



## **YEARLY STATUS REPORT - 2023-2024**

### **Part A**

#### **Data of the Institution**

|  |  |  |
|--|--|--|
| <b>1.Name of the Institution</b>                     |  | AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER EDUCATION FOR WOMEN |
| • Name of the Head of the institution                |  | Dr.V.Bharathi Harishankar  |
| • Designation  |  | Vice Chancellor  |
| • Does the institution function from its own campus? |  | Yes  |
| • Phone no./Alternate phone no.                      |  | 04222443219  |
| • Mobile no  |  | 9840760766   |
| • Registered e-mail                                  |  | vc@avinuty.ac.in   |
| • Alternate e-mail address                           |  | iqac@avinuty.ac.in   |
| • City/Town  |  | Coimbatore   |
| • State/UT   |  | Tamil Nadu   |
| • Pin Code   |  | 641043   |
| <b>2.Institutional status</b>                        |  |  |
| • University   |  | Deemed   |
| • Type of Institution                                |  | Women  |
| • Location   |  | Urban  |

|   |   |                |                             |                   |                   |
|---|---|----------------|-----------------------------|-------------------|-------------------|
| • Name of the IQAC Co-ordinator/Director  | <b>Dr.U.Jerinabi</b>  |                |                             |                   |                   |
| • Phone no./Alternate phone no  | <b>04222440241</b>  |                |                             |                   |                   |
| • Mobile  | <b>9790577877</b>   |                |                             |                   |                   |
| • IQAC e-mail address   | <b>iqac@avinuty.ac.in</b>   |                |                             |                   |                   |
| • Alternate Email address   | <b>nep@avinuty.ac.in</b>  |                |                             |                   |                   |
| <b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>   | <a href="https://avinuty.ac.in/sites/avinuty.ac.in/files/2024-09/AQAR%202022-2023.pdf">https://avinuty.ac.in/sites/avinuty.ac.in/files/2024-09/AQAR%202022-2023.pdf</a>                       |                |                             |                   |                   |
| <b>4.Whether Academic Calendar prepared during the year?</b>  | <b>Yes</b>  |                |                             |                   |                   |
| • if yes, whether it is uploaded in the Institutional website Web link:   | <a href="https://avinuty.ac.in/sites/avinuty.ac.in/files/2025-01/Institute%20Diary%202023-24.pdf">https://avinuty.ac.in/sites/avinuty.ac.in/files/2025-01/Institute%20Diary%202023-24.pdf</a> |                |                             |                   |                   |
| <b>5.Accreditation Details</b>  |   |                |                             |                   |                   |
| Cycle   | Grade   | CGPA           | Year of Accreditation       | Validity from     | Validity to       |
| <b>Cycle 4</b>  | <b>A++</b>  | <b>3.65</b>    | <b>2022</b>                 | <b>22/02/2022</b> | <b>21/02/2027</b> |
| <b>Cycle 3</b>  | <b>A</b>  | <b>3.01</b>    | <b>2013</b>                 | <b>08/07/2013</b> | <b>07/07/2018</b> |
| <b>Cycle 2</b>  | <b>B++</b>  | <b>3.01</b>    | <b>2005</b>                 | <b>25/05/2005</b> | <b>24/05/2010</b> |
| <b>Cycle 1</b>  | <b>Four Star</b>  | <b>82.4</b>    | <b>1999</b>                 | <b>29/04/1999</b> | <b>28/04/2004</b> |
| <b>6.Date of Establishment of IQAC</b>  |   |                | <b>15/08/2003</b>           |                   |                   |
| <b>7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.</b> |   |                |                             |                   |                   |
| Institution/ Department/Faculty   | Scheme  | Funding agency | Year of award with duration | Amount            |                   |
| <b>Computer Science</b>   | <b>DST CURIE (AI)</b>   | <b>DST</b>     | <b>2021-2023</b>            | <b>242 L</b>      |                   |
| <b>8.Whether composition of IQAC as per latest NAAC guidelines</b>  |   |                | <b>Yes</b>                  |                   |                   |
| • Upload latest notification of formation of IQAC   |   |                | <a href="#">View File</a>   |                   |                   |

|  |                           |  |
|--|---------------------------|--|
| 9.No. of IQAC meetings held during the year  | 4                         |  |
| <ul style="list-style-type: none"><li>The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)</li></ul>  | Yes                       |  |
| <ul style="list-style-type: none"><li>(Please upload, minutes of meetings and action taken report)</li></ul>   | <a href="#">View File</a> |  |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   | No                        |  |
| <ul style="list-style-type: none"><li>If yes, mention the amount</li></ul>   |                           |  |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets)   |                           |  |
| <ul style="list-style-type: none"><li>Conducted Seminars/Workshops on quality assurance</li></ul>  |                           |  |
| <ul style="list-style-type: none"><li>Participated in the National Institute of Ranking Framework (NIRF)</li><li>Participated in the India Today – MDRA Ranking for the year 2024</li><li>Submitted data for AISHE 2022-2023</li><li>Updation of data/activities in the University Activity Monitoring Portal, UTSAH portal and CFI portal</li></ul> |                           |  |
| <ul style="list-style-type: none"><li>Scrutinised Performance Based Appraisal System (PBAS) for promotion and Annual self-assessment for the PBAS</li><li>Framing the Guidelines for Seed Money Grants &amp; Minor Research Projects Grant, Travel grants, and Conduct of National/International Conferences</li></ul>                               |                           |  |
| <ul style="list-style-type: none"><li>Collections of feedback from Stakeholders analysing the data, preparing analysis report and action taken report</li><li>Conducted Student Satisfaction Survey and analysed the data. Proposed recommendations</li></ul>  |                           |  |
| <ul style="list-style-type: none"><li>Constituted the committee for the formulation of the Institutional Development Plan</li></ul>  |                           |  |
| 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year   |                           |  |
|  |                           |  |

| Plan of Action  | Achievements/Outcomes   |
|---|---|
| Conducted Seminars/Workshops on quality assurance               | <ul style="list-style-type: none"> <li>• Short-term capacity building programme for the year 2024 on My Bharat and Digital Literacy - 29th and 30th April 2024</li> <li>• Two-Day National Seminar on Inclusive Education: Addressing Diversity as per NEP guidelines</li> <li>• Guru Dakshta - 2023-2024 was conducted in two phases - 20th - 27th Jan 2024 and 15th - 22nd Feb 2024</li> <li>• Deeksharamph was conducted - 24th July to 4th Aug 2023</li> </ul>  |
| Ranking and accreditation                                       | <ul style="list-style-type: none"> <li>• Institute secured 98th Rank in the University category by the National Institutional Ranking Framework (NIRF) 2024</li> <li>• Secured 26rd Rank in India Today 2023 ranking</li> <li>• NBA accreditation for B.E Computer Science</li> <li>• RCI approval for Bachelor of Audiology and Speech Language Pathology Programme</li> <li>• Yearly data filing activities</li> <li>• AISHE data submitted on 4/4/2024 for the academic year 2022-2023</li> <li>• UTSAH portal is updated twice a year</li> <li>• Centrally Funded Higher Education Institutions: NEP Progress Monitoring Webform submitted - 19th Sept 2024</li> <li>• University Activity Monitoring Portal is updated now and then as required</li> </ul> |
| Framing Institutional policies and Guidelines                   | <ul style="list-style-type: none"> <li>• Modification of Institutional policies to enhance the quality outcomes.</li> <li>• Guidelines for Organising Conferences &amp; Seminars is revised and approved in the Executive Council</li> </ul>  |
| Preparation of AQAR 2022-23 and Institutional Annual Report for | <ul style="list-style-type: none"> <li>• Submission of AQAR 2022 - 2023 in the NAAC portal and uploaded</li> </ul>  |

| the Year 2022-2023  | in the institutional website. • Annual report for the year 2023-24 also passed in the Executive Council and uploaded in the website.   |      |                    |   |     |
|---|--|------|--------------------|---|-----|
| Preparation of Student Satisfaction Survey and Curriculum Feedback analysis   | • Uploaded Student Satisfaction Survey Report on the Institute website. • Collected Feedback on Curriculum from Stakeholders. Prepared Feedback analysis Report & Action Taken Report and Placed the reports in the Executive Council  |      |                    |   |     |
| Institutional Development Plan  | Three Meetings on IDP were conducted to finalise the procedure and strategies to formulate IDP 8 Sub committees on the topics Governance Enablers, Financial Enablers, Academic Enablers, Research and Intellectual Property Enablers, Human Resources and Supportive Facilitative Enablers, Networking and Collaborations Enablers, Physical Enablers and Digital Enablers. |      |                    |   |     |
| Faculty self-appraisal  | Scrutiny was done on Performance Based Appraisal (PBAS) submitted by the faculty for promotion.  |      |                    |   |     |
| 13. Whether the AQAR was placed before statutory body?  | No   |      |                    |   |     |
| • Name of the statutory body  |  |      |                    |   |     |
| <table border="1"> <thead> <tr> <th>Name</th><th>Date of meeting(s)</th></tr> </thead> <tbody> <tr> <td>Will be placed in Executive Council planned to be conducted during the 4th Week of Jan 2025</td><td>Nil</td></tr> </tbody> </table> |  | Name | Date of meeting(s) | Will be placed in Executive Council planned to be conducted during the 4th Week of Jan 2025 | Nil |
| Name  | Date of meeting(s)   |      |                    |   |     |
| Will be placed in Executive Council planned to be conducted during the 4th Week of Jan 2025   | Nil  |      |                    |   |     |
| 14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it   | Yes  |      |                    |   |     |

to Assess the functioning?

### 15. Whether institutional data submitted to AISHE

| Year        | Date of Submission |
|-------------|--------------------|
| 2022 - 2023 | 04/04/2024         |

### 16. Multidisciplinary / interdisciplinary

As an initial step towards the Adoption of the National Education Policy 2020, four models of Learning Outcome-based Curriculum Framework (LOCF) for Undergraduate Education were derived and implemented for the institute's wide range of UG programmes. Avinashilingam Institute has also Adopted the Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions. The Institute initiated the concept of Multidisciplinary Education through its Choice Based Credit System Curricular Framework. In addition, the National Curriculum and Credit Framework for UG Programmes was adopted and implemented for the already existing 4 B.Voc Programmes of the Institute with Multiple Entry and Exit Options. Five models at the Postgraduate level is introduced fulfilling the requirements of the respective regulatory bodies, with approximately 20% flexibility to choose from other than the Core discipline. Several courses under Generic Electives, Ability Enhancement Courses, Skill enhancement courses, Value added courses, Cocurricular courses, Interdisciplinary Courses, Multidisciplinary Courses, Professional Certification courses, and Online courses through the SWAYAM platform are inbuilt components of the UG and PG curricular framework with weightage ranging from 14-26 credits. Through these choices of courses and e-learning resources (in both internal and external platforms), students can expedite and carve their interests. The Multidisciplinary research culture is already imbibed through the 12 centralised research centres established with various funding agencies' financial support. This is evident through the sanction of collaborative research projects sanctioned to the Institution with innovative research partnerships/linkages and MoUs with foreign institutions (9) and national-level industries/organisations/educational institutes (84). The multidisciplinary projects have enabled the sharing of resources, and expertise, avoided duplication of work, stimulated group cohesion, teamwork, and cooperation towards framed objectives, helped in getting through solvable conflicts, worked independently and responsibly, identified own potential, and many more. For the current academic year, 17 projects Worth Rs. 673.51 L projects are sanctioned by Government Organisations (DSIR, DBT, DST - CURIE, GOI-

Ministry of Coal, UGC Stride, ICSSR, NIF, SERB, RITES, IFA). Also, the institute to strengthen the research had sanctioned 56 projects worth Rs. 43.47 L as seed money. The next step is to transform the Institution into a Multidisciplinary research-intensive University for which, the Academic Boards and the research teams are geared towards achieving this with the help of designing need-based courses and multiple entry, and exit options.

#### **17.Academic bank of credits (ABC):**

Avinashilingam Institute is one of the 111 Deemed-to-be Universities registered and created ABC ID. Students admitted from the academic year 2021-2022 and after are facilitated to develop the ABC ID, through the digilocker facility. Towards the effortless migration of students, the institute adopted a process of master trainers (Institute Officials) trained by UGC, training the class tutors. As a routine procedure, the class tutors train the already enrolled students and the admitted students of that year. The Nodal Officer/Class tutors, along with the IT wing of the Institution sensitised the students. Further, the concept has been integrated with the Institution's ERP. Once the credit framework and the related details are uploaded, the Institution will be onboarded for other candidates to use and benefit from. With this practice, our institute, in three years was able to accomplish the following; 7213 students were facilitated to register for the ABC so far with 6635 APAAR IDs created during the academic years 2021-22, 22-23 and 23-24 (UG 3-year programme - 3928, UG 4-year programme - 845 and PG 2-year programme - 1815, Other programmes - 47). More specifically for the academic year 2023-2024, 3202 APAAR IDs were created. The number of APAAR IDs with Credit Data Mapped for the academic years 2021-22, 22-23 and 23-24 stands at 14,225. The number of Educational Records Created for the academic years 2021-22, 22-23 and 23-24 is 22,343.

#### **18.Skill development:**

An internship of either 30 days (UG) or 45 days (PG) is mandatory for Students. Accordingly, 1716 students had completed their internship in 833 companies/industries/organisations for the academic year 2023-2024. The curricular framework of the 4 four-year UG programme offered by the School of Allied Health Care Sciences has an Apprenticeship component within it with a credit distribution of 40 points. The UG and PG models of curriculum framework mandate the earning of skill credits ranging from 2 to 18 points depending upon the programme for the completion of a degree. As a facilitating strategy, the institute offers 161 Skill courses, out of which 42 courses are offered by industries collaborating with the institute through an MoU. The broad areas of internship are in the domains of



Social care, Science and Pharmaceuticals, Food Manufacturing, IT and Digital, Business, Public Sector, Banking, Accounting and Finance etc. Adopted the UGC Guidelines for Engaging Eminent Professionals as 'Professor of Practice' at Avinashilingam Institute from the academic year 2023-24 onwards. Accordingly, engaged 1 Professor of Practice (Dr. Padmaja Anant), 2 Visiting Professors (Dr. Heather Layton and Dr. Ramesh Sivan Pillai) and 2 Adjunct Professors (Dr. V.K Sundararaman and Dr. Gerard M Samuel) to enhance academic excellence and provide diverse learning opportunities to the students. The institute's proactive role in skill-based learning is proved by the successful completion of 9 industry-supported projects with an outlay of 18.66 Lakh. Students' Participation in Hackathons and Ideathons is another outcome of the institute's initiatives on skill training as four teams of our student community secured the winning position for the year 2023-24) The other initiatives of the institute towards skill training are Avinashilingam Innovation and Incubation Centre (AIIC) working effectively to bring small ideas into big results envisioning start-ups from the campus Build Club aiming to promote the culture of building things together by creating excitement about entrepreneurship as a career option in collaboration with IITM Research Park Wet Lab and Training components being made compulsory in PhD coursework MoA with the Tamil Nadu Apex Skill Development Centre for Banking Financial Services and Insurance to offer short-term skill development programmes Introduced of a work-linked degree programme - BBA Retail Management in partnership with Maruti Suzuki India Ltd Joint programmes offered in collaboration with the Institute of Cost and Management Accountants of INDIA (ICMAI) and the Ministry of Micro, Small and Medium Enterprises Technology Development Centre (MSME-TDC) B.Sc AR/VR programme is set to be launched for the academic year 2024-25 in collaboration with SCOPIK Technologies The best practice of the institute towards skill training is the establishment of the Academic and Administrative Development Centre (AADC). Initiated in Dec 2022 in association with AIU, AADC aims towards continuous skilling and capacity building. So far 12 programmes benefitting 1149 participants have been conducted. The beneficiaries are expected to produce a rippling effect among the student stakeholders. Further, the institute has facilitated clinical training at Coimbatore General Hospital for allied health students.

**19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Avinashilingam Institute has adopted the Indian Knowledge System to Inspire and restore the legacy of IKS in students by broadening the



students' intellectual horizons. Seven programmes (UG -4 and PG- 3) are being offered in Indian Languages. The institute has also made use of the potentials of the existing departments, and the practicalities of offering IKS-related value-added courses. Gradually 10 departments had incorporated IKS and is offering 13 courses with 6 credits each for the academic year 2023-2024. The details of the courses offered are as below

| Department                 | Title of IKS courses   |
|----------------------------|--|
| Botany                     | A Land of Rare Natural Endowments: Indian Agriculture  |
| Tamil, English, Hindi      | Foundational Course in IKS: Foundational Literature of Indian Civilization: Indian Language Sciences |
| Mathematics                | Indian Mathematics   |
| Allied Healthcare Sciences | Indian Health Sciences / Indian Systems of Medicine  |
| Education                  | Indian Education   |
| Tamil                      | Indian Architecture and Town Planning  |
| Music                      | Indian Fine Arts   |
| Textiles and Clothing      | Indian Textiles  |
| Chemistry                  | Indian Metallurgy  |
| Economics                  | Indian Polity and Economy  |
| Tamil, English             | The Outreach of IKS  |

The institute's rich source of faculty is an additional benefit to the adoption of IKS - one faculty achieved the All India World Record of non-stop writing Ainchiru Kappiyangal for 18 hours & 15 minutes. Avinashilingam Institute is one of the Participating Universities in Bharatiya Bhasha Samiti to prepare textbooks in Tamil

## 20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Outcome-based education (OBE) is an educational delivery model that focuses on mapping, measuring, and achieving predetermined educational goals to help students learn, develop, and nurture skills that would help them grow in their professional as well as personal life. Avinashilingam Institute follows a step-by-step procedure starting with the Institution's vision and mission. As the next step, the Program Educational Objectives and the Programme Outcomes are devised. The Program educational objectives (PEOs) specify the expected outcomes of students once they graduate, mostly the way they conduct their behaviour & ethics and excel in their careers. The Programme outcomes of all the Programmes offered are devised based on the 12 graduate attributes namely, PO1: Knowledge PO2: Problem Analysis Capability PO3: Development & Designing of System PO4: Analyze & Solve Complex Problems PO5: Use of the Latest Tools & Devices PO6: Society's Responsibilities PO7: Environment PO8: Ethics of Individual PO9: Teamwork & Individual Contribution PO10: Communication PO11: Finance & Management of Project PO12: Life-long Learner Apart from the POs, Programme Specific Objectives (PSO)s are also devised for every Programme. As the next step, the Course Outcomes are defined for every course. Course outcomes are the objectives that are achieved at the end of any semester for a particular course. The Bloom's taxonomy and the revised Bloom's

taxonomy action verbs are used for defining the COs. The next step is the CO-PO Mapping process. Appropriate weightage are set for CO assessment through an evaluation process. The COs are measured through continuous assessment components with appropriate rubrics. Further, the CO and PO attainment calculations are done, and the attainment radar is derived. The radar is the pictorial representation of the attainment of the specified outcomes. It shows the existing gaps visually. The gap analysis is done, and the curriculum and syllabi are revised based on the feedback from the stakeholders. This exercise helps to attain the desired outcome of the entire learning process.

## 21.Distance education/online education:

Centre for Online Learning (COL) to offer UG, PG, Diploma and Certificate Programmes as per UGC Guidelines dated 4th September 2020, the institution has proposed to offer online degree programmes from the academic year 2024-2025 for which a specific 'Centre for Online Learning' will be established. The details with timelines for the plan of action are approved by the Executive Council. In addition, 19 courses were developed and available online on the SWAYAM platform by our Faculty Adopted the UGC Credit Framework for Online Learning Courses through SWAYAM in which approximately 700 students of our Institute per year are enrolled in SWAYAM courses (including NPTEL) Approx. 8000 students register and Approx. 1000 students from all over India clear and get the credit transferred from the SWAYAM courses offered by our faculty. Tamil Translation of the NPTEL lectures (Operating Systems Fundamentals and Mechanisms in Organic Chemistry) by our faculty 5 MOOCs coordinated by our faculty are available in Eight Indian Languages

## Extended Profile

### 1.Programme

| 1.1  | 94                        |
|--|---------------------------|
| Number of programmes offered during the year:      |                           |
| File Description                                   | Documents                 |
| Data Template                                      | <a href="#">View File</a> |
| 1.2  | 41                        |
| Number of departments offering academic programmes |                           |

### 2.Student

|   |                           |
|---|---------------------------|
| 2.1   | 6841                      |
| Number of students during the year  |                           |
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| 2.2   | 2412                      |
| Number of outgoing / final year students during the year:                 |                           |
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| 2.3   | 6621                      |
| Number of students appeared in the University examination during the year |                           |
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| 2.4   | 41                        |
| Number of revaluation applications during the year                        |                           |
| <b>3.Academic</b>   |                           |
| 3.1   | 3032                      |
| Number of courses in all Programmes during the year                       |                           |
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| 3.2   | 405                       |
| Number of full time teachers during the year                              |                           |
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| 3.3   | 407                       |

|   |                           |
|---|---------------------------|
| Number of sanctioned posts during the year  |                           |
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| <b>4.Institution</b>  |                           |
| 4.1<br><br>Number of eligible applications received for admissions to all the Programmes during the year  | <b>18713</b>              |
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| 4.2<br><br>Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year   | <b>1193</b>               |
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| 4.3<br><br>Total number of classrooms and seminar halls   | <b>236</b>                |
| 4.4<br><br>Total number of computers in the campus for academic purpose   | <b>1973</b>               |
| 4.5<br><br>Total expenditure excluding salary during the year (INR in lakhs)  | <b>1880.12</b>            |
| <b>Part B</b>   |                           |
| <b>CURRICULAR ASPECTS</b>   |                           |
| <b>1.1 - Curriculum Design and Development</b>  |                           |
| 1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University |                           |
| <b>The Institute is one of the pioneering Institutions renowned for value based education, quality teaching, innovative research and</b>  |                           |

effective application of knowledge through extension, outreach and consultancy activities for empowering women through education. One notable milestone in the journey towards academic excellence was the adoption of Choice Based Credit System in 2011 focusing on leveraging the talent and innovative capabilities of the students to meet the needs of the dynamic business environment thus making the students more industry ready. Another milestone has been the introduction of outcome based education in 2018. In keeping with the Learning Outcome-based Curricular Framework. All programmes offered by the Institute have explicitly spelt-out learning objectives and outcomes course wise that are intrinsically linked to the teaching pedagogy.

The Board of studies meeting convened explores with periodic review of programme learning outcomes and course learning outcomes with general guidance for articulating the essential learning associated with programmes of study and courses within a programme, which in turn will help in curriculum planning and development. The outcome-based education within the framework of CBCS pattern enabled the Institute to enhance the knowledge, skill and employability of the students. The Programme Outcomes, Programme Specific Outcomes and Course Outcomes based on the rubric system satisfy the graduate attributes by equipping them with lifelong skills to face real-time challenges and societal needs by incorporating critical thinking, personal management, leadership qualities, and corporate and social responsibilities.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 1.1.2 - Number of Programmes where syllabus revision was carried out during the year

11

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

#### 1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

2395

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

## 1.2 - Academic Flexibility

### 1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

537

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

90

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

## 1.3 - Curriculum Enrichment

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

**Gender :** Gender issues are conceptually interwoven into curricula exploring the emergence of gender identities, gender development, gender awareness, gender-specific entrepreneurial opportunities, gender discrimination, women in literature, women and health, as units / independent course / Programmes. Real-life issues on gender are incorporated through platforms like seminars, workshops, awareness campaigns and lectures by eminent experts. Every year, interactive sessions on women empowerment and honouring women entrepreneurs are organized on International Women's Day.

**Environment and Sustainability:** A four credit course Environment

Studies / Science is included in all UG programmes as per UGC guidelines. Besides, various courses help to create awareness on the ecosystem, biodiversity, environment pollution, global warming, green computing, etc. In addition, the Institution organizes events such as Wildlife week, National science day and World Tourism Day, World Health Day and World Food Day every year to sensitize the students on the importance and their contribution to the welfare of the community.

**Human Values:** The courses offered by many departments focus on human values such as values in decision-making, social responsibilities, societal welfare, and best business practices. The Institution has established two centers, Gandhian Study Center and Ambedkar Study Center which offer co-curricular programs on human values and principles and has instituted a Chair on Value Education. Professional Ethics Curriculum also inculcates professional ethics directly in core theory of many programmes. A course entitled Research and Publication Ethics is implemented in all Ph.D programmes to foster ethics and their commitment in research.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

302

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

#### 1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

6841



| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 1.3.4 - Number of students undertaking field projects / research projects / internships during the year

2912

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

## 1.4 - Feedback System

### 1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni

- All 4 of the above

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 1.4.2 - Feedback processes of the institution may be classified as follows

- Feedback collected, analysed and action taken and feedback available on website

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Demand Ratio

##### 2.1.1.1 - Number of seats available during the year

3342

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

## 2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1268

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

## 2.2 - Catering to Student Diversity

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

Avinashilingam Institute enhances the learning experience of diverse learners through targeted measures.

**For Advanced Learners:** Advanced learners are immersed in a robust ecosystem with workshops, skill training, seminars, and group discussions to stay updated on disciplinary advancements. They are encouraged to present papers at national and international conferences, honing presentation and networking skills. Orientation sessions on software tools equip them with practical skills valued in the job market. Additionally, they explore MOOC courses via platforms like Swayam/NPTEL, earning extra credits and expanding academic knowledge. Participation in vibrant student clubs fosters leadership, teamwork, and communication skills, supporting holistic development.

**For Slow Learners:** A week-long Bridge Course enhances linguistic proficiency, with intensive English training and exposure to the Language Lab. Remedial coaching, career guidance, and tailored classes address learning challenges. The Mentor-Mentee system provides personalized support to overcome academic hurdles while counselling services promote emotional resilience and a growth mindset.

The CARE facility ensures inclusivity with resources for learners with special needs, including digital books, assistive technology, peer-assisted learning, and rehabilitation services. These initiatives support academic and behavioural challenges, empowering all learners to thrive.

By addressing diverse needs, the institute fosters academic excellence, personal growth, and equal opportunities, preparing learners for success in a dynamic world.

| File Description                    | Documents   |
|-------------------------------------|---|
| Upload relevant supporting document | <a href="#">View File</a>   |
| Link For Additional Information     | <a href="https://avinuty.ac.in/sites/avinuty.ac.in/files/AOAR%202023-2024/2.2.1%20relevant%20documents.pdf">https://avinuty.ac.in/sites/avinuty.ac.in/files/AOAR%202023-2024/2.2.1%20relevant%20documents.pdf</a> |

### 2.2.2 - Student - Full time teacher ratio during the year

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 6841               | 405                |

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 2.3 - Teaching- Learning Process

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

At Avinashilingam Institute, students experience a continuous student-centric teaching-learning process enriched by Project-Based Learning (PBL) and innovative pedagogies.

**Project-Based Learning (PBL):** Integrated from the curriculum's inception, PBL empowers students to shape course content through feedback and participation in workshops, ensuring relevance to real-world challenges. Alumni and student representatives contribute to the Board of Studies, ensuring curriculum alignment with industry demands. Interdisciplinary projects develop essential hands-on skills.

### Benefits of Student-Centric Learning:

1. **Creative Thinking:** Tools like Canva, concept mapping, and AR/VR stimulate innovation and problem-solving.
2. **Critical Thinking:** Hackathons, debates, and simulation-based problem-solving enhance analytical and communication skills.
3. **Social Responsibility:** Engagement in green initiatives and social projects fosters empathy and awareness.
4. **Networking:** National and international events provide opportunities to connect with peers and experts, enriching presentation skills.
5. **Technical Skills:** Training in Python, MATLAB, AI platforms, and AR/VR equips students for industry challenges.
6. **Confidence Building:** Competitions and cultural events bolster creativity and confidence.
7. **Cultural Enrichment:** Literary and cultural clubs nurture artistic expression and inclusivity.
8. **Empowerment:** Student-led forums and AR/VR collaborations improve leadership and public speaking.
9. **Practical Application:** Immersive labs and boot camps reinforce theoretical knowledge.
10. **Real-World Exposure:** Industry programs and simulations prepare students for creative problem-solving beyond the classroom.

These initiatives ensure holistic development, preparing students for academic and professional success.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

Avinashilingam Institute leverages ICT-enabled tools to enhance its teaching-learning process, ensuring a dynamic and inclusive learning environment. With Wi-Fi supported by Cisco Layer 3 Switch and upgraded bandwidth across Main and Satellite Campuses, students enjoy fast and reliable access to digital resources. The institute, part of the National Knowledge Network (NKN) and NDL club, provides access to platforms like NMEICT and eShodhganga for comprehensive learning and research. Advanced tools such as Google Workspace, Microsoft Teams, Zoom, and Cisco Webex facilitate lectures, webinars, and hybrid seminars, offering global exposure and fostering collaboration.

State-of-the-art classrooms equipped with multimedia projectors, smart boards, and interactive panels make learning engaging. Students expand their knowledge through MOOCs on platforms like SWAYAM, Coursera, and Edx, complemented by tools like Canva, Kahoot, and Edmodo. Online resources such as SlideShare and Future Learn further enhance the educational experience.

Research scholars benefit from training in tools like Mendeley, Zotero, EndNote, and Grammarly Premium, with access to ProQuest, EBSCO, and digital archives. This robust support ensures advanced research capabilities. By integrating cutting-edge technology and innovative learning methods, Avinashilingam Institute empowers students and scholars for academic and professional excellence in a rapidly evolving world.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 2.3.3 - Ratio of students to mentor for academic and other related issues during the year

#### 2.3.3.1 - Number of mentors

405

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 2.4 - Teacher Profile and Quality

#### 2.4.1 - Total Number of full time teachers against sanctioned posts during the year

405

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

#### 2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year

276

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 2.4.3 - Total teaching experience of full time teachers in the same institution during the year

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

4450

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

29

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

## 2.5 - Evaluation Process and Reforms

### 2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

27

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

27

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

12

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

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

An updated Examination manual incorporates the integration of IT in the examination system of the Institution. The e-governance system of the Institute, implemented through the e-Campus software included the examination module governing the functions of Student registration for examinations, payment of examination fees, appointment of question paper setters and answer paper evaluators, entering of CIA & CE, applying for revaluation/ re-totaling, appearing for tests and assignment as a part of Continuous Internal Assessment (CIA) and submission online are the IT implementation components of Automation. Through IT integration, Question paper setting time has been reduced from 45 days to 10 days. Valuation also took minimal time, including PhD external valuation. The calendar of events for semester activities is also hosted in the institution's website. The introduction of booklets for examinations helped to minimize the wastage of papers and enhanced stakeholder satisfaction. Issue of Genuineness Certificate, Duplicate Certificate and Academic Transcript online expedite the process irrespective of numbers applied within the prescribed time. UGC repository storage is now replaced by UGC Dig locker for uploading academic certificates of all programmes

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

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

A. 100% automation of entire division & implementation of Examination Management System (EMS)

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |



## 2.6 - Student Performance and Learning Outcomes

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

Avinashilingam Institute prioritizes clearly defined learning outcomes, integrating Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) into its assessment processes. The Internal Quality Assurance Cell (IQAC) facilitates workshops on Outcome-Based Education (OBE), Bloom's Taxonomy, and graduate attributes to train faculty in designing relevant and measurable outcomes. These are mapped using advanced tools for consistency and quality, ensuring curriculum, teaching strategies, and assessments align with stakeholder expectations. Graduates emerge as competent, innovative, and socially responsible individuals.

Transparency in communicating POs, PSOs, and COs is achieved through documentation in the prospectus, the institute's website, and proactive dissemination during orientation and classes. Faculty incorporates these outcomes into lesson plans, using Learning Management Systems (LMS) for continuous accessibility. Interactive sessions and feedback mechanisms promote engagement and alignment with goals.

Assessment employs Continuous Internal Assessment (CIA) and Comprehensive Examinations (CE), each contributing 50%. CIA focuses on assignments, quizzes, and practicals, while CE emphasizes comprehensive understanding. For POs and PSOs, direct methods like exams and practicals contribute 80% to evaluations, complemented by 20% from stakeholder feedback. This balanced framework ensures continuous improvement, accountability, and excellence, reinforcing Avinashilingam Institute's dedication to transformative education and holistic student development.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

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

Avinashilingam Institute prioritizes clearly defined learning outcomes, integrating Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) into its assessment

processes. The Internal Quality Assurance Cell (IQAC) facilitates workshops on Outcome-Based Education (OBE), Bloom's Taxonomy, and graduate attributes to train faculty in designing relevant and measurable outcomes. These are mapped using advanced tools for consistency and quality, ensuring curriculum, teaching strategies, and assessments align with stakeholder expectations. Graduates emerge as competent, innovative, and socially responsible individuals.

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| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 2.6.3 - Number of students passed during the year

#### 2.6.3.1 - Total number of final year students who passed the university examination during the year

**2375**

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)**

<https://avinuty.ac.in/sites/avinuty.ac.in/files/2025-01/Student%20satisfaction%20survey%202023-24.pdf>

**RESEARCH, INNOVATIONS AND EXTENSION**

**3.1 - Promotion of Research and Facilities**

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Substantial improvements in research include the acquisition of state-of-the-art equipment, funding for research projects, and expansion of research-oriented programs. Advanced Research Laboratories, including the ISO-certified Prof. C.N.R. Laboratory, Centre for Manufacturing and Emerging Technologies, and specialized laboratories such as the Enzymology and Immunology Laboratory. The Centre for Machine Learning & Artificial Intelligence has been further developed to support cutting-edge research in emerging technologies. The Research Information Management System (RIMS), known as Researgence, has been continuously updated. The establishment of an Incubation Centre continues to promote innovation, with a focus on supporting start-ups and translating research into practical solutions. The institution's Research Promotion Policy has been revised in line with the latest national and international standards and is available on the official website for transparency. The Research and Development Cell, in compliance with UGC guidelines, continues to play a pivotal role in guiding and supporting research activities. The Research Advisory Committee is actively involved in steering research initiatives and providing policy guidelines that enhance research output and quality. Financial assistance is regularly provided to young faculty members through seed money and minor research grants to support the initiation of innovative research projects. The institution has established strong collaborative linkages with over 77 National and International institutions. The number of MoU signed has reached 88, facilitating a wide range of collaborative projects and publications. The institution's research culture has been further demonstrated by obtaining 11 patents published and 15 granted from May 2023 to June 2024, bringing the total number of 26 granted patents and 66 published patents.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

43.49

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

2

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

55

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

**3.1.5 - Institution has the following facilities to support research**  
Central Instrumentation  
Centre Animal House/Green House Museum  
Media laboratory/Studios Business Lab  
Research/Statistical Databases Moot court  
Theatre Art Gallery

A. Any 4 or more of the above

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

4

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.2 - Resource Mobilization for Research

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

40

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

#### 3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

257.19

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

#### 3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

16

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.3 - Innovation Ecosystem

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

**The Avinashilingam Innovation, Incubation and Acceleration Centre**

(AIIAC), along with the Entrepreneurship Development Cell (EDC) and the Centre for Industry-Institute Linkages, collaboratively foster an entrepreneurial ecosystem. Supported by AICTE funds, they aim to cultivate startups, facilitated by a team of faculty members and an Advisory Board comprising representatives from various incubation centers, MSME development centers, angel investors, and industries. With a 4000 sqft co-working space, the incubation center currently hosts two startups focusing on upcycling waste.

Their model of Innovation and Incubation is tailored to attract more startups, particularly in sectors where the institute excels, such as Nutraceuticals, Functional Foods, Green Textiles, and Sensor-based products. AIIAC has garnered recognition from the Ministry of MSME for its incubation efforts and has participated in events like the MSME Idea Hackathon and regional meets of the Institution Innovation Council.

Furthermore, initiatives like establishing an Atal Community Innovation Centre and collaborating with organizations like ICAR Krishi Vigyan Kendra showcase their commitment to fostering entrepreneurship. Through programs like Entrepreneurship Development Programs and expert talks, they continuously engage faculty and students, fostering a culture of innovation and collaboration between academia and industry. Ongoing efforts include forging MoUs to enhance knowledge transfer and facilitate more startup creations.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

32

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

32

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

#### 3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

35

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.4 - Research Publications and Awards

#### 3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

##### 3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

A. All of the above

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

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

A. All of the above

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |



### 3.4.3 - Number of Patents published/awarded during the year

#### 3.4.3.1 - Total number of Patents published/awarded year wise during the year

26

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.4.4 - Number of Ph.D's awarded per teacher during the year

#### 3.4.4.1 - How many Ph.D's are awarded during the year

70

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

259

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

#### 3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

376

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

|   |                                     |
|---|-------------------------------------|
| <b>3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS</b> | <b>A. Any 5 or all of the above</b> |
|---|-------------------------------------|

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

**3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed**

|            |                |
|------------|----------------|
| Scopus     | Web of Science |
| <b>726</b> | <b>367</b>     |

| File Description                                  | Documents               |
|---|-------------------------|
| Any additional information                        | <b>No File Uploaded</b> |
| Bibliometrics of the publications during the year | <b>No File Uploaded</b> |

**3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University**

|           |                |
|-----------|----------------|
| Scopus    | Web of Science |
| <b>14</b> | <b>10</b>      |

| File Description   | Documents               |
|--|-------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | <b>No File Uploaded</b> |
| Any additional information   | <b>No File Uploaded</b> |

**3.5 - Consultancy**

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

**In general, Consultancy includes all advisory, technical and research project implementation activities undertaken by faculty members and research scholars for the beneficiaries from**

Government/non-governmental agencies, industries, Start-ups / Incubatees and needy researchers. The consultancies are to mobilize extra-mural resources to the Institution with an in-built revenue-sharing formula between the consultants and the Institution. The industry or private party or any other outside agency seeking consultancy is the beneficiary. A consultancy work may be undertaken by the members in their areas of expertise with prior permission of the Institute. Consultancy services include the establishment of laboratories and pilot plants, getting loan consultancy from financial agencies, quality testing of new products, quality improvement, product development, visits for diagnostic purposes, giving consultancy services to industries and offering training to staff of private/governmental agencies. Revenue sharing is an important aspect of consultancy policy. Consultancy fees for the consultant will be decided and mentioned by the consultant in the proposal with the approval of the Registrar. A memorandum of understanding will be signed between the beneficiary and the consultant before undertaking the consultancy assignment. The distribution ratio of the consultancy fee is 60:40 for individual consultancy services or projects and 50:50 for Institutional consultancy services or projects.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

#### 3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

**68.98**

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Avinashilingam Institute is committed to serving society through extension and outreach activities through NSS, NCC, Community and Social Service, Youth Red Cross, Women's Studies Centre, Dr. Ambedkar Studies Centre, Gandhian Studies Centre and Enabling Unit for Disabled-Special Education and Rehabilitation. Curricula have been designed in a way that has carved a niche in sensitising students on social and community service, gaining skills in group living, sharing responsibilities, mobilising community participation, leadership qualities, capacity to meet emergencies and practice national integration.

88 programmes were organised on Socio-economic surveys, Swachh Bharat Campaigns, Digital awareness campaigns, awareness rallies, pulse polio immunization programmes, dengue awareness programmes, tree plantation drives and digital plantation drives, medical camps, National and International days, awareness programmes and 82 Special lectures were organized. More than 2850 NSS volunteers are sensitized towards Clean and Green India through Swachh Bharat and Unnat Bharat Abhiyan and to social issues to acquire holistic development. 4 NSS Volunteers represented the Institute in the Republic Day Parade in New Delhi and Chennai. Volunteers through Red Ribbon Club along with the TamilNadu State AIDS Control Society created awareness among the community through various activities like blood donation, gynaecologist advice, peer tutoring, and survivors' success stories on HIV & AIDS. YI Yuva Club students work in leadership roles to enhance their leadership styles.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

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

#### 3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

12

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

**3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

85

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

**3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year**

6841

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 3.7 - Collaboration

**3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year**

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

77

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

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

88

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The institute houses 236 classrooms that are ICT-enabled, well-furnished, spacious, and ventilated with a hygienic environment. The institution provides a teaching-learning portal for the students to access the resources with MOODLE and Google Classroom. Self-learning is enhanced through the e-resources of journals, books and databases in the library, SWAYAM - MOOC, Spoken tutorials and NPTEL courses and the wide access to knowledge facilitate research and innovation among scholars.

The institute provides a wide variety of teaching-learning facilities for differently abled students with special equipment, hardware and software. The Department of Special Education is equipped with Digital Books for print-disabled students, and Dr Speech Clinical Software for Voice Assessment and Speech therapy, The institute comprises four different libraries on both campuses with a total area of 33,205 sq.ft and 770 seating capacity. There are 87 well-equipped course-specific and Research laboratories and 47 computer laboratories in departments across both campuses.

There are centralized Research facilities namely Advance Research Laboratory, National Cyber Defense Research Centre, ISO Certified Bharat Ratna Prof. CNR Rao Research Centre, Millet Research Laboratory, DST Curie Centre for Machine Learning and Intelligence, Centre for AI and Robotics, Center for Manufacturing and Emerging Technologies (CMET).

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

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

The Institute emphasizes sports as a key component of its curriculum, with a special focus on encouraging women's participation. The Physical Education Department is equipped with state-of-the-art infrastructure for indoor, outdoor, gymnastics, and traditional sports. This commitment has led to the development of many international, national, and regional-level women athletes.

The indoor facilities include a multi-purpose hall for badminton, skating, and traditional games, producing 43 state-level, 20 inter-university, 31 national, and 16 international athletes. Additionally, activities such as carom, chess, and traditional games like Silambam and Gili are available for students.

Outdoor sports are supported by expansive facilities across the main and satellite campuses. These include a 400-meter track, football fields, and synthetic courts for basketball, volleyball, handball, tennis, and more. The Institute has nurtured 24 state-level, 20 inter-university, and 36 national and international medalists in these outdoor events.

The gymnasium is equipped with modern fitness equipment, and all first-year students are trained in yoga. The Institute has produced national-level yoga athletes and women entrepreneurs. Additionally, specialized labs and regular camps help identify and develop sporting talent.

Cultural activities are also promoted, with large auditoriums and stages available for debates, dance, music, and other student events, ensuring holistic development.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

#### 4.1.3 - Availability of general campus facilities and overall ambience

The institute ascertained a well-adorned main campus of 14.28 acres and a satellite campus (campus -II) of 93.83 acres with adequate facilities and learning resources based on the curriculum and norms of statutory bodies with vision and strategic objectives. The buildings comprise blocks with well-furnished and ventilated classrooms, laboratories, offices, centres, a library, ramps, lifts and toilets for staff, and students. Blocks are connected by laid roads.

Divyangjan facilities with provision of rails, ramps, Braille-



enabled lifts, special toilet, battery car and adapted wheelchair for computer learning, three Auditoriums with 2500/1000 /500 capacities, an open stage, a multipurpose hall, and 12 Seminar/Conference halls and Fleet of transport facilitates are accessible. 24X7 Security service and CCTV installed. A total of 10 hostels on both campuses with 24-hour power back-up, water supply, mess, dining hall, recreation hall, prayer hall, GYM, Wi-Fi connectivity, and solar water heaters. Well-equipped health centre with a stationed medical officer, 7 beds, an ambulance, Emergency Drugs, fully computerized ECG machine Germe auto analyzer and other accessories required for diagnosis. The CARE assists staff and students in dealing with their emotional and personal concerns.

Banking service is provided. The signage panels, and live telecast, flash the information. Amenities like purified drinking Water, 24X7 Power Supply by Generators, Solar panels and windmills for supplementing electricity, Solar water heaters, well-maintained washrooms, Lounges etc., are available. LED lights at buildings, Biogas plants, 50KLD capacity sewage treatment plants, incinerators, Rain Water Harvesting systems, Water Purification Plants etc., are the other facilities available that are worth mentioning

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

#### 4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

482.92

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

#### 4.2 - Library as a Learning Resource

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

The library is automated using Integrated Library Management System (ILMS) and has a digitization facility The Central Library of AIHS&HE established in 1958 is fully automated with Integrated Library Management System (KOHA version 19.11.10.000) and indigenously developed software. The Library acquires significant.

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

The Library has a rich collection of 2,38,175 volumes of print resources including books, journals, theses, back volumes and non-book materials. In addition, 2,04,460 electronic resources like 4,68,416 e-books (EBSCO Academic Collection, Elsevier, Springer, PHI, Cambridge, Pearson), 30,404 e-journals (IEEE, EBSCO BSE), and eleven e-databases (Scopus, Scifinder, Web of Science, Capitoline, Economic Outlook, EPWRF ITS, India stat, and DELNET) are available from e-Shodhsindhu consortium and institution subscription. The RFID technology in the library enables quick access to library resources and better security of library materials. CCTV surveillance and fire detection alarms are fixed to protect the resources. About 1690 users physically visit the library and 250 users access e-resources remotely.

The Library has an excellent computing infrastructure facility with hardware, software and a National Knowledge Network (NKN) with one Gbps leased line. OPAC/Web OPAC facilitates to locating relevant and available documents. E-resources can be accessed through remote, wi-fi and intranet. The well-equipped digital library

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

**4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases**

**A. Any 4 or all of the above**

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

**4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**108.07**

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

#### 4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

1906

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 4.3 - IT Infrastructure

#### 4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

236

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

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

The institute has well-furnished, high-end computer labs, and language labs with Internet-enabled computers for students and staff.

Academic and administrative departments are equipped with ICT facilities. The Smart classes are equipped with an Interactive board, panel, Visualizer and Projectors. Institute has high-speed Internet-leased line with an Internet bandwidth of 1Gbps from NKN and Additional 200 Mbps from Bharti Airtel for 36 months from Jan 2021 valid till Dec 2023 and after 400 Mbps from Skylink for 36 months from Jan 2024 valid till Dec 2026

Campus II has 85Mbps of Internet bandwidth upgraded to 110Mbps in 2019. The Main Central Server of the Institute is hosted in the computer centre and is backed up by 25KVA UPS for uninterrupted power supply.

Desktops are connected by LAN. Internet facility is provided through WiFi to Staff and Student Laptops secured with unique login IDs and installed with Antivirus software. Firewall policies are implemented in the WiFi Networks. E Studio installed on the campus is an audiovisual room equipped with teaching aids including a Television, Video Player, Video Camera, Still Camera, DVD, Multimedia Computer and Audio Systems.

The library is computerized with a complete library management system and all the Students are given RFID - ID cards that can be used for the issue of books from the Library. The Hi-Tech Seminar hall and Auditorium are equipped and updated with high-end ICT and video conferencing and live streaming facilities.

The Online Admission module and bulk SMS facility ensure ease of access.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

#### 4.3.3 - Student - Computer ratio during the year

|                    |   |
|--------------------|---|
| Number of students | Number of Computers available to students for academic purposes |
| 6841               | 1973  |

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

- 1 GBPS

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

#### 4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |
| Upload the data template            | <a href="#">View File</a> |

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

1234.83

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

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

The institute has a special maintenance facility called Instrumentation Maintenance Facility (IMF) which ensures monitoring, servicing and proper maintenance of the instruments and electronic items utilized in various laboratories. Refurbishing of laboratory equipment is done regularly and is ensured by the IMF. Obsolete items are discarded every year as per norms after being certified by IMF. The Public Relations Officer oversees the maintenance and cleanliness of entire campus which includes the buildings, furniture, playfields, staff and student amenity areas and monitors the utilization of these spatial facilities. The overall security and gate keeping of both campuses are outsourced and the surveillance cameras are maintained periodically. Fire safety equipment's installed in various blocks is maintained by the respective department. The major and high-end equipment are brought under AMC with the corresponding service providers. Annual stock checking of furniture, library books, equipment and ICT facilities are done by staff-in-charge as yearend activity and the consolidated reports are presented to the administrators who in turn direct there spective heads to take up the necessary repairs. Both the campuses are equipped with adequate number of water doctors which are under AMC for proper maintenance. The Gymnasium and playgrounds are maintained by the support staff monitored by the Department of Physical Education. The effluent treatment plants and the rain harvesting system are maintained by civil engineering staff.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

#### STUDENT SUPPORT AND PROGRESSION

## 5.1 - Student Support

**5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)**

2171

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

**5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year**

4867

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

**5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology**

A. All of the above

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

**5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through**

• All of the above

**appropriate committees**

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

**5.2 - Student Progression**

**5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)**

**5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year**

**106**

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

**5.2.2 - Total number of placement of outgoing students during the year**

**564**

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

**5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year**

**521**

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

**5.3 - Student Participation and Activities**

**5.3.1 - Number of awards/medals won by students for outstanding performance in**

**sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year**

37

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

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

The Student Council plays an integral role in representing the interests of all the students and helps in fostering a student friendly environment. Based on Lyndogh Committee's recommendation, the Student Council is an elected body of members, elected by the students representing all the schools and functions actively under the coordination of Dean, Student Affairs and Staff Advisors.

In accordance with the UGC guidelines, the Council coordinates the activities and logistics of Deeksharambh (Student Induction Program). The Council conducts student assembly every day. Weekly meeting for class representatives is conducted to help in sorting basic issues apart from passing information on intercollegiate competitions. A monthly meeting is convened with higher authorities, wherein important aspects are placed for discussion and solutions are given by the authorities

National days such as Independence Day, Republic Day, Gandhi Jayanthi, Rashtriya Ektha Diwas and Yoga are organised by the Council in order to imbibe national integration. Sports activities and festivals such as Pongal and Christmas are celebrated. The Council ensures an enriched campus experience through organising events like KALAIVIZHA, a cultural fest and AVEGHA, an intercollegiate event. The Student Council acts as an umbrella body for the smooth functioning of 15 clubs through which students portray their talents.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year



40

| File Description                    | Documents                 |
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| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

#### 5.4 - Alumni Engagement

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

Alumnae Association of our institution turned 63 this year. Thousands of our alumnae spread across all the continents, carry the legacy of Saradalaya across the planet. Their support and life-long association with the alma mater stands testimony to the unique culture of this institution. They foster the growth of the institution through meaningful collaborations. They have been a pillar of support to the institution by facilitating student exchange programs and collaborative research. As successful women in different walks of life, our alumnae share their experiences with the current crop of students and inspire them to scale greater heights. When acting as resource persons in conferences, seminars and workshops, our alumnae not only share their knowledge, but also their career and life experiences motivating our students. In the current academic year, all the departments held such meetings to inspire the current students. Alumnae were also instrumental in establishing memoranda of understanding in various fields. They also make intellectual contributions as members in the boards of studies, doctoral committee members and contributed towards curriculum designing and enhancing the research output. In addition to serving as external examiners for undergraduate, postgraduate and Ph.D programs, our alumnae entrepreneurs and administrators also recruited our outgoing students.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

5.4.2 - Alumni contribution during the year  
(INR in Lakhs)

A. ? 5Lakhs

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The institute's governance structure is tailored to uphold its commitment to empowering women through contemporary, values-driven education, following UGC Regulations. It has instituted various bodies and committees to oversee governance activities. Academically, the institute ensures program efficacy by offering relevant courses, integrating technology into teaching, and fostering practical learning experiences. The Research Advisory Committee supervises educational innovations, facilitating quality publications and patent filings. The institute emphasizes Values through value-added courses, outreach programs, cultural events, and commemorations of significant occasions. Teaching and learning reforms such as the Choice-Based Credit System, Outcome-Based Education, and LOCF provide flexibility to students. State-of-the-art facilities and laboratories support collaborative research endeavors.

The institute emphasizes, Administratively, transparency, and efficiency. Decision-making follows a decentralized and participatory approach, granting financial autonomy to deans. The Finance Committee ensures prudent fund utilization, while procurement procedures adhere to regulations through the GEM Portal. E-governance streamlines administrative tasks via an ERP system. Recruitment and admissions conform to regulatory norms, Statutory and non-statutory committees ensure effective governance in both academic and administrative areas. Employee well-being is a priority, supported by safety measures and welfare schemes.

| File Description                    | Documents                 |
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| Upload relevant supporting document | <a href="#">View File</a> |

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

The institute promotes Academic Decentralization and Participative Academic Management, involving management, industry experts, educators, statutory bodies, faculty, students, alumni, and parents in decision-making. Curriculum restructuring integrates feedback on content, electives, and industry relevance, reviewed by the Board of Studies, Academic Council, and Board of Management.

Outcome-Based Education (OBE) was adopted, emphasizing student learning outcomes through defined program objectives, course outcomes, and assessment rubrics. This approach enhances learning outcomes, employability, and faculty engagement, aligning with industry and accreditation standards. Committees oversee governance, including examinations, research, and publications. The Examinations Committee manages exam conduct, results, e-governance, and revaluations. The Research Advisory Committee supports research, patents, and publications, while the Student Council focuses on welfare. Inclusivity is fostered through the Disability Coordination Committee and Equal Opportunities Cell.

Administrative Decentralization empowers deans, department heads, and stakeholders to manage admissions, curricula, budgeting, and purchases. Strategic planning is guided by the Planning and Monitoring Board, Finance Committee, Building Committee, and Purchase Committee, overseeing fund allocation and infrastructure. The institute continually implements reforms to enhance participatory governance and effective management.

A new initiative namely 'Chat with VC' has been initiated for the students to meet the Vice Chancellor and discuss their requirements on the first and last week of the month.

| File Description                    | Documents                 |
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| Upload relevant supporting document | <a href="#">View File</a> |

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic plan is effectively deployed

The Avinashilingam Institute has launched the Academic and Administrative Development Centre (AADC) in line with AU's Sustainability Development goal, emphasizing high-quality education

and research outlined in the Avinashilingam Vision Document 2040. In collaboration with the Association of Indian Universities (AIU), the AIU-Avinashilingam Institute-AADC aims to enhance the capabilities of human resources in higher education institutions. The specific objectives of the center are:

- Facilitate learning through Performance Improvement Programmes for different groups (Administrators/Teaching Faculty/Non-Teaching Research Scholars/Technical Personnel) towards progression based on their career stages.
- Enable continuous learning through rigorous need-based training sessions
- Sensitize stakeholders on recent developments in the higher education system in the country and across the world.
- Equip academic/administrative/technical / information personnel with the requisite skills on ICT to handle their work effectively.
- Develop integrity and professional ethics among higher education personnel.
- Strengthen the human capital of the country with the right attitude, skills, and knowledge

**VISION:** To facilitate the value-based transition towards changing the higher education ecosystem through continuous capacity building.

**MISSION:** To impart ICT-enabled training to human resources of higher education institutions thereby preparing themselves towards Education 5.0.

**Outcomes:** From the inception of the center on 9th December 2022 till 30th April 2024, 20 short-capacity building programs have been conducted benefitting a total of 2105 stakeholders of HEIs across the nation. The center also has generated a total income of Rs. 4,12,695 to date.

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

The institute operates under 17 transparent and unbiased policies/manuals, ensuring streamlined guidelines. The administrative setup is led by the Chancellor, who drives institute objectives, while the Vice Chancellor serves as Ex-officio

Chairperson of statutory bodies and governs the institute as per regulations. The Vice-Chancellor is assisted by the Registrar, who oversees administrative activities, and other key officials, including the Controller of Examinations, Finance Officer, Deans, department heads, and faculty members. Additionally, the institute has dedicated roles for student affairs, research and consultancy, quality assurance, and public relations. The administrative structure is supported by Assistant Registrars (Academic and Administration), Section Officers, and support staff, ensuring efficient governance and operations. CRR Rules have been revised.

| File Description                    | Documents                 |
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| Upload relevant supporting document | <a href="#">View File</a> |

### 6.2.3 - Institution Implements e-governance in its areas of operations

**6.2.3.1 - e-governance is implemented covering following areas of operation**

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

**A. All of the above**

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 6.3 - Faculty Empowerment Strategies

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

The Performance Appraisal System for teaching staff is a comprehensive framework that evaluates and supports the performance of educators in an educational institution. It includes various evaluation methods and welfare measures to enhance the teaching staff's growth and well-being.

The system employs student evaluations, self-appraisal, and confidential reports to assess teachers. Students provide feedback on teaching practices, while teachers reflect on their performance and adhere to UGC guidelines. The confidential reports, prepared by department heads and deans, are considered during career advancement

For non-teaching staff, a three-tier evaluation system is implemented, including self-appraisal, reports from superiors, and evaluation by the Registrar

The institution provides welfare measures for teaching staff, including timely leave sanction, childcare, maternity, sick leave, and educational allowances. Financial assistance is offered for medical expenses, travel & attending conferences. Physical support is provided through facilities like clean spaces, parking, and seminar halls. Insurance cover of Rs. 4 Lakhs for all staff, both teaching and non-teaching has been provided.

The teaching staff access to banking facilities, canteens, health centers, Libraries, fitness facilities, and staff lounges are also available. Non-teaching staff benefits from festival advances, travel concessions, and yearly bonuses

Overall, the Performance Appraisal System and welfare measures create a supportive environment for teaching staff, fostering their professional growth and well-being.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |

### 6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

7

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

17

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

#### 6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

233

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

### 6.4 - Financial Management and Resource Mobilization

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

The institute's Resource Mobilization policy focuses on securing resources from UGC grants, student fees, research projects, consultancies, industry collaborations, and facility utilization. UGC's Plan and Non-Plan grants support salaries, pensions, maintenance, and infrastructure. Funding agencies like UGC, CSIR, DST, DAE, ICSSR, and ICAR provide financial aid for research projects, guided by the institute's research advisory committee.

Revenue is generated through industry-sponsored projects, consultancies, fees, and facility outsourcing, along with patent commercialization, donations, library outsourcing, and interest income. Additional initiatives include reprography, entrepreneurial events, workshops, medicinal plant sales, guest house rentals, paper sales, and publications.

The institute adopts prudent financial management, preparing budgets based on priority and utility. A finance committee ensures transparency and accountability by monitoring fund utilization. Resource allocation is optimized through competitive bidding and tendering. Tax exemptions and regular internal and external audits reinforce financial compliance and effective fund management.

The institute exemplifies sound financial practices, leveraging UGC funds and other revenues efficiently, as demonstrated by its annual audited accounts and commitment to transparency in financial operations.

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | <a href="#">View File</a> |



#### 6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

12387.02

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
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#### 6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

5.25 Lakhs

| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
| Upload the data template            | <a href="#">View File</a> |
| Upload relevant supporting document | <a href="#">View File</a> |

#### 6.4.4 - Institution conducts internal and external financial audits regularly

The Institute has implemented a comprehensive audit system to ensure financial integrity and compliance. The Internal Audit Section conducts regular audits, meticulously examining establishment and finance transactions for accuracy. They review receipts, payment vouchers, and bank transactions, while also reconciling monthly account statements. External auditing is performed by a reputable firm of Chartered Accountants approved by the Comptroller and Audit General. The statutory audit includes auditing and certifying the Consolidated Annual Financial Statement of Accounts.

The audited statements are then presented to the Finance Committee and the Board of Management for approval. The Comptroller and Audit General also conduct a certification audit to ensure compliance. Adhering to Rule 237 of the General Financial Rules (GFR) 2017, the Institute follows a strict schedule. The annual accounts are available for audit by June 30th. The final audited results are issued, along with an audit certificate, by October 31st. The Institute submits the Annual Report and Audited Accounts to the University Grants Commission (UGC) by December 31st. Through these audit processes and timely submissions, the Institute showcases its commitment to financial transparency, accountability, and adherence to regulatory standards.



| File Description                    | Documents                 |
|-------------------------------------|---------------------------|
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## 6.5 - Internal Quality Assurance System

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

**Stakeholder Engagement and Annual Reporting:** IQAC engages all stakeholders to ensure academic and administrative quality by systematically collecting data and feedback and preparing Annual Reports.

**Feedback Analysis for Continuous Improvement:** Feedback from students, faculty, alumni, employers, and parents is collected annually to enhance curriculum, courses, and organizational effectiveness. Major changes undergo scrutiny and approval by the Board of Studies (BOS) and the Board of Management (BOM) to maintain rigor and relevance.

**Accreditation and Certification:** IQAC actively engages with certifying bodies like NIRF, NAAC, NBA, and ISO, aligning with international standards and best practices.

**Academic and Administrative Audit:** Regular audits at the department and institute levels assess academic and administrative effectiveness, with follow-up actions ensuring continuous improvement.

**Induction and Training Programs:** Induction programs for new staff and students are conducted as per UGC guidelines to integrate them into the institution.

**Specialized Cells:** The NEP Cell and Institutional Development Plan (IDP) Committee within IQAC drives innovation and aligns with national education priorities.

**Mentoring Other HEIs:** The institute mentored six HEIs for NAAC accreditation, with DJ Academy for Managerial Excellence achieving accreditation.

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

**A. Any 5 or all of the above**

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**6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)**

- New Academic Programs Introduced:**

- B.Sc. in Augmented Reality and Virtual Reality
- B.Com. with Minor Specializations (Accounting & Finance, IT, Business Analytics, Entrepreneurship, etc.)
- B.E. programs in AI & ML, IoT & Cybersecurity, and more
- B.E. Honours Degrees with specialized focuses (AI in Healthcare, Food Safety, Smart Construction, etc.)
- M.Sc. in Artificial Intelligence

- Curriculum Enhancements:**

- Indian Knowledge System was introduced in UG/PG curriculum
- National Curriculum and Credit Framework adopted for UG and B.Voc programs (with flexible entry/exit options)
- OBE and LOCF implemented for all UG programs

- **Industry and Collaboration:**

- 54 active MoUs with industry for professional certificate courses
- Joint programs with industry partners
- Established a study center of the Institute of Company Secretaries of India

- **Infrastructure:**

- Four new centers: Foreign Languages, IT/ICT Design Cell, Eco-Friendly Packaging, and Food Sensory Evaluation

- **Notable Initiatives:**

- Hosted a Fulbright Scholar and introduced Professors of Practice
- Nodal institution for Viksit Bharat in South India
- Collaborates with Bharatiya Bhasha Samiti to prepare Tamil textbooks
- Created Ayya's Rural Library in NSS-adopted villages
- Formulated an institutional e-waste management policy

- **Research**

- Undertaken Research Projects for the evaluation of Government Schemes with State Planning Commission, Tamilnadu.
- The quality of Publications has improved as evidenced by Productivity Index which stands at 1.09

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## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

### 7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The Institute is founded on four core principles: gender sensitization, gender equity, inclusiveness and the holistic development of women. These values are integral to its ethos, vision and mission, fostering value-based education aligned with the National Policy for Women 2016 and Vishaka Guidelines. The institution prioritizes women's empowerment and workplace safety through comprehensive measures.

The academic domain includes a Ph.D. program in Women's Studies, examining diverse dimensions of women and gender studies. Gender equity and sensitization are seamlessly integrated into academic and extra-curricular activities, such as value-added programs, events, celebrations and community outreach. The Institute also engages in significant research addressing gender equity issues, while the NSS Empanelled Training Institute conducts impactful programs promoting gender awareness and equity among students and the broader community.

A robust institutional framework ensures gender equality through proactive safety measures, counselling services and facilities like a day care centre. Security is enhanced by dedicated committees, 24/7 CCTV surveillance and trained personnel. Amenities for women include counselling centres, study rooms, lounges, food courts, fitness centres, hostels, and hygienic restrooms.

The Institute fosters a secure, inclusive and empowering environment, enabling women to thrive in their educational and personal growth.

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| Upload relevant supporting document  | <a href="#">View File</a>   |
| Annual gender sensitization action plan(s)   | <a href="https://avinuty.ac.in/sites/avinuty.ac.in/files/AQAR%202023-2024/Gender%20Sensitization%20Reports.pdf">https://avinuty.ac.in/sites/avinuty.ac.in/files/AQAR%202023-2024/Gender%20Sensitization%20Reports.pdf</a> |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information | <a href="https://avinuty.ac.in/sites/avinuty.ac.in/files/AQAR%202023-2024/7.1.1%20AI.pdf">https://avinuty.ac.in/sites/avinuty.ac.in/files/AQAR%202023-2024/7.1.1%20AI.pdf</a>   |

| <b>7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment</b>   | <b>A. Any 4 or All of the above</b> |           |                                     |                           |  |
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| <p>7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management</p> <p>The Institute implements a comprehensive waste management system, ensuring sustainable and responsible disposal practices. Degradable solid waste, including materials from mess halls, canteens, juice shops, stationery units, tailoring units and post-consumer paper, is systematically segregated and collected. Degradable waste is treated through composting, while food waste is utilized in biogas plants. Post-consumer paper is recycled and students are encouraged to creatively repurpose waste. The Institute collaborates with the Coimbatore Corporation, which regularly collects and disposes of waste from the premises.</p> <p>Non-degradable waste is managed through contractual agreements and sanitary napkins are incinerated. Liquid waste generated from restrooms, mess halls and canteens is directed to sewage treatment plants, where it is recycled and repurposed for irrigation. Laboratory waste is treated at the source.</p> <p>Biomedical waste, including samples and needles, is disposed of following standard guidelines. E-waste is managed through periodic condemnation and strategically placed collection bins. Hazardous chemicals and radioactive waste are safely collected and disposed of according to prescribed procedures. Inorganic practical waste is sent via sanitary sewage systems, while tin containers from the printing department are handled by authorized agents.</p> <p>The Institute emphasizes waste recycling through biogas plants and sewage treatment systems, fostering sustainable waste management practices campus-wide.</p> |                                     |           |                                     |                           |  |
|   |                                     |           |                                     |                           |  |

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| <b>7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus</b> | <b>A. Any 4 or all of the above</b> |
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| <b>7.1.5 - Green campus initiatives include</b>   |                                     |
| <b>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</b> <ol style="list-style-type: none"> <li>1.Restricted entry of automobiles</li> <li>2.Use of bicycles/ Battery-powered vehicles</li> <li>3.Pedestrian-friendly pathways</li> <li>4.Ban on use of plastic</li> <li>5.Landscaping</li> </ol> | <b>A. Any 4 or All of the above</b> |

  

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| <b>7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution</b>   |                                     |
| <b>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b> <ol style="list-style-type: none"> <li>1. Green audit</li> <li>2. Energy audit</li> <li>3.Environment audit</li> <li>4.Clean and green campus recognitions/awards</li> <li>5.Beyond the campus environmental promotional activities</li> </ol> | <b>A. Any 4 or all of the above</b> |

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**7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.**

**A. Any 4 or all of the above**

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**7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)**

Avinashilingam Institute is committed to empowering women through education, fostering diversity, and promoting inclusivity. The admission process is merit-based, with a focus on supporting students from rural areas, while ensuring equal opportunities for students from other states. The Institute adheres strictly to government-mandated reservation policies to accommodate students from all communities. Need-based scholarships and merit-based hostel accommodations are provided to alleviate financial barriers to education. Staff recruitment and promotions follow standardized norms, ensuring transparency and impartiality.

The academic framework embraces a pluralistic approach, employing diverse teaching methods, including inquiry-based learning, tutoring, mentorship, and counselling, to cater to learners from varied backgrounds. The Centre for Value Education reinforces cultural preservation and human values. Dedicated cells support SC/ST/OBC and PWD students, offering personalized attention and resources.

The Institute fosters holistic student development through initiatives like the Placement Cell, Student Clubs, Innovation and



Incubation Centre, and Entrepreneurship Development Cell, which enhance personal branding and provide part-time job opportunities. The annual cultural festival, Kalaivizha, celebrates peace, harmony, and tolerance, reflecting the Institution's ethos. Observing commemorative days of harmony further reinforces universal values, ensuring that students emerge as responsible, value-driven individuals prepared for a diverse and inclusive world.

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7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Avinashilingam Institute exemplifies responsible citizenship through initiatives rooted in human dignity, equality, social justice, human rights, freedom and the rule of law. Guided by the Founder's book, Sacred Touch, the Institute emphasizes ethical values, moral standards and accountability to foster social progress, peace, harmony and national integration.

The curriculum integrates a robust value system, incorporating human values and professional ethics into the syllabus. Students develop critical thinking, self-confidence, compassion, commitment, teamwork and responsibility. A specialized co-curricular course on Indian polity and civics emphasizes constitutional rights and duties, while faculty orientation programs prepare educators to nurture responsible citizens.

The Institute actively engages students and faculty in community service through initiatives like NSS, NCC, and CSS. Programs such as village adoption, tree plantation drives, health camps, and awareness campaigns promote civic responsibility and social contribution. The elected Student Council fosters leadership and cultivates a sense of duty among students.

Commemoration programs with a White Khadi dress code inspire citizenship, unity, and moral values while honoring the Founder and national leaders. Campus life is enriched with self-development practices, including prayers, meditation and yoga, instilling personal discipline and civic awareness. Avinashilingam Institute ensures students emerge as responsible, value-driven citizens committed to societal progress.

**7.1.10 - The Institution has a prescribed code**

All of the above



of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

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7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The Institute upholds its core principles, serving as moral guides for its community. Significant occasions, including National and International days and the birth and death anniversaries of esteemed figures, are commemorated through diverse activities such as discussions, prayers, debates, competitions, and cultural programs.

Special tributes are paid to visionaries like Dr. T.S. Avinashilingam, Mahatma Gandhi, Sri Ramakrishna Paramahamsar, and Annai Saradamanidevi. These events promote peace and prosperity while honoring the enduring legacies of these revered individuals.

The Institute also actively observes National and International days and weeks, emphasizing causes such as environmental conservation, women's empowerment, and scientific advancement. Celebrations of National Youth Day, National Integration Day and National Unity Day further highlight the Institute's commitment to fostering awareness and national solidarity.

Cultural programs such as Thanksgiving Day, the Lighting Ceremony, Kalaivizha (Annual Cultural Fest), and Anveshana-Youth Festival showcase the richness of cultural heritage and encourage cultural exchange among students from various institutions. Endowment lectures further instill strong value systems, shaping students and staff into socially responsible leaders.

Through these meaningful commemorations and activities, the Institute fosters a sense of pride, unity, and harmony among its members, cultivating a cohesive community committed to societal

progress and shared values.

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## 7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

**Title of the Practice: Enhancing Human Capital in Higher Education through AADC**

### 1. Objectives of the Practice

To build capacity among stakeholders of higher education through ICT-enabled, value-based, and need-specific training programs for holistic development.

### 2. The Context

The rapid changes in higher education demand continuous learning, enhanced ICT skills, and ethical practices among stakeholders. AADC was initiated to address these evolving challenges.

### 3. The Practice

AADC is a pioneering initiative established with the support of AIU (Association of Indian Universities) that organizes need-based capacity-building programs for administrators, faculty, and staff across India. Programs are customized for various career stages and include contemporary themes like regulatory compliance, digital transformation, and governance. The centre has built a robust network of 300+ experts and made its mark in 20 states and internationally.

### 4. Evidence of Success

During 2023-24, AADC has conducted 11 programs, benefitting 1133 participants nationwide. It generated ₹2.57 lakhs income and attracted participants from foreign countries, demonstrating its national and international relevance.

### 5. Problems Encountered and Resources Required

Engaging participants effectively in online mode posed challenges in maintaining consistent interaction and attention. Resources required include funding, expert facilitators, and ICT infrastructure for program delivery and outreach.

### 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

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

#### Value Inculcation Methods

- Value-based credit courses as part of curriculum
- Inculcation of values through extra-curricular activities such as NCC, NSS
- Institutional Practices such as daily prayers, celebrations of national festivals, khadi -culture etc.
- Focus on field-based research with societal impact
- service in 26 adopted villages
- Alumni and institutional bondage
- Students' representation in committees, Student's Council and Club Activities
- Celebrations, Events and Competitions to inculcate cultural, patriotic, human values.
- Value education through dedicated centers such as Dr. Ambedkar Studies centre, Gandhian Studies Centre, Swami Jagatmananda Centre for Value education.
- Free Meal Scheme has been introduced through which 250 needy students get benefitted every day.

7.3.2 - Plan of action for the next academic year

AVINUTY is committed to long-term sustainability and aligning its vision with NEP-2020, Vikshit Bharat and reforms of UGC. The IQAC

aims to achieve the following:

1. **Strengthen Institutional Networking:** Build strategic alliances for collaborative research, joint degree programs, and faculty exchanges, ensuring global and national excellence.
2. **Advance Technology Integration:** Promote emerging technologies, digital pedagogy, and AI-driven tools to enhance teaching, research, and administration.
3. **Promote Research Excellence:** Establish mechanisms for impactful, interdisciplinary research through seed grants and industry partnerships.
4. **Develop a Centre for Excellence in Nutrition and Dietetics:** Support holistic well-being by integrating traditional medicine with modern health sciences.
5. **Enhance Vocational and Lifelong Learning:** Expand demand-driven B.Voc programs, vocational training, and certification opportunities.
6. **Improve Community Well-being:** Initiate programs to enhance HDI through education, health, and sustainability interventions.
7. **Foster International Engagement:** Facilitate visiting scholars, buddy systems, and cultural exchanges to promote global inclusivity.
8. **Strengthen Alumnae Relations:** Enhance engagement through regional chapters, mentorship initiatives, and collaborative events.
9. **Promote Sustainability:** Drive energy-efficient practices, expand green cover, and raise awareness of environmental responsibility.
10. **Modernize Campus Operations:** Leverage IoT, AI, and e-governance for a smarter, data-driven campus.
11. **Empower Marginalized Communities:** Focus on women's empowerment, rural education, and skills development to create lasting societal impact.