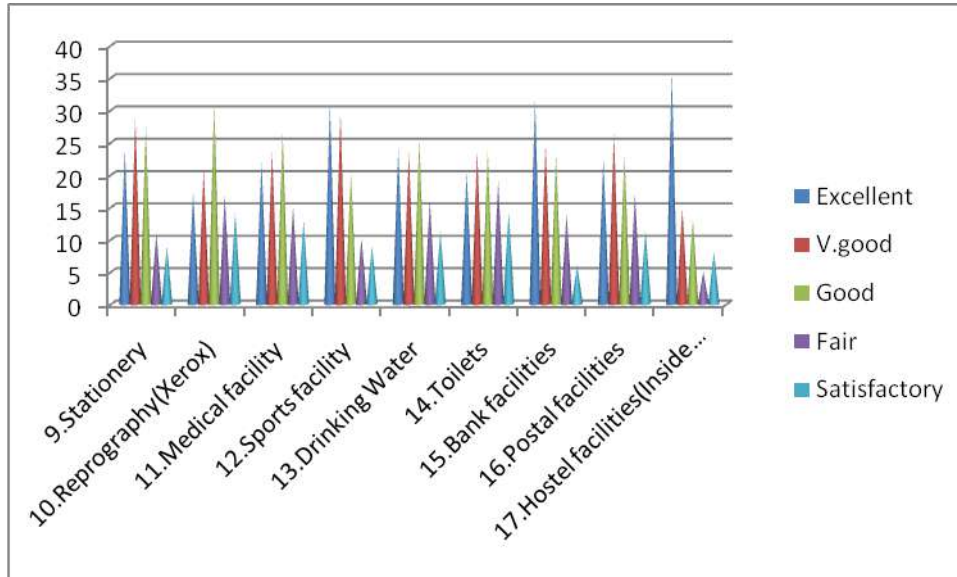
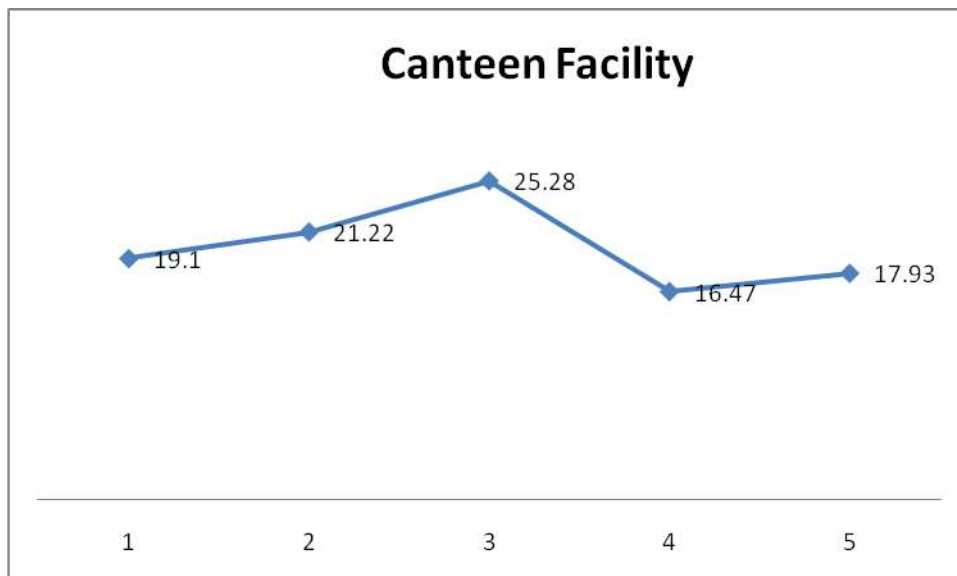
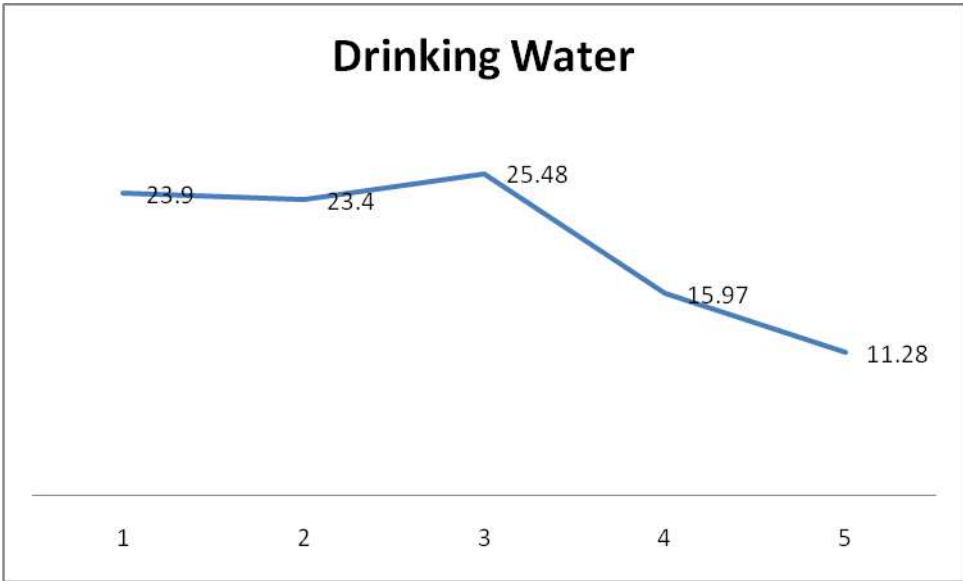
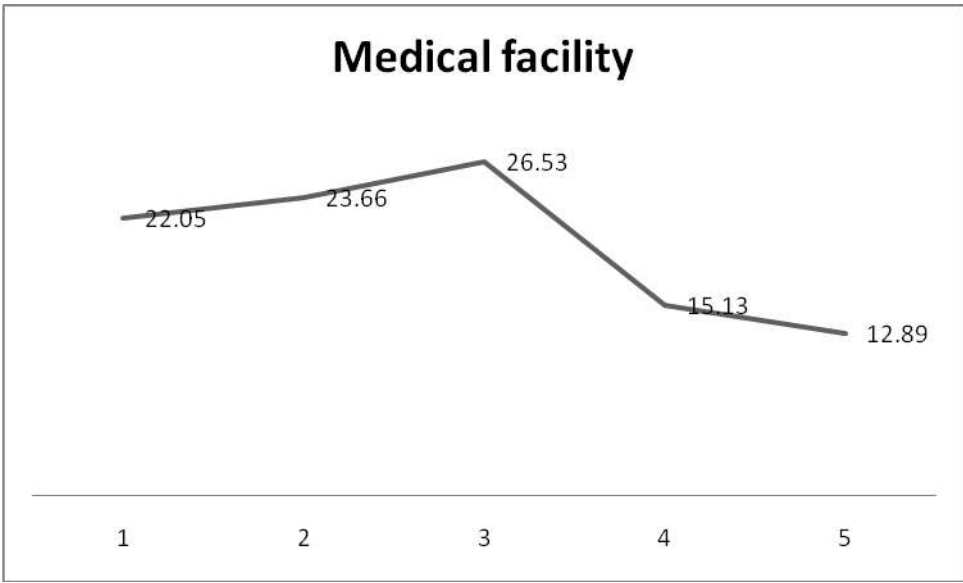


Fig 3

The rating trend for canteen facility, medical facilities and drinking water facility is also illustrated by the scatter plots below.





The *extent of values imbibed by the students* such as Cultural Heritage, Leadership, National Fervor, Service & Simplicity, Regularity, Dedication in work, courtesy and Thankfulness have been evaluated on a higher positive scale as indicated by the histogram below.

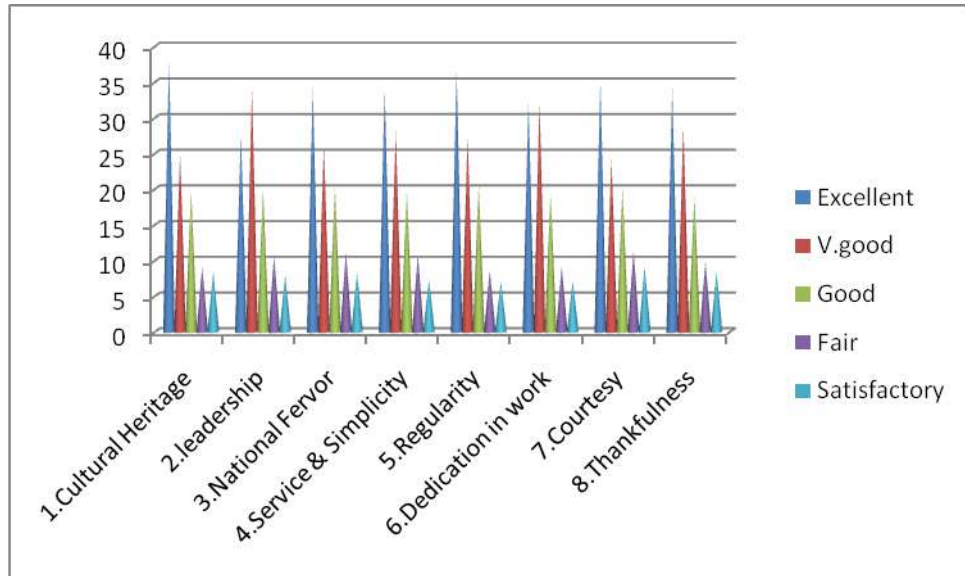


Fig. 4

Overall Consolidation Data of General Evaluation by Students 2014-15

| Aspects Rated | Percentage of Students Rating the Aspects | | | | |
|--|---|---------|-------|-------|--------------|
| | Excellent | V. Good | Good | Fair | Satisfactory |
| Academic Content | 30.65 | 33.75 | 25.19 | 7.04 | 3.37 |
| Conduct of Examinations | 31.27 | 32.68 | 24.41 | 7.07 | 4.51 |
| Evaluation | 25.69 | 30.68 | 27.60 | 9.28 | 6.74 |
| Interaction with faculty | 26.53 | 30.89 | 26.59 | 9.10 | 6.03 |
| Interaction with administration | 21.52 | 28.14 | 25.69 | 13.91 | 10.77 |
| Co-curricular activities | 28.80 | 32.77 | 23.81 | 9.13 | 5.49 |
| Extra-curricular activities | 30.74 | 29.45 | 22.14 | 10.30 | 7.37 |
| Infrastructural Facilities | | | | | |
| 1.Classrooms | 22.29 | 27.54 | 27.63 | 9.91 | 12.59 |
| 2.Laboratory | 25.81 | 25.48 | 27.63 | 12.38 | 8.68 |
| 3.Computers | 25.28 | 25.46 | 27.42 | 13.25 | 8.59 |
| 4.Internet | 20.92 | 21.81 | 24.80 | 17.07 | 15.37 |
| 5.Library | 40.08 | 29.19 | 18.50 | 7.46 | 4.77 |
| 6.Auditorium | 26.74 | 31.15 | 24.89 | 9.94 | 7.28 |
| 7.Seminar Hall | 28.98 | 29.66 | 21.64 | 11.52 | 8.42 |
| 8.Canteen | 19.10 | 21.22 | 25.28 | 16.47 | 17.93 |
| 9.Stationery | 23.93 | 28.74 | 27.54 | 10.98 | 8.80 |
| 10.Reprography(Xerox) | 17.19 | 20.92 | 30.95 | 16.77 | 14.17 |
| 11.Medical facility | 22.05 | 23.66 | 26.53 | 15.13 | 12.89 |
| 12.Sports facility | 30.92 | 29.51 | 20.38 | 10.24 | 8.95 |
| 13.Drinking Water | 23.90 | 23.40 | 25.48 | 15.97 | 11.28 |
| 14.Toilets | 20.47 | 23.66 | 23.75 | 19.10 | 14.23 |
| 15.Bank facilities | 31.54 | 24.65 | 23.16 | 13.97 | 6.06 |
| 16.Postal facilities | 22.41 | 26.26 | 22.89 | 17.01 | 11.43 |
| Aspects Rated | Percentage of Students Rating the Aspects | | | | |
| | Excellent | V. Good | Good | Fair | Satisfactory |
| 17.Hostel facilities(Inside hostel student only) | 35.92 | 14.83 | 13.25 | 5.00 | 8.17 |

| Imbibing Values | | | | | |
|------------------------|-------|-------|-------|-------|------|
| 1.Cultural Heritage | 37.96 | 24.89 | 19.67 | 9.07 | 8.42 |
| 2.leadership | 27.57 | 33.90 | 19.99 | 10.68 | 7.85 |
| 3.National Fervor | 34.11 | 26.20 | 20.29 | 11.13 | 8.24 |
| 4.Service & Simplicity | 34.08 | 28.11 | 19.70 | 10.83 | 7.34 |
| 5.Regularity | 36.53 | 27.42 | 20.62 | 8.56 | 7.10 |
| 6.Dedication in work | 32.29 | 32.08 | 19.37 | 9.07 | 7.19 |
| 7.Courtesy | 35.18 | 24.29 | 20.11 | 11.31 | 9.10 |
| 8.Thankfulness | 34.05 | 28.83 | 18.95 | 9.82 | 8.36 |

Total Number of Students Participated in the Evaluation (Feedback): 3315

ANNEXURE II

Revision / update of regulation or syllabi

- ✚ UGC's CBCS framework has been adopted as the base conceptual framework - for the students admitted from the academic year 2015-2016 and onwards.
- ✚ The list of subject experts, question paper setters for UG and PG and external examiners for practical examinations for UG and PG courses were revised and submitted.
- ✚ For the students admitted from 2015-2016 and onwards for both UG and PG there will be internal and external examiners for conducting practical examination.
- ✚ Industrial need based curriculum has been devised in collaboration with C-DAC and AES Technologies for both UG and PG in the Department of Computer Science
- ✚ Code numbers revised for Generic Elective Course, Value added and Co-curricular courses

- ✚ The subject code number for internship was given and correction in the scheme of instruction and examination of **MA Music** for students admitted from the academic year 2013-2014 and onwards

- ✚ Change of Nomenclature of MTA as MBA (TOURISM & TRAVEL MANAGEMENT) as per UGC Gazette notification vide letter D.O.No.5-1/2014 (CPP-II) dated 09th June 2014.
- ✚ Introduction of Research Programme-M.Phil and Ph.D in Tourism Management

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

eCampus portals and CBCS - tailored for stakeholders

Management of entire student life cycle starting from admission to alumni relation is one of the challenging tasks in education. Tailor made portals for all the stake holders of an educational institution - students, faculty, parents, public , has become an enforced need in the everyday activities of an institute.

Students' interests in knowledge sharing and gaining are also of concern for better institutional performance.

2.Goal

Considering the obligatory need for e-campus, the university offers a highly customized, flexible, dynamic and tailored e-campus portal which is completely web-based, anytime anywhere, for all its stake holders. A click shot view of institutional performance with visual indicators is presented through e-campus portals. Trends that affect student outcomes is spotted through these portals and rectified. Decision making and enhancement of students' achievements are boons of this up-to-date system. Active participation from all stake holders is one of the goals of this tailored e-campus.

Choice Based Credite System CBCS is an academic decision practiced in our university catering to the growing sensitivity to societal and global needs, heterogeneity in employer expectations, expanding student exposures, technology and knowledge sharing in the era of digitalized networking.

3. The context

eCampus in our university

eCampus, automates the day to day administrative processes and streamlines the flow of information which ensures smooth functioning of the University. Its user friendly approach helps in greater operational control and better co-ordination of activities. It has easy maintainability, reliable technology support, continuous process improvements, and unlimited scalability with high performance and enhanced communication. The solution is beneficial to the Management, Students, Faculty and the parents.

Tailored features in portals:

- Secured updated information to students for Empowering them in their learning process and for a collaborative learning
- Faculty accessibility of student information on anytime anywhere basis and enhanced monitoring system
- Online monitoring of wards performance by parents
- Control of everyday activities through simplified process by management

eCampus Modules

1. Admission Management
2. Class Planner/Academic Setting/ Attendance
3. Examination Management
4. Fee Management
5. Faculty Portal
6. Student Portal
7. Project Management
8. Hostel Management
9. Transport Management
10. Event Management
11. Document Management

Highlights:

- Highly reliable, scalable and flexible solution
- Secure role based access
- Multi-user, multi-campus, and multi-syllabus compatibility
- Flexible deployment models
- Multiple browser support
- Highly secure architecture
- Easy to use and navigate
- Online fee payment integration can be made possible in the future
- Centralized database to retrieve information
- Customized report generation
- Export reports in various file formats

4. The Practice

All the stake holders of the university utilize the aforesaid modules in e-campus and update the information on a 24x7 basis. The practice of this system involves:

- Automation of Admission process
- Merit list generation for Admission
- Admission and Reservation status report
- Various type of course fee setting and auto fee generation after admission confirmation
- Cash receipt generation for provisional admission
- Roll Number (Auto)allocation
- Course Scheme and Syllabus settings
- Diploma and Certificate course registration
- Class Time Table
- Student Attendance
- CIA (Continues Internal Assessment) mark entry
- Examination application form generation with exam fee
- Examination Time table for regular and supplementary
- Hall ticket generation for regular and supplementary
- Pre and Post Nominal Roll
- OMR process integration for Internal and External examination mark entry
- Moderation rule apply for final result
- Result Publication in website
- Revaluation process
- Semester Mark Sheet printing
- Provisional Certificate
- Automation of finance section for all type of student related fees
- Faculty and Student Portal
- Transport and Hostel allotment
- Research & Sponsored Project registration and Financial Assistance
- Event schedule and Document tracking

Practice of CBCS

A nine tier strategy in curriculum development process is being adopted for the students from 2011.

Framework of models

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)

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

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

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

5. Outcome of this practice

The practice of use of highly secured e-campus modules has empowered all stake holders and resulted in enhanced achievements. This practice of use of e-campus modules has emerged as a very meaningful exercise in the context of ‘fitness to purpose’ as it related to all the stakeholders’ interests and aspirations.

The facilitated academic flexibility of CBCS set with credit systems complied with global standards has incorporated 75 per cent of experiential learning contributing to enhanced employability skills .

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 technical exercises and manpower

Resources required

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

8. Contact Details:

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ANNEXURE (II)

Title of the Practice

Gynocentric inclusive Education with a blend of Immersive Education

Gynocentric Education is given the primacy for addressing social issues. ‘**Inclusive Education**’ is the driving force of higher education in India. Our Institution is committed to the cause of women’s education in particular. 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 non-formal streams of education. Hence, it is one of the best practices of the Institution. Changing learning behavior is often solicited for superior student performance which in turns reflects on the performance of the institution. Immersive education adds to a dimension of richness in education. Hence our gynocentric inclusive education has been blended with immersive education in the form of e-PG Pathshala.

e-PG Pathshala, an online immersive education is the e-content development for Post Graduate studies-Food and Nutrition and Home Science.

2. The Goal:

The objectives set for gynocentric inclusive education:

- To provide access and opportunity to education for all regardless of their disabilities
- To provide wholesome educational services to all women students
- To offer wholesome academic experience for women students from all walks of life, respecting their felt needs for formal and or non formal education.
- To follow appropriate standards for e-content curriculum development
- To provide supplementary reading freely accessible for students interested on the subject.
- To present the ICT enabled e-contents with models, animation, images, graphs, pictures and photographs.

The Context

Gynocentric inclusive education

- 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
- Extensive approach- enable students to access learning material online
- Retain learners to active learning through online
- Create an opportunity to learn various subjects on par with global standards
- Prepare e-content courses suitable for both formal and non formal education
- Nurture self study, self assessment and explore the subject

e-PG Pathshala, an online immersive education is the e-content development for Post Graduate studies-Food and Nutrition and Home Science is part of the centrally sponsored scheme of National Mission on Education through ICT (NMEICT) of the Ministry of Human Resource and Development (MHRD).

- The Ministry of Human Resource Development, under its National Mission on Education through ICT, has allocated funds to the UGC for development of e-content in 70 subjects at Post Graduate level. The content and its quality is the key component of education system. High quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts and humanities, natural and mathematical sciences, linguistics and languages is being developed under this initiative named e-PG Pathshala.
- In the recent digital era, where the learners spend most of their time online to have an easy and open access to study material, our institution has taken up ePG Pathshala to provide e-lessons in Food and Nutrition and Home Science.

- Postgraduate students of various disciplines would have an access to online repository of free, multimedia-enriched self-instructional modules in the proposed ePG Pathshala website.

There are fifteen and sixteen papers in the subjects of Food and Nutrition and Home Science respectively. Each paper is divided into approximately 30-65 modules. Course material for 605 modules in Food and Nutrition and 640 modules in Home Science are to be prepared. The Course content for every module is divided into four quadrants viz: the E-text, Self Learning (Video/Audio recording of the lecture), Self Assessment and Learn More.

The development team of e-pathshala in Food and Nutrition:

The Principal Investigator- **Dr. Sheela Ramachandran**, The Vice Chancellor

The Co-Principal Investigators-

- **Dr. S. Kowsalya,**
- **Dr. M. Sylvia Subapriya,**
- **Dr. G. Bagyalakshmi,**
- **Mrs. E. Indira**

The development team of e-pathshala in Home Science:

The Principal Investigator- **Dr. N. Vasugi Raaja**

The Co-Principal Investigators-

- **Dr. G. Bagyalakshmi,**
- **Mrs. E. Indira**
- **Dr. K. Arockia Maraichelvi**
- **Dr. G. Baradha**

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 proves 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
- Students enrolled in different programmes in 2014-2015 that count to 1901, stands as a solid evidence for the success of the practice, the institution follows. Among those enrolled (Category wise) 198 belong to general, and 1399, 263, 30 and 11 to BC, SC, ST, and Challenged (Physically Visually challenged / Hearing impaired) respectively.
- Total student strength in 2014-2015 – 6034

- Sixteen undergraduates and sixteen postgraduates were sanctioned Management scholarships
- Government scholarships amounting to Rs.82,97,199/- was disbursed to **1741** beneficiaries
- **Twenty Students** were the beneficiaries of the ‘Earn while you Learn programme’ and had benefitted monetarily by their involvement
- Students of 2013-2014 batch - **One thousand eight Hundred and forty two** had received their Degree Certificates in the 26th Convocation held on 26th November 2013
- 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 **368** students placed had procured placement in various companies
- 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 Word Hunt, Paper Presentation, Connections and Debugging tuned their entrepreneurial skills and managerial acumen
- 471 students, Cyber’Z – 14 – 329 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.
- The Department of Life Long Learning had organised Eight Programmes, and twenty one Events, (Beneficiaries 600 Members)
- The NSS Empanelled Training Institution had imparted NSS training to 270 women teachers (Higher Secondary Schools and Colleges / University) among 492 participants in this academic year

- Dr.Ambedkar Studies Centre had conducted a Seminar on Perspectives and Relevance of Dr.Ambedkar's Economic Philosophy in the Current Global Scenario where 88 beneficiaries attended
 - 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
- ePG Pathshala**

- **Formal Stream:**

- All students have an access to the curriculum that are aligned with clear objectives
- Pedagogy to engage and motivate students through innovative approaches
- e-learning provides cost effective and ease of use technology for the students

- **Nonformal Stream:**

- Students who do not get an opportunity to pursue higher education are benefitted
- Students use e – lessons as an additional source.

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
- Shortage of time to complete all the modules
- Engaging creative Professors for e-content development is a challenge

7. Notes

- Academic flexibility and accessibility through provisions made for women through formal and nonformal modes is quite noteworthy
- Availability of learning material through online as free course is worth noted

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Annexure I

Abbreviations:

| | | |
|------|---|--|
| CAS | - | Career Advanced Scheme |
| CAT | - | Common Admission Test |
| CBCS | - | Choice Based Credit System |
| CE | - | Centre for Excellence |
| COP | - | Career Oriented Programme |
| CPE | - | College with Potential for Excellence |
| DPE | - | Department with Potential for Excellence |
| GATE | - | Graduate Aptitude Test |
| NET | - | National Eligibility Test |
| PEI | - | Physical Education Institution |
| SAP | - | Special Assistance Programme |
| SF | - | Self Financing |
| SLET | - | State Level Eligibility Test |
| TEI | - | Teacher Education Institution |
| UPE | - | University with Potential Excellence |
| UPSC | - | Union Public Service Commission |