



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

AVINASHILINGAM INSTITUTE OF HOME SCIENCE AND HIGHER EDUCATION FOR WOMEN

**AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER
EDUCATION FOR WOMEN BHARATHI PARK ROAD**

641043

www.avinuty.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

“Your dream will not die, your plans will not fail, your destiny will not be aborted, the desire of your heart will be granted only if you believe in yourself”

-Dr.T.S. Avinashilingam

Avinashilingam Institute for Home Science and Higher Education for Women - the epitome of higher education is one of the premier institutions in India well known for its commitment towards the empowerment of women through value based and holistic education. The institute follows educational ideals of Sri Ramakrishna, Holy Mother Sri Saradamani Devi, Swami Vivekananda and Mahatma Gandhiji. The institute was established by the great visionary, educationist, freedom fighter, philanthropist and the first education minister of Madras Providence **Padma Bhushan Dr. T.S.Avinashilingam** and has been nurtured to its current heights by the world-renowned nutritionist **Padma Shri Dr.Rajammal P.Devadas.**

Sri Avinashilingam Education Trust had its historic inception in the year 1952, following which Sri Avinashilingam Home Science College for Women was established in 1957 and the College of Education in the year 1968. The institute was one of first women’s colleges to receive **Autonomous** status in 1978. Recognizing the meritorious work carried out by the Institution in the areas of **education and community development**, especially for the empowerment of women students, the Ministry of Human Resource Development (**MHRD**), conferred **“Deemed to be University”** status to the Institution under section 3 of the UGC Act 1956 with the concurrence of Government of Tamil Nadu on 8th June 1988. Henceforth, the Institute was officially recognized as **Avinashilingam Institute for Home Science and Higher Education for Women** with the merging of Sri Avinashilingam Home Science College for Women and the Sri Avinashilingam Teacher's College for Women.

Presently, the institution is progressing under the leadership of **Dr.T.S.K.Meenakshisundaram**, Managing Trustee of the Sri Avinashilingam Education Trust Institutions; **Padmashri Dr.P.R.Krishnakumar**, Chancellor, a pioneer in Ayurvedic Medicine and Research; **Dr.Premavathy Vijayan**, Vice Chancellor, an eminent Professor of Special Education and **Dr. S. Kowsalya**, Registrar, Professor, Food Science and Nutrition.

The institution has witnessed a phenomenal growth and aspires to become a stalwart in **imparting higher education par excellence.**

Vision

“Self development and empowerment of women through modern, scientific and value based education to enable them to lead a purposeful life filled with moral and spiritual values”

Core Values

- **Academic Excellence:** Our Institution meets the highest standard of excellence in virtual and ICT enabled teaching learning methodology, research, continuous in-house and outbound Faculty Improvement Programmes; ensures continuous engagement in the scholarly activities in the pursuit of leveraging innovation, creativity and excellence. Brings up-to-date changes in academic activity to implement systems and navigate the functions to meet the sustainable education standards and practices. Our research activities and outcomes continue to have global significance and meaningful impact.
- **Social Relevance and Women empowerment:** Promotes National Integration among the students by means of NCC, NSS, CSS, Yoga, Sports and encourage students to be participative in all intra and inter competitions and social awareness programmes. Imparts skill based education and learning in empowering women to venture into start up businesses, encourage women to hold leadership roles and facilitate in sourcing their dream career by extending relevant training and industry awareness programmes.
- **Accountability and Transparency:** Issues in internal governance of the institution in terms of the processes connected with admissions, registration, examinations, evaluations, payment of fees and a host of other functions are addressed with close attention in ensuring quality and transparency. It promotes continuous improvement and take responsibility for professional growth and development of the students, staff and institute, by e-governance and digitalize
- **Diversity & Inclusion:** Upholds the highest ethical values, integrity and professionalism by fostering inclusive environment, where everyone can develop their full potential and contribute to the interest of the society as a whole and perform well in their careers. Ensures non discrimination and promotes inclusion in all levels of education.
- **Vitality of Culture and Values:** Our Institution embraces cultural values across the institution and treats people with dignity and encourages feelings of importance in all. All festivals and values are

celebrated with all its pomp and glory. Traditional values and prayers are followed.

Mission

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

Objectives of the Institute:

- Provide opportunities for the all-round development of the students and excellence in higher education, research and extension in different disciplines.
- Inculcate ethical values, social and moral standards in all the disciplines of study.
- Generate awareness among women about their rights and status through adult and non-formal education.
- Serve as a centre for national integration to bring together women from all parts of the country and develop an All-India perspective.
- Disseminate the findings of research to the society in order to facilitate development through the community and social service programme.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Name of the Institute:** The institute named after the Founder and its uniqueness in teaching Home Science has brought women students from India and other places
- **Resourceful Faculty:** Well qualified teachers with a flair for teaching and with an indomitable quest for new knowledge creation
- **Richness of the Curriculum:** Distinguished programmes with a comprehensive curriculum interlaced with relevance and creativity for the growth of the students.
- **Academic Flexibility** is ensured through choice based credit system to suit to the needs of local, national and global requirements
- **Collaborative Curriculum Design:** Systematic incorporation of inputs from academic experts, students, alumni, parents, industry and all stakeholders
- **Value, Inclusive and Skill Based Education:** Imparting value education with emphasis on Indian culture, philosophy and national integration, through practice. The institute serves to minority, socially marginalized women students and students with special needs
- **Equity:** Transparent and Merit based admission process following reservation policies to ensure equity at all levels
- **Quality Assurance:** Internal Quality Assurance Cell is fully functional and academic and administrative audits are carried out

- **Technology Enhanced Teaching- Learning Process:** ICT enabled teaching-learning process with access to digital databases and e-journals. The institution serves as a Resource Centre for Spoken Tutorial Programme offered by IIT, Mumbai
- **Outreach and Extension Activities:** Need based community service projects are undertaken contributing to the social and economic development of downtrodden people. NSS/CSS is an integral part of the curriculum in all undergraduate and postgraduate programmes
- **Main Location:** Located in the heart of the city renowned as an industrial city promoting entrepreneurship. Conducive weather condition prevails round the year and the location of the institute is well connected by air, rail and roadways
- Implementation of e-management system related to Admission and Student Support, Attendance, Assessment and Evaluation and communication. Library is fully digitalized with authorized remote access to students and members of faculty
- **Strategic Partnerships:** Institute has exchanged MoU with leading research centers, reputed institutes, corporates in India and abroad for faculty/student enrichment, joint projects, conferences, seminars, workshops and the like.

Institutional Weakness

- **Minimum Alumni support and activities:** Alumni contact and networking is available. However, it needs to be strengthened.
- **Minimum Number of Patents:** The outcomes of research work have not been patented.
- **Minimum activities of Incubation Centres and Start-Ups:** Incubation and start-up activities that nurture the spirit of entrepreneurship are minimal. Initiatives are taken for strengthening the same.
- **Minimum Industry-Institute Partnership:** Industry-Institute partnership and tie-ups are insufficient.
- **Minimum Support staff:** Lacks non-teaching support staff.
- **Limited Number of International Students:** Few students from other countries.

Institutional Opportunity

- **Promoting Entrepreneurial Development:** Located in a city with entrepreneurial spirit and culture there is a scope to develop empowered women entrepreneurs by providing incubation facilities. Establishing an entrepreneurial park will be appropriate to promote start-ups by women students.
- **Increasing Demand for unconventional courses:** The institute could capitalize on the expertise of faculty by developing and delivering multidisciplinary and innovative programmes in the field of cyber science, forensics, radiology, digital communication, geographical information system and remote sensing, child guidance, textile development, special education, food science and nutrition, Indian culture and music with focus on current and next generation learners.
- **Extend Global Reach and Reputation:** Being a Deemed to be university, the institute can expand further its global tie-ups and partnership with neighbouring and other foreign countries.
- **Contribute to Environmental Sustainability:** Efforts to be channelized on sensitizing the society regarding the need to preserve environment and conserve natural resources by creating a culture of eco-friendliness among students, staff and all stakeholders of the institute. Research activities with focus on environmental sustainability would be encouraged across all disciplines.

- **Online Admission and Courses:** ICT has revolutionized the way of learning and acquiring degrees by the students worldwide. To stay competitive and to attract foreign students, institute can move ahead in admitting students to pursue online courses and offer Degree/Diploma.
- **MOOC Courses:** The institute facilitates teachers to develop MOOC courses in various disciplines.
- **Centres of Excellence:** New Centres of Excellence would be proposed for Performing Arts, Food Quality Control, Cyber Security and Nanotechnology.

Institutional Challenge

- **Bridging the Gap:** Bridging the gap in transient societal demands and curricular contents/deliverables of conventional programmes with contemporary ideas and theories.
- **Become Tech-Savy:** Improving the standard of teaching-learning and research activities by incorporating advanced information technological tools including the management of administrative affairs of the institute while staying tuned with environmental consciousness.
- **Enabling Remote Access:** Expanding access to higher education to the people in remote areas, villages and tribal pockets through technological ways and means.
- **Trade off between local and global demands:** With increased globalization, the institute has to provide a right mix of programs, courses and curriculum that would attract and cater to the needs of industries and corporate at large.
- **Global Competence:** Efforts to be taken to improve the visibility of the institute at international level.
- **Improved Flexibility:** Incorporating flexibility in admitting, promoting the exchange of students and members of faculty with diverse backgrounds across borders to achieve excellence in academic performance and research
- **Become Self-reliant:** With huge funding required for infrastructural growth and for ICT investments, institute needs to source out ways and means of revenue generation in supplement with Government funds to offer world class education to all.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The academic programmes offered by the institute are designed to meet the changing needs of the stakeholders while adhering to regulatory requirements. The broad objective of the programmes are to inculcate holistic education through Outcome Based Education with well-defined POs, PSOs and COs.

More than 90 percent of the courses offered across all programmes do focus on nurturing employability/entrepreneurship/skill development.

The Choice Based Credit System (CBCS) has been restructured from time-to-time in the BOS and passed in the Academic Council based on the feedback from stakeholders by introducing 1190 new courses across various programmes.

The cross cutting issues namely gender, environment and sustainability, human values and professional ethics are incorporated in core theories and electives to enable the students to lead a purposeful and independent life filled with moral and ethical values. To impart transferable life skills, the curriculum framework were designed in such a way that every student has to undergo one or more of the 118 value-added courses that had been offered within the last five years.

Student's participation and experiential learning such as internships, industrial visits, field trips and research projects have been enshrined in the curriculum to develop independent thinking and scientific temper.

Feedback on design of curriculum sought from students, teachers, employers, alumni and parents were analysed and appropriate action was taken in the review of the syllabus. The updated syllabus imparting sound theoretical knowledge and practical training for skill acquisition served to equip the students to face real-time challenges and societal needs.

Teaching-learning and Evaluation

The Institute is committed for providing transformative higher education for women with special emphasis on holistic, value based education and self-empowerment. This naturally attracts women candidates across the Country and other Nations and is evident by 66% increase in its enrolment during the past five years. Merit based, transparent admission procedures are adopted and reservation policies of GOI are strictly followed to ensure equity.

The institute encourages advanced learners in earning additional credits and provides supportive measures for slow learners. This is obvious through student-teacher ratio maintained at 18:1. Special emphasis is given for accessible and inclusive education.

Every faculty of the institute practices student-centric methods in enhancing learning capabilities through ICT methods. Counselling sessions are organized fortnightly, to facilitate students in dealing with academic/stress related issues through fair mentor-mentee ratio.

Ninety seven percent of the sanctioned posts are filled with well qualified full-time teachers with average experience of 14 years and 60 percent of them with Ph.D. The institute follows Pan-India in its faculty recruitment.

Complete automation of the examination section facilitates time-efficient, fool-proof and transparent process with declaration of results within 15 working days. The examination section upgrades its processes and procedures periodically through IT integration.

Wide spectrum of programmes with well-defined POs, PSOs and COs are communicated and practiced. Its attainment has been scientifically derived at various levels of assessment. Pass percentage of students is maintained at more than 90 percent, a dominant indication of effective teaching-learning and evaluation process of the institute.

Research, Innovations and Extension

The quest for search of new knowledge is made vibrant by promoting basic and interdisciplinary research activities with focus on emerging societal needs and innovation. A well defined research policy of the institute ensures smooth conduct of research activities

Seed money is provided to teachers to explore innovative research avenues. Teachers have received fellowships/institutional assistance for knowledge dissemination activities.

Well equipped laboratories, central instrumentation centers with sophisticated equipments, cater to the needs of research scholars.

The infrastructural facilities for research are strengthened by mobilizing resources from government agencies and 118 sponsored research projects have been executed in the last five years.

Impetus for innovation is provided through IPR workshops and research conventions. Forty eight awards for innovations have been received and four patents have been published in the last five years.

Students are oriented and mentored to come up with innovative business ideas and entrepreneurship development cell of the institute caters to the need of start-ups.

Strict policy on plagiarism is followed and adequate measures are in place to prevent adventitious activities.

More than one thousand research articles have been published in journals notified by UGC in the last five years. Consultancy services actively taken up with Food Industries and organizations like UNICEF and revenue generated is utilized as per institutional policy.

Training programmes are organized with a special focus on imparting essential skills and hands-on experience.

The institute is a fore runner in implementing government schemes such as Swachh Bharat in addition to other community oriented activities like tree plantation, literacy drive and alike.

The institute has extensive network of collaborators, established discipline specific linkages with industries and has signed MoUs with foreign universities, National institutes and corporate houses to provide a comprehensive teaching-learning and research ambience.

Infrastructure and Learning Resources

The institute has two campuses – Main campus in urban setting spread over an area of 14.28 acres and Satellite campus in rural setting over an area of 93.83 acres.

The teaching-learning, research, and outreach activities of the institute are enhanced by modern and scientific equipments and other support facilities. Smart class rooms, research laboratories, e-learning center, hi-tech seminar halls, multimedia and soft-skill laboratories provide impetus for the technology enhanced learning.

Sports infrastructure includes Gymnasia, Basketball, Volley ball, Ball Badminton, Football, Table-tennis courts, athletic tracks and Yoga and Meditation centre.

The institute has three libraries housing large collection of Books, Journals, Thesis, back volumes, rare collections and non-book materials. Electronic sources such as IEEE Xplore Digital Library, ASTM, ASCE, JET, Shodh Ganga, e-Shodh Sindhu, INFLIBNET, SCOPUS, EBSCO, JSMS, Web of Science and DELNET are also accessible.

Special children have accessibility to technology enabled education through softwares like JAWS, Kurzweil,

ABBYY Fine reader, Win Braille and Dr.Speech.

The institute has 24x7 Wi-Fi facilities across both the Campuses with high speed bandwidth (?1GBPS).

E-Campus (the e-governance system) ensures digitization of all staff and student related activities.

Other facilities worth mentioning are Shrine, Hostel, Multi-purpose Halls, Auditorium, Stationary, Printing Press, and Tailoring unit, Cafeteria, Banking facility, e-content development studio, Instrumentation and Maintenance Facilities, disabled-friendly toilets/ ramps/lifts and Health centre with full time medical officer.

The institute has eco-friendly infrastructure which includes solar panels, wind-mill, LED lights, rain-water harvesting and effluent treatment plant thereby demonstrating green practices and paving way for sustainability.

Student Support and Progression

Students are being supported by well established student support mechanism of the institute at all levels.

Institution channelizes scholarships and freeships for the needy and deserved students through government schemes. More than five thousand students have been benefited from scholarships and freeships in the last five years.

The institution integrates Capability development and enhancement measures, Guidance of Competitive examinations, Orientation for Career development, Training for Soft Skill and Communication Skills, Yoga and Meditation sessions as a part of the integral academic package.

The students are also supported to overcome learning difficulties through student-centric remedial and bridge courses. Personal Counseling is offered by Centre for Ambitious and Resourceful Endeavours (CARE).

International student cell of the institute co-ordinates, monitors and offers essential services for the foreign students. A well established Students Grievance Redressal Mechanism based on Bottom up Approach, ensures satisfaction of the students.

The campus is free from ragging and measures are in place to prevent the menace of ragging in the campus. Sense of love, comradeship, non-violence and elements of unity in diversity are engraved in the day-to-day activities of the institution with no student-grievances recorded.

The institute is proud to receive more than eighty awards for sports, NCC, NSS and cultural events in the last five years.

Students participate in large numbers to express talents on various themes such as Celebrate India in the grand cultural fest of the institute popularly known as 'Kalaivizha'

The Alumni network of the institute bridges between present students and alumni to churn out prospects for growth of institution. Alumni have contributed to their Alma Mater, especially during Diamond Jubilee Celebrations and quantum of contribution is more than 50 lakhs in the last five years.

Governance, Leadership and Management

The institute is progressing towards realization of the vision of self development and empowerment of women by providing higher education of global standards.

Transparent, well-organized and participative management system forms the basis of institutional governance with decentralized and designated powers vested on stakeholders at all levels. Curriculum restructuring process is one such evident case for participative management and bottom-up approach.

The institution functions as deemed to be university and follows the rules and regulations of various statutory bodies (UGC, AICTE, RCI, NCTE, and MHRD).

The Board of Management, Planning and Monitoring Board, Academic Council, Finance Committee and various statutory/non-statutory committees meet periodically under the chairmanship of Vice Chancellor in order to plan/implement strategic policies for the growth of the institute.

Digital management of affairs related to planning, administration, admission, fee payment, academics, examinations are accomplished using e-governance system (e-campus).

Ample opportunities are provided for professional development of teachers by providing adequate financial support services and necessary leave of absence.

A total of 208 training programmes were organized for the teaching/non-teaching members during 2013-2018.

A structured system of performance appraisal for teaching/non-teaching staff is in place.

The flow of funds is channelized and monitored at all levels for ensuring optimum and appropriate utilization of funds and necessary audits are exercised.

Academic and Administrative audits with external experts are conducted for reviewing the quality and effectiveness of academic and administrative processes.

Internal Quality Assurance Cell plays pivotal role in maintaining quality standards to attain excellence and has conducted about 64 quality enhancement initiatives in the past five years.

Institutional Values and Best Practices

Value education is endorsed in each and every activity of the Institute. The core values of the Institute portray how value oriented professionals are created with an outcome manifesto of individual and social transformation. Values are promoted through Strategic statements of Vision and Mission, Institutional Governance, Best Practices which has given institutional distinctiveness of imparting value based education. The Institute has conducted Gender Sensitive Programs to ensure Gender equality and Women's empowerment.

Environmental ethics are consciously practiced by using renewable energy to the extent of 50% thus improving environmental protection and management. It is to be noted that 95 % of energy efficient lighting is fixed across the campus towards energy saving drive.

The Institute follows stipulated norms in Waste Management and Rain Water Harvesting. The green initiatives adopted by the institute contribute to Environmental Sustainability.

The Divyangjan facilities are provided to cultivate capabilities for healthy civic life for the special needs students and staff.

The Institute is in the heart of the City and had taken several initiatives to address local issues and capitalize on locational advantages which have strengthened the ties between the Institute and the Community. The institute is a trend setter in national integration and secularism.

Human Values and Professional Ethics are ingrained in the Institutional norms through its Bye-laws, Code of Conduct, Curriculum and Programs promoting Values, all of which determine disciplined campus life. Good Governance in academic, financial, administrative and auxiliary functions make the campus community truly ethical in leading a positive life.

The Institute follows Bottom - Up Approach, Inclusive and Equitable Education as Best practices which are reflected in the success of the alumni across the globe.

2. PROFILE

2.1 BASIC INFORMATION

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

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Premavathy Vijayan	0422-2443219	8300869840	0422-243878 6	vc@avinuty.ac.in
Dean	U. Jerinabi	0422-2440241	9790577877	0422-244125 2	dean_mgmt@avinuty.ac.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

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

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	08-06-1988	View Document
12B of UGC	22-02-2017	View Document

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

NAAC

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Avinashilingam Institute for Home Science and Higher Education for Women Bharathi Park Road	Urban	14.28	47183.72	B.A.,B.Sc.,B.Com.,B.C.A.,B.B.A,M.Sc.,M.A.,M.Com.,M.B.A.,M.C.A.,M.S.W.,M.Ed.,P.G Dip.,M.Phil.,Ph.D.		
Satellite Campus	Avinashilingam Institute For Home Science And Higher Education For Women, Ayya Avinashilingam Nagar, Varapalayam, Thadagam Post, Coimbatore, Pin 641108	Rural	93.83	48054.72	B.A.,B.Com.,B.Sc.,B.E.,B.Voc.,B.Ed.,B.P.Ed.,M.Ed.,M.E.,M.Phil.,Ph.D.	07-04-1995	12-06-1996

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes								
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td>101559_1634_4_1537331280.pdf</td> </tr> <tr> <td>AICTE</td> <td>101559_1634_1_1538131295.pdf</td> </tr> <tr> <td>RCI</td> <td>101559_1634_19_1538131392.pdf</td> </tr> </tbody> </table>	SRA program	Document	NCTE	101559_1634_4_1537331280.pdf	AICTE	101559_1634_1_1538131295.pdf	RCI	101559_1634_19_1538131392.pdf	
SRA program	Document								
NCTE	101559_1634_4_1537331280.pdf								
AICTE	101559_1634_1_1538131295.pdf								
RCI	101559_1634_19_1538131392.pdf								

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	29				35				295			
Recruited	0	21	0	21	0	30	0	30	0	274	0	274
Yet to Recruit	8				5				21			
On Contract	0	0	0	0	0	0	0	0	0	27	0	27

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				87
Recruited	21	34	0	55
Yet to Recruit				32
On Contract	26	149	0	175

Technical Staff				
	Male	Female	Others	Total
Sanctioned				42
Recruited	7	26	0	33
Yet to Recruit				9
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	21	0	0	30	0	0	144	0	195
M.Phil.	0	0	0	0	0	0	0	15	0	15
PG	0	0	0	0	0	0	0	27	0	27

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	42	0	42
M.Phil.	0	0	0	0	0	0	0	32	0	32
PG	0	0	0	0	0	0	0	41	0	41

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	2	3	0	5
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Education	Dr.T.S.Avinashilingam	Sri Avinashilingam Education Trust Institutions
2	Food Science and Nutrition	Dr.Rajammal P. Devadas	Sri Avinashilingam Education Trust Institutions
3	Economics Commerce and Management	T.S.Dhandapani	Sri Avinashilingam Education Trust Institutions

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	7	6	0	0	13
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	79	36	1	0	116
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	36	9	0	0	45
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	1962	101	6	0	2069
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	482	64	1	0	547
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	82.4	Four Star	cycle1.pdf
Cycle 2	Accreditation	3.01	B++	cycle2.pdf
Cycle 3	Accreditation	3.01	A	cycle3.pdf
	Accreditation			

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Avinashilingam School Of Management Technology	View Document
Biochemistry Biotechnology And Bioinformatics	View Document
Biomedical Instrumentation Engineering	View Document
Botany	View Document
Chemistry	View Document
Civil Engineering	View Document
Commerce	View Document
Computer Science	View Document

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

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
139	136	136	134	133
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of departments offering academic programmes

Response: 34

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6342	5825	5553	5944	5950
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
1932	2000	1947	2204	2108
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6250	5599	5583	5847	5488
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
66	111	245	437	132

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
2829	2670	2648	2590	2512
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
352	349	347	329	327
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
359	355	354	354	341
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3.4 Institution

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

2017-18	2016-17	2015-16	2014-15	2013-14
5915	4335	7201	7936	5990
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
1318	1270	1240	1249	1179
File Description		Document		
Institutional Data in Prescribed Format		View Document		

Total number of classrooms and seminar halls

Response: 217

Total number of computers in the campus for academic purpose

Response: 1615

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

2017-18	2016-17	2015-16	2014-15	2013-14
1232.33	1259.15	750.27	956.98	999.51

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

Avinashilingam Institute for Home Science and Higher Education for Women is one of the pioneering institutions for empowering women through education. The institution offers value based education in an atmosphere that reverberates with the inspiring ideals of Sri Ramakrishna Paramahansa, Annai Saradhamani Devi, Swami Vivekananda and Mahatma Gandhi. The institute is renowned for quality teaching, innovative research and effective application of knowledge through extension, outreach and consultancy activities.

The academic programmes drafted, keeping in mind the vision and mission of the institute, are meticulously designed to meet the changing needs of the stakeholders and the local, national and global trends while adhering to regulatory requirements. The broad objectives of the programmes are to inculcate a **holistic education** through **Outcome Based Education (OBE)** that emphasize on the all-round development of women students by synchronizing academics with national development agenda. OBE is achieved not only through a competent curriculum but also through co-curricular and extra-curricular activities such as Sports, NSS, NCC and other cultural activities targeted in helping the innate talents of the students flourish.

Learning, which is **student-centric** (modeling, seminars, assignments, project work, internship, field trip etc), is encapsulated through a structured curriculum which undergoes periodic review and revamping every two/three/four years as a case may be. Review of the curriculum is designed in consultation with stakeholders namely students, parents, alumni, industrial and academic experts. The **Choice Based Credit System (CBCS)** is also restructured from time to time as proffered through the effective feedback mechanism from various stakeholders. The institute also offers many need based inter-disciplinary, multi-disciplinary, allied, skill-based, co-curricular, extra-curricular and self-study courses in addition to the vast array of core subjects. Online courses such as MOOC and spoken tutorial offers exceptional learning experiences catering to the strength of the learners. To accentuate **business and employability skills**, the institute has introduced two vocational programs – *B.Voc in Food Processing* and *Engineering and Medical Equipment Technology*.

Internship, Industrial Tours, Field Trips and Research Projects facilitate the development of independent thinking and scientific temper thus enhancing the experiential learning experience. The objective of the institution is to help the students develop as a whole garnering physical, mental, emotional, intellectual and spiritual strength through the Yoga courses and the periodic counseling sessions.

The institute situated in the textile-hub of the country 'Coimbatore' offers programmes such as Textiles and Clothing, Bio-Textiles, Bio-Informatics, Tourism, Food Service Management and Dietetics, Food Science and Nutrition, Physician Assistant, besides the regular streams to cater to the local needs of the

region. At the global front, environment protection and sustainability being a priority concern, the institute offers a full credit course on Environmental Studies and Disaster Management as mandated by the UGC to develop socially responsible citizens.

The curriculum design through an equitable proportion of hands-on practical training for skill acquisition and sound theoretical knowledge serves to equip the students to face **real-time challenges and societal needs** by incorporating **critical thinking, problem solving, lifelong learning, personal management, leadership qualities and corporate and social responsibilities**.

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

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

Response: 100

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

Response: 143

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 143

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 91.54

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

2017-18	2016-17	2015-16	2014-15	2013-14
2678	2385	2386	2386	2298

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 40.18</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 1190</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 2962</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 98.56</p>	
<p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 137</p>	

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

1.3 Curriculum Enrichment

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

Response:

The wholesome purpose of education at Avinashilingam Institute is to turn mirrors into windows. To enhance the skill and professional competencies of the students, the Institute's curriculum besides focusing on the core courses, integrates cross cutting issues viz Gender, Environment and sustainability, Human values and Professional ethics to enable them to lead a purposeful and independent life filled with moral and spiritual values.

Gender

The Institute is a true example of a place where when women support each other, instead of competing against each other, brings unity and strength like no other. Gender sensitization is accomplished at the Institute through synergy of theory, practices, events and activities. Gender related courses are incorporated in core theory, electives, co-curricular and value added courses. A few of such courses are Gender Issues and Promotion of Gender Equality, Gender Perspective, Gender and Development and Maternal and Child Health. The Centre for Women Studies offers Gender and Empowerment and Gender and Education as co-curricular course with two credits. Students are sensitized through these courses about theoretical and analytical framework of gender and various approaches to gender equity. Real life issues on gender and hands on experience are given through various platforms such as seminars, workshops, awareness campaign and talks by experts.

Environment and Sustainability

Avinashilingam Institute creates an environment in which human and nature can co-exist in productive harmony. Environment studies with one credit (part IV component) is a compulsory component at the under graduation level. Various events and activities are conducted to instill environment sensitivity among students, especially through NSS / NCC for under graduates and CSS for post graduates which carries a weightage of one credit. Sustainability and environment sensitivity are inculcated among students by means of events and activities such as Wild life week, National science day, NSS day and World Tourism Day every year. Students and faculties together organize rallies, awareness campaigns, debates, guest lectures, seminars, eco-club exhibitions, workshops etc. on the theme of environment and sustainability.

Professional ethics and Human values

The Avinashilingam Institute teaches the students that professionalism is not a label that they give to themselves; rather it is a description that they would hope others to apply on them. Hence the teaching is coupled with numerous workshops, seminars, hands on trainings, club activities etc. The Curriculum also subsumes professional ethics directly in electives and core theory of many programmes, namely Nutrition, Dietetics, Commerce, Business Administration, Psychology, Tourism and Education. Avinashilingam Institute is a temple of learning founded on the ideology of Sri Ramakrishna Paramahansa, Smt. Sharadadevi and Swami Vivekananda, students are nurtured to grow up as exceptional citizens by infusing in them values and principles advocated by the eminent personalities. The institute also houses a Gandhian study center and an Ambedkar study center which offers co-curricular programs on human values and principles. Thus the curriculum is designed to provide strong foundation of values, traditions, sustainability and professionalism among the students to lead a meaningful and purposeful life.

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

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

Response: 118

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 118

File Description	Document
List of value added courses	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
6342	5825	5553	5944	5950

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 30.91

1.3.4.1 Number of students undertaking field projects or internships

Response: 1960

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 5.01

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
426	294	251	272	249

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Demand Ratio(Average of last five years)

Response: 2.08

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3185	3074	2991	3013	2841

File Description	Document
Demand Ratio (Average of Last five years)	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1318	1270	1240	1249	1179

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

After admission, the students have to undergo a one- day Freshers' Orientation programme where they are given an insight into the curricular, co-curricular and extra-curricular courses offered. Thereafter, they are continually assessed through various means and classified as Advanced learners and Slow learners

Constant Mentoring and Peer group tutoring

Tutor-ward meetings conducted every week during lunch break and after working hours. During these meets, the tutors interact with the students, guide, encourage and give special coaching to the slow learners. Weak students are coupled with bright students so that they can help them improve academically.

Students are assessed through their performance in Continuous Internal Assessment by the respective course teachers in every Department and classified as advanced learners and slow learners. Various opportunities for learning through active learning methods are provided.

Advanced learners

Following are the programs taken up by the advanced learners. They are encouraged to take any number of the following courses.

- **SWAYAM-MOOC courses** have been introduced as part of the curriculum at the PG level. To motivate the advanced learners, they are encouraged to select more than one MOOC course.
- **Spoken Tutorial course** is an audio-visual tutorial to teach Free Open Source Software to encourage self-learning among students. It is offered to both undergraduates and postgraduates. For this, the institution has signed a MoU 2017-2018 with IIT-Bombay.
- **Soft Skill classes** cater to the needs of advanced learners by improving their skills thereby making them well equipped and prepared for the technical communication for industrial requirements.
- **Value-added courses** and **Add-on courses** provides opportunity to students to develop inter-

disciplinary skills and earn extra credits.

- **PG Professional Certificate courses** are offered exclusively for postgraduate students in collaboration with leading International and National industries.
- **Special coaching classes** are offered to qualify for NET/ SET exams.
- Conference, Symposium, Seminar and work shop are organized where the students get an opportunity to update their knowledge on recent development in the subject.
- Open book test are also conducted

Slow Learners

The slow learners were identified within a month of admission by interaction with students and conducting class tests/internals. The programmes provided for the slow learners are

- **Remedial Education to SC/ST and Minority Community** – Institution serves as an impetus to provide intensive coaching to the slow learners after working hours.
- **Bridge course** is offered during the English language classes for the newly admitted vernacular slow learners in the first week of the semester. This offers more attention to grammar and basics of English than other advanced courses.
- **Communication skill classes** are offered thrice a week after 3.30 pm as a Part IV component to students who score below 50% in Part II English Language through Communication Paper in Semester I & III.
- **Live Life Education classes, Live Wire Coaching and Yoga Classes** are offered for the first year undergraduate students and final year students for personality development and improvement of their emotional well being.

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

2.2.2 Student - Full time teacher ratio

Response: 18.02

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.76

2.2.3.1 Number of differently abled students on rolls

Response: 48

File Description	Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document

2.3 Teaching- Learning Process

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

Response:

At Avinashilingam Institute for Home Science and Higher Education for Women, teaching-learning is *learner focused* and *learner centric*. The significant student – centric methods adopted by the Institute are as follows:

Participative Techniques (PT): Students play an active role and they choose what they learn, and how they learn. Students' suggestions are sought in designing the courses and syllabus through workshops and feedback mechanism. The different practices implemented such as brainstorming sessions, group discussions, meetings, practicum, live projects, case studies, and field surveys help the students in improving their individuality and to become pro-active. During such activities, students discuss their thoughts and ideas with full autonomy. Further, the institute encourages students to participate with the community through NSS/NCC/CSS activities and community engagement has been made as a curricular component for students.

Pragmatic Learning (PL): The experimental learning is provided to students to augment their academic progress. In classrooms, students engage in role plays, real time assignments, seminars, quizzes, debates, JIGSAW learning, TPR methods (Total Physical Response), research studies, and laboratory experiments. Based on the special interest, students engage in various clubs such as: Youth Club, Entrepreneurial Club, Social Service Club, Magazines Clubs, Photography Club, Cultural Club, Arts Club, Eco Club, Antique Club, Quiz Club, Voyage Club, Humour Club, Astronomy Club, Rotaract Club, and Tamil Mandram. These clubs conduct various activities such as workshops, seminars, games and competitions that bring out the hidden talents of the students.

Digitalized Learning (DM): Digitalized Learning methods such as flipped classes, smart classrooms, projectors, and visualizers are widely used in the classrooms along with computers and laptops. Students are encouraged to pursue MOOC courses and earn credits. Further students use variety of e-resources such as ePG Pathshala courses, Spoken Tutorial, Swayam Prabha, You Tube Channels e-text books, webinars, e-journals and alike. Wi-fi enabled campus allows students to have uninterrupted free access to internet. Library provides remote access to students. Also the students utilize the teaching notes and materials over the Learning Management System of the institute.

Student Assistance (SA): The institute adopts *the tutor ward* system to cater to the implicit needs of the students. Tutor ward meetings are routinely conducted for the students to provide individualized attention

and to assist students in all fronts, be it psychological or social or economical. There is a dedicated centre called CARE (Centre for Ambitious and Resourceful Endeavors) that provided both personal and career counseling with well-trained counselors. Students avail free-ships and scholarships offered by the Government, Non Government bodies and the institute. Students are given special coaching for competitive examinations, soft skills and life skills.

Other Programmes (OP): Sports and Yoga provide physical and inner strength to the students. Outbound activities and adventure tours helps in developing leadership skills, event management and inter personal skills. Students' technical fest, inter-collegiate and cultural programmes provide a platform for the students to show case both their professional and individual talents.

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

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 352

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 18.02

2.3.3.1 Number of mentors

Response: 352

2.4 Teacher Profile and Quality

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

Response: 96.64

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

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 58.73

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
237	210	200	185	171

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 13.88

2.4.3.1 Total experience of full-time teachers

Response: 4886

File Description	Document
Any additional information	View Document

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

Response: 16.43

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	9	8	6	21

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 11.01

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
39	37	40	39	39

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

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

Response: 26

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

2017-18	2016-17	2015-16	2014-15	2013-14
23	26	32	23	26

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document
Any additional information	View Document

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

Response: 3.42

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

2017-18	2016-17	2015-16	2014-15	2013-14
66	112	232	431	137

File Description	Document
Any additional information	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 4.74

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	21	10	5

File Description	Document
Any additional information	View Document

Other Upload Files

1 [View Document](#)

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

The examination reforms of the Institute have underwent remarkable upgradation in the recent past.

1. Examination Related Reforms

- In the CBCS pattern, the CIA:CE weightage is 50:50 for UG and 40:60 for PG programmes.
- The Institute has implemented credit and grade system for all courses.
- Grade points are assigned on a 10 point scale based on the range of marks secured by the students.
- Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) are calculated and given in the Statement of Marks and Grades and Consolidated Statement of Marks and Grades.
- For all UG programmes, Part I, II and III course results are expressed in terms of marks and Part IV components in terms of remarks.
- For all PG programmes, Part I course results are expressed in terms of marks and those of Part II components in terms of remarks.

1. Examination Procedures

- Institute appoints Chief Superintendents with full powers to conduct the examinations till the dispatch of answer scripts to the office of the CoE for evaluation.
- Decentralized valuation system by individual departments with eligible examiners of whom 40 percent are external.
- Speedy publication of results within 15 working days from the last date of end semester examination.
- After fifteen working days from the last day of the End Semester Examination, Result Passing Board meeting will be convened to discuss the performance of the students and to analyze the results. After two days, modifications if any will be incorporated and the results of each student will be uploaded in the Institute's website.
- Introduction of photographs of candidates on Statement of Marks and Grades and Consolidated sheet would eradicate forged mark sheet being issued in the name of Institute.

1. Process Integrating IT

- Computerized online Hall tickets are generated with photograph of the student for identification during the examination.
- Online payment of examination fee has been introduced.
- Fourteen security features are incorporated in the Statement of Marks and Grades and Consolidated sheet to ensure highest level of security.
- Optical Mark Reader had been introduced for processing the results of internal and external examination.

1. Continuous Internal Assessment System

For each semester two CIA Tests will be conducted. First CIA Test will be conducted after the 40th working day of a semester and second CIA Test will be conducted after the 80th working day of the semester.

Questions for CIA Tests for all courses shall be set by the respective teacher handling the course and scrutinized by the HoD of the respective departments.

Question papers for 100% CIA courses and 100% CE -Computer Based Test shall be set by the respective teacher and scrutinized by the HoD of the respective departments.

The Valued CIA answer scripts will be distributed to the students one week after the conduct of every CIA Test. The CIA marks of students will be entered in the e-campus within 10 days from the last day of the CIA Test.

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

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

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

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

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

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

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are drafted in-line with the vision and mission of the Institute (<http://avinuty.ac.in/maincampus/>).

A series of workshops and Seminars was arranged by IQAC of the Institute to orient staff members on Outcome Based Education, Blooms Taxonomy verbs, graduate attributes and formation of POs, PSOs and COs. External Experts also shared their expertise during the sessions. The staff members were also provided with templates to frame PSOs and COs during the workshop.

The Programme Outcomes clearly stated the purpose and scope of the Undergraduate, Postgraduate, M.Phil and Ph.D Programmes. Further, every department has clearly defined the Programme Specific Outcomes (PSOs) for the various programmes offered by them.

The staff members' in-charge of each course developed the Course Objectives and Course Outcomes (COs) by matching the syllabus contents with deliverables. The suggestions from the academicians of other institutes and industry experts were obtained in their respective Boards of Studies and were duly incorporated.

Modifications were carried out and approved in the Academic Council of the Institute and later the POs, PSOs and COs became operational.

Suggestions and reviews given by the stakeholders on the POs and COs are considered and discussed in department level meetings and IQAC meetings. Accordingly revisions are done wherever required.

Mechanism of Communication

The POs and PSOs are available in the prospectus and are displayed on institute website for reference of all the stakeholders.

At the beginning of every academic year, during the orientation programme, the vision and mission of the institute are informed to the newly joined students.

The formulated POs, PSOs and COs are communicated to the students by the respective class tutor and the course teacher in the class rooms during theory and practical sessions.

The COs are also displayed in the website as well as communicated to the students through syllabus books which are distributed to the students once they join the programme.

Also COs are available in the lesson plan of the concerned faculty. Faculty members maintain their lesson plans with detailed schedule of lessons along with course objectives and course outcomes.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

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

CO's Assessment process

CO attainment level is set for the program and courses based on the continuous internal assessment and semester end examinations.

Attainment of a CO in a course is set as = 50% from Continuous Internal Assessment (Inclusive of assignments)+50% from semester end Comprehensive Examinations

The CO attainment is measured using the following rules:

High	60% and above of students scoring more than 60% of marks
Medium	50% and above of students scoring more than 60% of marks
Low	less than 50% of students scoring more than 60% of marks

Program Outcomes and Program Specific Outcomes Assessment Process

PO and PSO Assessment Tools: Assessment tools are categorized into direct and indirect methods to assess the program outcomes.

- **Direct methods** represent the students' knowledge and skills from their performance in the continuous assessment tests, end-semester examinations, and classroom assignments etc.
- **Assignment / Quiz / Class Test**

The assignment, Quiz and class test are the qualitative performance assessment tools designed to assess students' knowledge and their analytical capabilities.

- **Group Discussion/ Brainstorming**

This is used to assess student's ability to communicate with others.

- **CIA and CE**

CIA and semester End comprehensive examination are the methods for assessing whether all the POs are attained or not. Examination is more focused on attainment of course outcomes and program outcomes.

- **Lab practical**

This is mainly to assess student's practical knowledge with their designing capabilities.

- **Indirect methods** include surveys from the stakeholders to reflect on student's learning. They assess opinions or thoughts about the graduate's knowledge or skills and their valued by different stakeholders.

Course Evaluation

At the end of every semester, students give feedback for the course taught to them. In this feedback survey students tell how effective course was in order to achieve POs.

As we have started working with PO, PSO and CO's this year, the attainment of CO's is carried out. Gradually the attainment of PSO and PO within 2Yrs(PG Programme) and within 3Yrs(UG Programme) will be achieved.

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

2.6.3 Average pass percentage of Students

Response: 98.67

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

Response: 1861

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 1886

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.55

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

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

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

Response: 2.53

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

2017-18	2016-17	2015-16	2014-15	2013-14
6.15	6.5	0	0	0

File Description	Document
Minutes of the relevant bodies of the University	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 11

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise

during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	0	6	3

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers.	View Document

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

Response: 161

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	21	30	35	51

File Description	Document
List of research fellows and their fellowship details	View Document
Any additional information	View Document

3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Any four facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	View Document
Link to videos and photographs geotagged	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 76.47

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 26

File Description	Document
List of departments and award details	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

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

Response: 52.19

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

2017-18	2016-17	2015-16	2014-15	2013-14
40	2.25	0	0	9.94

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 1794.84

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

2017-18	2016-17	2015-16	2014-15	2013-14
97.74	323.60	44.23	41.56	1287.71

File Description	Document
e-copies of the grant award letters for research projects sponsored by government	View Document

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

Response: 1.83

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

Response: 124

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 339

File Description	Document
Supporting document from Funding Agency	View Document
Link for funding agency website	View Document

3.3 Innovation Ecosystem

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

Response:

The institution instills, promotes and inculcates the spirit of innovation and unquenchable thirst for knowledge in the young minds through academic, research and extension activities. The institution has a preferential orientation towards entrepreneurship development in academic programmes and offers Vocation programmes (B.Voc.) at undergraduate level. Being a higher educational institution dedicated for the empowerment of women, attempts are made to transform the knowledge creation and dissemination endeavors for the benefit of the society at large and especially for the empowerment of women by grooming women entrepreneurs.

The institution has a dedicated Entrepreneurship Development Cell (EDC) with the prime objective of nurturing spirit of innovation and entrepreneurship among students and members of teaching staff. The cell is co-coordinating activities conducted for promotion of entrepreneurship and serves as a pivotal point for creating entrepreneurial opportunities for the prospective entrepreneurs. Cell conducts orientation programmes in co-ordination with National Entrepreneurship Network (NEN) and National Science and Technology Entrepreneurial Board. Entrepreneurship Awareness Camps, Women Entrepreneurship Development Programmes and Technology based Entrepreneurship Development Programmes, E-Fest (Entrepreneurship Festivals) and Startup activation programmes are regularly conducted and have been found to be very productive in training students and budding entrepreneurs in steering their professional growth. A total number of 38 entrepreneurship development programmes were conducted in the last five years benefitting 3373 participants.

Students are motivated to take up innovative projects and ideas are mentored for developing it into viable business ideas. Necessary incubation services are provided to the start ups established by the students. Number of students have turned to successful entrepreneurs and running business successfully in business sectors such Food processing, Franchising, Tourism, Fashion Designing, Education and Training, Packaging, Engineering and Catering Services.

EDC collaborates with NEN, Entrepreneurship Development and Innovation Institute, Government of Tamil Nadu, Coimbatore Hub of Innovation and Entrepreneurship Development Programme officiated at Anna University and academic institutions for creating entrepreneurial avenues and to encourage startup ideas.

Students' workshops and Interaction with entrepreneurs are conducted on the campus periodically to address the needs and expectations of students and to apprise them of latest industrial scenarios/expectations.

The institution is generating skilled human resource by training large number of women through non-formal skill training programmes and vocational training through the Department of Life Long Learning and has been successful in providing entrepreneurship opportunities for women from all walks of life. More than eight thousand women entrepreneurs were trained in last five years through 212 non-formal vocational training programmes.

Culture of innovation is cultivated in the young minds of researchers of the institute and scholars and staff members are being encouraged to take up interdisciplinary research activities leading to technology transfers.

File Description	Document
link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 98

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
37	17	15	14	15

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 48

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
25	6	7	6	4

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 18

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	4	6	4

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
e- sanction order of the University for the start ups on campus	View Document
Contact details of the promoters for information	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

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

Response: 4

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	1	2

File Description	Document
List of patents and year it was awarded	View Document
Any additional information	View Document

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

Response: 3.12

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 278

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

Response: 89

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

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

Response: 3.06

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

2017-18	2016-17	2015-16	2014-15	2013-14
372	126	133	157	254

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 2.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
420	229	123	100	93

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

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

Response: 3.72

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

Response: 20.5

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 101.52

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
8.53	25.28	22.55	7.18	37.98

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 42.85

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
9.17	4.24	8.25	10.72	10.47

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Audited statements of account indicating the revenue generated through training	View Document

3.6 Extension Activities

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

Response:

The institute is committed to serve the society through extension activities and has carved a niche in sensitizing students in social and community service and national integration. The curricula of academic programmes are befittingly interlaced with the components of social service. Students and teachers have

been oriented to engage in social service through extension activities.

National Service Scheme of the institute is very active and vibrant in engaging with the community through social service and extension activities. Socio economic surveys, 266 Swachh Bharat Cleaning Campaigns, 155 awareness rallies, six pulse polio immunization programmes, ten digital awareness programmes and 31 medical camps were organized during the last five years. One library was set up under Dr. Kalam Initiative for benefit of school children. Three Guinness records have been created for Women's Empowerment and Gender Equality, Cleaning Coimbatore City and Seed Ball Making. As part of the Guinness Seed Making event, 1,64,832 seed balls were made within 24 hours by our volunteers with the Vizhithozhu Trust. Two rivers and one lake bed were cleaned and reclaimed in three villages.

Cadets of National Cadet Corps participated in Swachh Bharat Cleaning activities and conducted awareness rallies, programmes on civic duties and fundamental rights of citizens. Eleven rallies on cancer awareness, child labour, world disabled day and anticorruption have been conducted to sensitize around 3775 public in the vicinity of the Institute. Digitalization awareness has been created among 380 urban public.

NSS Orientation programmes were conducted through empanelled training institute and 87 batches of 2293 NSS Programme Officers from schools, colleges and universities attended the same. Vocational training is offered to women entrepreneurs.

Each year more than 2600 NSS volunteers are sensitized towards Clean and Green India through Swachh Bharat and Unnat Bharat Abhiyan and to social issues to acquire holistic development. 904 volunteers have been involved in Pulse Polio Immunisation, and 454 in Digitalisation activities. Scientific temper was ignited among more than 500 students through Lead India 2020 exhibition. Self defense and Road Safety Training programmes were conducted to empower and sensitize 1000 students per session; 474 volunteers benefitted from personality, skill development and urban agriculture workshops conducted. Five NSS Volunteers represented the Institute in the Republic Day Parade at New Delhi and one in Chennai and 26 in National Integration Camps. Holistic development of 160 cadets is ensured each year through community development activities, skill development, self defense, trekking, yoga and meditation.

Students are exposed to local community service through Community and Social Service and are sharing the knowledge resources in their domain field with the people to solve locational disadvantages. Department of special education ensures the support and service to differently abled students through a dedicated Unit for the Differently Abled.

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

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 22

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	1	3	1	5

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 262

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
77	55	42	44	44

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 100

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-

wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6342	5825	5553	5944	5950

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 37.2

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
53	30	39	27	37

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 1851

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
622	409	325	279	216

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 82

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
31	15	9	10	17

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institute is equipped with competent facilities that suffice the enhancement of teaching-learning for women students. The infrastructure facilities provided by the Institute adhere to the curriculum requirements and norms specified by various regulatory bodies. The physical facilities are apportioned between: Main Campus in urban setting spread over an area of 14.28 acres and Satellite Campus in rural setting spread over an area of 93.83 acres. These facilities help the teachers and students towards achieving academic excellence. The infrastructure facilities that augment teaching-learning process in the Institute are as follows:

(a) **Facilities for Teaching – Learning:** The Institute has well furnished, spacious, ventilated and dedicated Wi-Fi enabled classrooms (205 nos.) which are optimally utilized. All classrooms are equipped with projectors and almost all the departments are facilitated with ICT gadgets like Smart Boards/Laptops/Projectors/ Visualizers, etc.

The Institute has 2062 computers (1615 for students), 42 Computer Laboratories and 67 well-equipped Undergraduate/Postgraduate/Research laboratories across both the campus. The laboratories houses 160 high-end equipments to carry out curriculum oriented practical and research activities. Advance Research Laboratory, CNR Rao Lab and Millet Research Laboratory hosts sophisticated equipments utilized for research purpose by all the fraternity of the Institute.

Campus-wise details regarding the infrastructure and learning resources are tabulated below:

Description	Main Campus	Satellite Campus	Total
Academic Blocks	7	4	11
Class Rooms	145	60	205
Laboratories	38	29	67
Computer Labs	24	18	42
Libraries	1	2	3
Auditoriums	2	1	3
Open stages	2	-	2
Seminar Halls	7	5	12
Guest Houses	3	2	5
Placement cell	1	1	2
Computer centres	1	1	2
IQAC cell	1	-	1

(b) Library Facilities: The four storeyed air-conditioned library is spacious and networked with the Internet bandwidth of 1GBPS. This enables the stakeholders an easy access to National Knowledge Network (NKN) journals through Inlibnet, e-books, Scopus and EBSCO databases round the clock anywhere, anytime, by adopting virtual learning environment.

(c) Support Facilities: These include 3 Auditoria with a capacity of

2500/1000/500 participants; 2 Open Stages; 12 Multipurpose Seminar halls; Stationeries; Hostels annexed with mess and modern amenities; Ramps and Lifts for Differently abled students; Gym for students and staff; Health centre with stationed Medical officer and necessary equipments, Cafeteria with food court and Fresh Fruit shop.

(d) Utilities: Basic amenities such as purified drinking Water, 24X7 Power Supply by Generators, Solar panels and windmill for supplementing electricity, Solar water heaters in both the campuses, well maintained washrooms / rest rooms, Lounges, Special toilets for differently abled, Lifts, etc., are available.

(e) Additional facilities: These include Tailoring unit; on-campus Bank and ATM; Staff quarters in both campus; Creche and Day care centre; Fully furnished guest houses; Transport Facilities with a good fleet of buses and cars; Car parking and two wheeler parking facilities for staff, students and visitors; Printing Press, Effluent treatment plants, Incinerators and Rain water harvesting system.

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

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

Response:

The Institute has introduced 'sports' as part of curriculum which is unique of its kind in this region thereby promoting sports among women students to its best. The Sports and Tournament and Physical Education department of the Institute are fully equipped with state-of-art infrastructure facilities for indoor, outdoor, gymnastics, indigenous and traditional sports. The Institute provides ample opportunities and adequate facilities to pursue sports in equal importance with regular studies before and after working hours in both the campus. The Institute has produced many international, national and regional level women sportspersons through its untiring commitment. The Institute also engages the special students in sports activities and in fitness classes with diversified provisions. Scholarships are offered for meritorious students to emulate them as great athletes and sports persons.

‘Yoga’ and ‘Meditation’ classes are conducted for all students thereby helping them to realise their ‘self’ and to achieve ‘inner peace’. The Institute takes pride in celebrating ‘International Yoga Day’ every year involving the student community as a mark of enhancing physical and mental fitness.

Sports facilities are utilised by conducting national and state level tournaments/summer camps during vacation also for other institute/school students in and around the state.

I . Outdoor Sports

S.No	Sport/ Game	Number of courts/ fields			
		Total Area in Square Meters			
		Main Campus		Satellite Campus	
		Number of Court	Size (Sq.m)	Number of Court	Size (Sq.m)
1	400 mts Standard Track with 8 lanes	-	-	1	19,425
2	Basketball (Synthetic, Concrete & Mud)	1	480	2	960
3	Ball Badminton	1	350	1	350
4	Kabaddi	2	400	1	200
5	Kho-Kho	2	896	1	448
6	Handball with fives football	1	800	1	800
7	Throwball	1	266	1	266
8	Netball	1	480	-	-
9	Tennis	1	430	-	-
10	Volleyball	2	912	1	456
11	Football & Cricket Field	-	-	1	5,000

II. Indoor Facilities

1. Major Sports

S.No	Sport/ Game	Number of courts/ fields			
		Total Area in Square Meters			
		Main Campus		Satellite Campus	

		Number	Size (Sq.m)	Number	Size (Sq.m)
1	Multi Purpose Hall	-	-	1	1060
2	Kabaddi Mat	1	150	-	-
3	Table Tennis	1	15	2	30
4	Badminton	2	196	2	196
5	Power lifting	-	-	1 set	16
6	Weight lifting	-	-	1 set	16
7	Provisions for playing Chess, Carrom, Fencing, Taekwondo, Gymnastics, Karate, Judo and Wushu				

1. Indigenous Sports

S.No	Sport/Game	Main Campus	Satellite Campus
		Number	Number
1	Silambam	10	50 Sticks
2	Light Apparatus		
	• Lesium		50
	• Hoops		40
	• Dumbbells		50
	• Wands		25
	• Indian Clubs	-	75
3	Rope Mallakhamb	1	1
4	Yoga Mat	15	40

III. Traditional Games

Indoor Games

- Pallanguli
- Koli Gundu
- Dhayam

Out Door Games

- Uri Adithal
- Gilli Danda
- Nondi
- Seven Stones
- Bambara
- Pacha Kudhirai

Cultural Facilities: The institute has spacious auditoria and open stages with supporting Audio-Visual aids, lighting facilities, green rooms, and necessary properties for conduct of various cultural events.

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

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 217

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 46.18

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
510.73	389.93	409.53	454.69	563.57

File Description	Document
Any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The Institute has four automated libraries and the details of which are as follows:

Description	Details
Name of the ILMS Software	KOHA Library Management Software and In-house software
Nature of Automation	Fully Automated
Version	KOHA 3.18.05.100
Year of Automation	1998 onwards

The Institute has central library in the main campus and three other libraries located at satellite campus (Faculty of Education, Faculty of Engineering and Self-financed programmes). Total area of the library is 33,205 sq. ft. area with a seating capacity of 770 for information seekers. The central library is well structured and spacious with a centralized air-conditioned reading hall. It functions throughout the year except few national holidays. Various sections of the library are under CCTV surveillance. Safety fire detection alarms are available to protect valuable resources.

The library has rich collection of more than 2,47,543 volumes comprising of books, journals, thesis, back volumes and non-book materials etc. The institute has subscribed to various online resources such as e-databases (**SCOPUS, EBSCO, DELNET**); 20,684 e-journals (JSMS, JET, IEEE, ASTM, ASCE); and 1,73,350 e-books (Springer, Wiley, Pearson, Mc-Graw Hill, Elseiver, Ebsco academic collections). In addition, membership with eShodhsindhu provides enhanced access to online resources. Urkund, web based Anti-plagiarism software under **Shodhganga project** is available for plagiarism check of thesis, research articles, publications and other documents.

Library has an excellent computing infrastructure, which includes hardware with networking equipment, robust software and has completely automated services with Koha and indigenously developed software. The library has internet connectivity with one Gbps leased line. Software like Grammarly, INFED and Ezproxy help the users to have **local and remote access** to the library resources on a 24/7 basis by adopting virtual learning environment. OPAC/Web OPAC provides search optimization of the library resources to its users. A total of 80 systems are available for access to online resources.

A separate well equipped digital library with 40 nodes is housed in the central library and libraries in the satellite campus to access the e-resources. The ILL (Inter-Library Loan) is provided to the readers through

DELNET and J-gate Plus. The RFID technology implemented in the library helps for quick access to library resources and better security of library materials. The library website provides information about resources and provision to search the library materials. Publications of staff, theses, rare books, question papers are digitalized and archived in institutional repository through Dspace.

The library has extended a wide range of services for learners viz; E-learning service, E-Alert service, Domain-Specific User Orientation, Document Delivery Request, Service on Request, Multimedia Service, E-Reference Desk, Photocopying/Scanning/Printing Service, Virtual Reference Library.

The library has a separate facility for students with special needs. The library facilitates learning for visual impairment students with specialized software such as JAWS (Job Access with Speech Software), Kuruzweil reading machine software, Magic software and specially configured hardware such as Readit Wand and Read Easy Move. The library building has a ramp and wheelchair for easy and convenient access to the students of special needs.

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

- The Institute library customarily stores special collections separately from the regular library collections in a secured location with environmental controls to preserve them for posterity.
- Special collections are archived for the benefit of various stakeholders by grouping related materials together in one repository.
- Special collections include rare resources that are focused on a single topic, such as Government Publications, General Biographies, Reports/Books published by UGC, ACU, AIU, World Bank, UNO, UNESCO, UNICEF, WHO, FAO, Commonwealth of Learning, reports related to the city of Coimbatore and knowledge resources in unique fields such as Home Science and Women’s Studies.

Sl. No.	Publication	No. of Books
1	Association of Commonwealth Universities	59
2	Association of Indian Universities	127
3	CBM India Trust	5
4	Our First Vice-Chancellor Dr. P. Rajammal Devadas's Collection	113
5	Our Founder Dr. T.S. Avinashilingam's Collection	36
6	Coimbatore Collection	31
7	Food and Agricultural Organization	697
8	Legislative Assembly Secretariat	24
9	Raabe Academic Publishers	16
10	University Grants Commission	19
11	United Nations Children Educational Fund	380
12	United Nations Educational Scientific And Cultural Organization	455
13	United National Development Programme (undp)	121
14	World Health Organization	513
15	World Bank	626
16	Shri Ram Chandra Mission	7
Total Books		3229

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

4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 83.77

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

2017-18	2016-17	2015-16	2014-15	2013-14
54.26	65.11	104.14	107.11	88.24

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 26.44

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

Response: 1770

File Description	Document
Any additional information	View Document

4.2.7 E-content is developed by teachers :

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

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 5 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document
Any additional information	View Document
Give links or upload document of e-content developed	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- The Institute has state-of-art, well-furnished computer labs and computer centres, with 2062 Internet enabled computers for students and staff.
- Language lab is augmented with student consoles, software and digitized audio- video materials to develop communications skills.

- Main Campus has Internet bandwidth of 1Gbps provided by NKN and an additional Internet bandwidth of 50 Mbps by Tikona. For security purposes, Firewall is available. (Sophos Cyberoam CR750iNG-XP – 2500 User)
- Satellite Campus has Internet bandwidth of 20 Mbps and 60 Mbps provided by NKN and M/s Ready Link Internet Services respectively. The network is secured by Sophos - 1000 user firewall.
- The Institute is connected to NKN to provide access to a large number of libraries, online lectures, archived lectures of various IITs and virtual classrooms.
- eCampus (ERP software) automates the day-to-day administrative and academic activities and streamlines the flow of information which ensures smooth functioning of the Institute.
- 24/7 Wi-Fi and Video conferencing facilities are available in both the campus.
- Surveillance cameras are installed at strategic locations of the campus for safety and security purpose.
- Moodle is used for handling classes, conducting online test, quizzes, chat, discussion forums and for assignment submission.

IT Updatations

Description	Year of Updation	Nature of Updation
ECampus	Every Year since 2013	License Renewal, Addition of new features/modules
Fortigate Firewall	Every Year from 2013-2016	License Renewal and version updation
Sophos Firewall	Every Year since 2017	License renewal and Version updation
Symantec Antivirus	Every Year from 2013-2016	License Renewal and Version updation
K7 Antivirus	Every Year since 2017	License Renewal and Version Updation
Microsoft License	Every Year since 2013	License Renewal and Version Updation
Adobe Software	Every Year since 2014	License renewal and Version Updation
Biometric Attendance Software	Every year since 2010	License Renewal ad Version Updation
Wi-Fi	Need based	Increasing the number of access points
Video conferencing	Need based	Cameras, Projectors and accessories a
Surveillance cameras	Since 2017	Updated based on IP address
Computers	Need based	Updated to latest configurations compatibility

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

4.3.2 Student - Computer ratio

Response: 3.93	
File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)	
?1 GBPS	
500 MBPS - 1 GBPS	
50 MBPS-250 MBPS	
250 MBPS-500 MBPS	
Response: ?1 GBPS	
File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)	
Response: Yes	
File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years	
Response: 56.58	
4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)	

2017-18	2016-17	2015-16	2014-15	2013-14
733.01	623.88	530.33	475.79	534.59

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

The Institute has well established systems and procedure for maintenance and optimal use of infrastructure in campus.

The physical facilities are maintained and rectification of the faults are immediately attended by the Institute's Engineering wing, which comprises of civil engineers, electrical engineers and competent plumbers, electricians, and computer analysts whose services are available round the clock in the campus.

The classrooms with furniture and teaching resources are maintained by the respective department staff and assistants who are supervised by the Heads of Department.

The staff members are held responsible for the maintenance and smooth functioning of the respective laboratories. Log books, tools registers are maintained in the respective laboratories to record usage and defects arising for rectification. All major repairs are identified and serviced by IMF or external expertise is sought for maintenance of equipment wherever necessary. The laboratory assistants are well-trained to maintain the equipment in their respective laboratories.

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 major and high end equipments are brought under Annual Maintenance Contract (AMC) with the corresponding service providers. The maintenance of UPS and the Generators are carried out periodically through AMC.

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

The institute ensures clean, safe and secured environment through proper maintenance of all amenities in campus. The Public Relations Officer oversees the maintenance and cleanliness of entire campus which includes the buildings, furniture, playfields, staff and student amenity areas and monitors the utilization of

these spatial facilities. Housekeeping services are outsourced on annual contract basis and are made available during day time on all days. White washing, painting and pest control measures are taken up regularly to prevent pest problems, minimize irritants and allergens.

The various facilities like canteen, juice shop, stationery, Bank and ATM facilities, laundry and reprography are maintained by respective service providers on annual contract. 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 staff members and support staff of the Department of Physical Education.

The effluent treatment plants and the rain harvesting system are maintained by civil engineering staff.

Transport facilities are monitored and maintained by the Public Relations Officer and his support staff. Annual maintenance of vehicles is done promptly at the end of the academic year. The overall security and gate keeping of both campuses are outsourced and the surveillance cameras are maintained periodically. Fire safety equipments installed in various blocks is maintained by the respective department.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 38

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2317	2130	2588	2502	1679

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.76

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
80	34	40	45	28

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

- 1.Guidance for competitive examinations
- 2.Career Counselling
- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and Meditation
- 8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 65.23

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6342	4282	2333	2050	4530

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students

Response:

The International student's Cell (ISC) endeavors to provide all possible and requisite support to International students enrolled in Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore. It also strives in developing and promoting opportunities for staff and students on the concept of "Internationalization at Home". The International Students are supervised and coordinated by the Nodal Officer of the International student's Cell, to provide a platform for open communication and for making the academic pursuits and campus life, of international students a fruitful one. The Cell ensures that the requirements of international students are addressed appropriately and that they feel comfortable in the campus. The international student cell engages in the following activities for the welfare of international students and foreign visitors.

1. **Orientation program:** The international students are oriented to make a seamless transition to our country. An orientation about the Institute, information about academic programs, curricular and co-curricular activities, scholarships, hostel accommodation is given to the international students.
2. **Data on International students:** The ISC maintains and provides the necessary information regarding the international students, solicited by government agencies as and when it is needed.
3. **Registration in FRO (Foreigner's Registration office):** The international students are supervised in keeping their travel and registration documents updated as required by the government. The students are helped to complete the FRO registration procedures (Form C) upon their arrival. It is also mandatory that the students inform the institute about their international commutes.

1. **Implementation of IVFRT (Immigration, Visa and foreigners Registration & Tracking):** ISC networks with the Coimbatore City Corporation to implement IVFRT.

1. **Counseling:** ISC offers guidance to international students regarding education and career. The students are appraised of the cultural heritage, customs of our country and student's code of conduct of the institution as well. The International students are expected to abide by all the rules of the institute and the code of conduct that is applicable to Indian students studying in the Institute.

1. **Mentoring:** ISC mentors the International students and encourages them to participate in various cultural, sports and other extra-curricular activities organized on and off the institute campus. Overall guidance is provided on timely basis to understand the difficulties and problems of the students during their stay in the Institute.

2. International Students' Day Celebration: The International students' day is an annual celebration convened since 2016. It is a platform for the staff and student community to celebrate multiculturalism, mutual assistance and diversity.

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

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

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

Response: 32.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
638	859	604	659	524

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

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

Response: 30.18

5.2.2.1 Number of outgoing students progressing to higher education

Response: 583

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 77.27

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
57	61	16	26	28

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

2017-18	2016-17	2015-16	2014-15	2013-14
72	79	20	35	37

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

Response: 17

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	2	3	3	2

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The institute has a fully functional and active Student Council, wherein the election of office bearers is in strict compliance with the order of Hon'ble Supreme Court (vide letter dated 22/09/2006) to implement the recommendation of the Lyngdoh Committee, in conduct of student elections. The institute follows the system of direct election, whereby all the students directly vote for the office bearers.

The Student Council comprises of 1 Chairperson, 5 Co-Chairpersons, 2 Secretaries, 3 Joint- Secretaries and 2 student placement coordinators. The Student Council also comprises of class representatives, who bring to the notice of the Student Council, the suggestions of all the students with regard to academic and administrative aspects of the institute. The Students Council functions in close coordination and supervision of the Dean, Student Affairs and Staff Advisor.

The eligibility criterion to contest in Student Council election includes a high percentage of attendance, a good record of conduct and academic excellence. The changes in the election procedure, such as 'Inclusion of NoTA (None Of The Above)' option in the ballot paper was incorporated during 2016-17 as recommended by the UGC(vide letter dated 15/07/2016) to facilitate fair choice among student bodies.

The Student Council serves as a bridge between the fellow students and the Management, whereby, they bring to their notice the concerns to be addressed and acted upon. The Student Council and the Class Representatives have regular meetings once in a week on all Thursdays and discuss issues of importance. The Management comprising of the Vice Chancellor, Registrar, Deans of Faculties and Deputed Staff members meet the Student Council once every month or as and when needed.

The Student Council is provided with an office in an accessible location and are provided necessary infrastructure to perform their functions. The office bearers conduct student assembly faculty-wise in the presence of the Dean of the respective faculty, when all students' related announcements are made. The Student Council plays a major role in the conduction of various programmes with the support of the fellow-students to show-case their talents. The Student Committees are also responsible in planning the menu in the canteen and hostel and to ensure adequate availability of books, periodicals and other resources in the library. Chairperson of the Student Council represents students' community in Internal Quality Assurance Cell.

The Student Council also promotes the functioning of various clubs in the institute such as quiz, photography, literary, music, drama, voyage and eco club, which encourages students to portray their latent talents. Also, the Yi Yuva club which is a youth leadership forum associates institute with industries to engage students in nation building, create opportunities to network, build relationship, learn and grow.

Student representatives of the institute have also been deputed to attend Youth Parliament meetings conducted by the Government of India. The Student Council members have easy access to the management during official hours in order to discuss any topic of concern to the students thereby ensuring complete transparency and an empowered students' union.

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

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 52.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
68	52	45	44	52

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Alumnae of our institution aim at preserving the history and values of our institution. The Alumnae Association of our Institution supports and engages alumnae community worldwide and is a forum to develop links and bondages and also a life-long association between the alumnae and the present students of the institute to build the reputation of the Institute. All the graduates of the Institute naturally become members of the Alumni Association which means, being part of the global network of Avinashilingam students of all ages and professions.

Our alumnae are involved in many events of the institute and help in nurturing our institute through various contributions at different levels, which is very supportive and encouraging to our administrators, faculty and students. They sponsor various events that take place in the institution viz., sponsoring awards for

sports persons annually during the sports day meet, rendering financial contribution and support to the needy students by way of scholarships, which are of a great help. Proficiency medals and awards to meritorious students are also sponsored. The institute in turn recognises distinguished alumni through life time achievement awards.

In commemoration of 60th year of the Institution, an Alumni Arch has been constructed in the year 2017 with the contributions from Alumnae. “Nakshathra Vanam”, a garden is raised to symbolize spiritual, medicinal and environmental balance in the campus depicting 27 stars of the Universe.

Expertise and knowledge of the alumna on various thrust areas of research and extension pave the way for sharing of information to the younger generation. Motivational and scientific lectures by professional and enterprising alumnae form a platform for the enthusiastic students to obtain a wide exposure, academic enlightening, moral and social responsibilities, thus enabling them to accomplish well set goals.

Our prestigious alumnus are placed in various institutions in the country and abroad and in government services as College Principals, Registrar, Vice Chancellors, IAS and IPS officers, Child development project officers, principals of various institutions, CEOs, scientists and faculty members. They are also part of many non-governmental organizations, research institutes, hospitals, IT companies and as flourishing entrepreneurs both at national and International level which has made our institution fulfil the vision of empowering women.

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

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

? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: 50 Lakhs -100 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 17

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	4	1	3	6

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

Avinashilingam Institute for Home Science and Higher Education for Women functions as a Deemed to be University with the following vision and mission:

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

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

Nature of Governance: The various bodies and authorities responsible for the governance of the Institution Deemed to be University are in place and are functioning as per UGC (Institutions Deemed to be Universities) Regulations, 2010 and its amendments. The compositions of all the statutory bodies are strictly as per the norms of the UGC and the MHRD. The Memorandum of Association (MoA) in accordance with the UGC Regulations, is duly approved *vide* letter dated 3rd May 2017. Participative management style is adopted in making decisions and framing policies.

The hierarchy of governance at the institution is as follows:

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

Perspective Plans:

Perspective plan of the Institution is envisioned as systemic reforms in the areas of academics, ICT, research and consultancy, outreach and campus development. The significant ones are:

- Introduction of new programmes and courses in tune with current needs
- Inclusion of comprehensive and conceptual tests in electronic mode (for all UG programmes) and open book tests (for all PG programmes)
- Upholding the thrust on inclusive education
- ICT enabled Teaching Learning process
- Implementation of ICT enabled payment and Receipts –Digitalisation based on National Digital Payment Mission of MHRD

- Empowering faculty to enhance their research output through quality publications
- Promoting inter-institution research and exchange programmes at national and international level through consultancy and MoU's
- Functionalizing the Advanced Research lab created under DST-CURIE I phase
- Inception of a Central Research Lab under the DST CURIE II phase
- Sustenance of outreach programmes

Participation of teachers in the decision making bodies of the Institution

- Faculty members are involved in decision making at all levels
- Nomination of faculty members to the various statutory and non-statutory bodies and committees. The members meet, discuss and arrive at consensus before decisions are made
- Faculty members are given a chance to lead the institution in various capacities as Deans, Directors and Coordinators
- As per norms, each eligible faculty member serves as Head of the Department for three years in rotation
- Participatory decision making is practiced through structured monthly meetings on important issues regarding academics, research and student welfare.

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

6.1.2 The institution practices decentralization and participative management

Response:

- The institute follows a decentralized and participative management style in decision making.
- Curriculum restructuring, framing and revising syllabi, admission procedure and fee structuring, budget allocation to departments and purchase of equipments and consumables, computers and all accessories are a few aspects involving decentralized decision making.
- A bottom-up approach is adopted including all stakeholders in planning and execution of activities.

Case Study: Curriculum Restructuring

- Curriculum Restructuring at the undergraduate and postgraduate level was carried out systematically, involving all the stakeholders of the Institute, thereby demonstrating participative management in its true perspective.
- Feedback is sought from stakeholders on 'curriculum' with respect to course contents, coverage, electives, technology advancements and skills, adequacy of references, relevance of library and e-resources and applicability to real-life situations.
- Initially, workshop/seminar on 'curriculum' and 'evaluation processes' were conducted on a phased manner during when students were sensitized towards CBCS, its significance, relevance and

applicability in the current scenario. Further, at the end of the workshop, feedback on the necessary aspects of curriculum was elicited from all students.

- Feedback is sought from alumni, parents and employers through online mode using structured questionnaires.
- Teachers consolidate the feedback received from other stakeholders regarding 'curriculum' and add on their inputs based on professional expertise at the department level meetings.
- Later, based on the representations from various stake holders, curricular framework consisting of various models were developed for UG and PG programmes.
- The curriculum and syllabi designed by the respective teachers with inputs from various stakeholders were finalised in the Boards of Studies with suggestions from renowned academicians/industry experts.
- The curriculum and syllabi suggested in the Boards or Studies were presented in the Academic Council and relevant suggestions would be incorporated from distinguished members of the council.

The revised curriculum and syllabi are finally approved in the Board of Management, after which the same becomes functional.

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

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

- The strategic plan of the institute for the period 2013-2018 has been incorporated in the 12th five year plan proposal of the institute which was prepared and executed in to achieve expansion, equity and excellence in higher education.
- The perspective plan of the institute was prepared after thorough understanding of the aspirations of various stakeholders of the institute through Boards of Studies which were then placed in Academic Council, Finance Committee, Planning and Monitoring Board of Management for scrutiny, recommendations and approval.
- Campus Development with adequate buildings and needed infrastructure has been one of the prime focuses of the strategic plan amidst others. One such initiative under Campus Development was *Solar Power Grid* for supply of 100KWP in the campus.

Activity successfully implemented:

Installation of Solar Power Grid in the Campus

- The plan to install solar power grid progressed systematically with an initial discussion by the

‘Infrastructure and Asset Creation’ sub-committee constituted for the purpose.

- The sub-committee comprised of a team of technical experts from within the campus along with officials and an outside expert.
- The sub-committee in its meeting recommended the technical team to finalize the specifications for the solar power grid.
- The technical team along with engineers visited Bannari Amman Institute of Technology, to understand the technicalities involved in solar power grid installation.
- The technical team submitted the technical specifications for installation and commissioning of 100kwp Solar Power Grid which was scrutinized by the sub-committee.
- Based on the recommendations of the sub-committee, Expression of Interest (EOI) was called for.
- Later, the EOI received from suppliers were shortlisted based on eligibility and the shortlisted suppliers submitted the techno-commercial bids.
- The sub-committee along with technical team scrutinized the techno-commercial bids received and held series of presentations and discussions with the suppliers.
- Based on the expertise, quote and credibility the final vendor was selected
- Thus, solar plant installation was initiated, closely monitored and successfully commissioned in 2015
- The solar power generated is being utilized to meet the energy requirements in campus
- The power generated meets approximately 22% of the power requirements of the institution

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

- Chancellor of the institution holds the highest office and is involved in the furtherance of the objectives of the institution
- The Vice Chancellor functions as the Ex-officio Chairperson of all statutory bodies which have specific functions. The Vice Chancellor exercises powers relating to the proper governance and administration of the institution and performs functions as prescribed by the regulations and bye-laws and is ably assisted by the Registrar, Finance Officer, Controller of Examinations, Assistant Registrars (Academic and Administrative), Deans, HOD’s, teaching and non- teaching staff to implement programmes.
- The Registrar is the administrative head of the institution and is the ex-officio Secretary of the Board of Management, the Academic Council and the Planning and Monitoring Board. The Registrar directly reports to the Vice-Chancellor. The Registrar is responsible for the smooth

conduct of all administrative activities such as record maintenance, official correspondence, convening meetings and represents the institution in all official meets and legal proceeds

- The academic structure comprises the Deans of seven schools followed by the Heads of the various departments and the faculty members of the departments
- The Dean-Student Affairs coordinates the activities of the students and the student council reports directly to the Dean-Student Affairs
- The Director (Research and Consultancy) coordinates the research and consultancy aspects of the institution and reports directly to the Vice Chancellor
- The Director- Internal Quality Assurance Cell is responsible for documentation and record keeping of all aspects related to the quality assurance and ranking of the institution. Faculty appraisal, student feedback analysis and conduct of quality enhancement programmes form the main thrust of activities of the IQAC
- The administrative head, the Registrar, is assisted by the Assistant Registrar (Academic) and Assistant Registrar (Administration), Section Officers and all the support staff
- The Controller of Examinations is responsible to for all examination and evaluation related activities and reports to the Registrar
- The Finance Officer is responsible for the preparation of annual estimates and statements of account for submission to the Finance Committee. He ensures timely procurement of funds and its proper utilization annually.
- The Public Relations Officer oversees the maintenance and upkeep of the infrastructure facilities. He ensures communication with the public and press during all important events.

Functions of various bodies

The various bodies and authorities responsible for the governance of the Institution Deemed to be University are in place and functioning as per norms.

Recruitment and Promotional Policies

The University Grants Commission Regulations on Minimum Qualifications for Appointment and Promotion of Teachers (CAS) is strictly adhered to for promotion of teachers and recruitments to various teaching posts.

Grievance Redressal Mechanism

- Student grievances are primarily handled at department level through tutor ward meets and through appeals/grievance committee at the next level
- Grievances of faculty are placed before the Grievance Redressal Committee of the institute for

further recommendations and actions.

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Activity successfully implemented:

Introduction of B.Voc Programmes

- With the UGC inviting proposals for initiating skill based vocational programmes in higher education; the institution implemented the process initiated by the Government of India for inception of B.Voc. Programmes
- A core committee was constituted for the purpose of identifying and implementing skill based vocational programmes
- The following activities were carried out in this regard:
 - Participation of core committee members in the UGC workshop on 'Curriculum Aspects and Credit Frame Work for Skill Based Vocational Course' at Pondicherry University on 23rd March 2015 and the workshop on 'Skills Conclave- Interaction with Sector Skills Councils' at Bharathiar University, Coimbatore on 16th March 2015 enabling interaction/ discussions with UGC/NSDC representatives
 - Student's orientation and student workshops on skill education was organized and students gave presentations on major topics identified from the thrust areas
 - Two industry experts were involved to guide the students and to provide further impetus to initiate ideas and expressions of the students
 - All these activities enabled the submission of a proposal by the core committee to the UGC in May 2014 for approval of two programmes.
- **B.Voc. Food Processing and Engineering**
- **B.Voc. Medical Equipment Technology**
- The programmes proposed were approved by the UGC vide its approval letter dated 5th May 2014
- The sub-committee constituted to work out the modalities for implementing the course met on several occasions and framed the curriculum structure and syllabus in accordance with opinion from academic peers and industrial experts other than BOS members
- The syllabus was finalized by the Board of Studies in 2014 and approved by the Academic Council and Board of Management
- B.Voc Medical Equipment Technology and B.Voc Food Processing and Engineering programmes were offered from the academic year 2014-15 onwards
- Assessment and evaluation of the programmes are carried out as per norms with the General Education Components
- Interaction by the faculty and coordinators with two sectors (Food Processing and Engineering and Medical Equipment Technology) brought to focus, the need for modification in the syllabus to prepare the students for industry and for level specific evaluation and certification by Skill Sector Council (SSC) identified SKP

- The skill component was framed as per National Skill Qualification Framework (NSQF) and assessed by the respective skill sector council (SSC) of the NDSC, New Delhi
- The syllabus of B.Voc. programmes were revised in the academic year 2015-16
- Outcome: 60-70 percent students belonging to the first two batches got placement in core industries while another 15-20 percent could showcase their entrepreneurial skills in start ups.

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

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

All aspects relating to the academic enrichment and empowerment of the faculty are facilitated by the institution. Physical facilities and welfare measures for all staff are duly taken care of.

Welfare measures for Teaching Staff

Speedy Sanction of welfare leave and other benefits as per norms

- Child care leave
- Maternity leave
- Sick leave
- Children education allowance
- Medical expense reimbursement
- Leave travel concession
- Loan on provident fund
- Part-final payment from provident fund

Faculty Empowerment measures

- Study leave to pursue doctoral research
- Leave on-duty to attend orientation / refresher courses, to participate in academic events, to undertake special training in use of modern equipments, to visit other institutions in the capacity of resource persons, member of various panels and Boards of Studies, doctoral committees and as examiners
- Faculty Improvement Programmes

- Financial assistance provided to attend international/national conferences
- Publication grant
- Seed money to young teachers to undertake research projects.

Physical Support

- A clean ambience with drinking water, toilet and lounge facilities
- An organized four-wheeler/two-wheeler parking area
- Elevators
- Seminar/Lecture halls
- Spacious staff rooms with storage space and sufficient lighting

Other facilities

- Access to in-campus bank for all stakeholders
- Biometric system in reporting to duty
- Canteen and Fruit stall
- Food Court
- Health centre with physician available during working time
- In-campus ATM
- Physical fitness facilities –gym
- Residential accommodation for teaching faculty
- Staff lounge
- Stationery stores with reprography facility
- Self-help group promoted juice stall
- Well-stocked central as well as departmental libraries

Welfare measures for Non-Teaching Staff

- Festival Advance
- Free bus facility to Satellite Campus
- Leave Travel Concession
- Membership in staff association
- Residential Quarters
- Yearly bonus

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

- Computer unit
- Braille Library and Hi-Tech Braille Print Unit
- Print access Library
- Adapted Wheel Chair for Orthopedically Handicapped
- Reader and Recording service
- Braille Material preparation
- Sign Language facility
- Provision of Rails, Ramps, Special Toilets,

- Adapted Wheel chair and elevator
- Computer Skill Development using - Screen Reader:
- JAWS, NVDA, & Refreshable Braille Display (SEIKA)
- Accessible reading app with synchronized text and audio
- Personal Digital Assistance for Visually Impaired
- Audio Materials (Plectalk Daisy Player)

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

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

Response: 12.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	29	22	41	80

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc during the last five years	View Document

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 41.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
27	26	29	48	78

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 41.2

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
194	118	76	134	178

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

There exists a non-statutory committee constituted for framing the API scoring proforma in the Performance Based Appraisal System as per UGC regulations.

Performance Appraisal System for Teaching Staff

A four-tier evaluation system is been practiced for teaching staff namely: student evaluation, self appraisal and confidential report by HOD's and Deans.

(i) Student evaluation of teachers: The teachers are assessed by the students on various aspects related to

teaching learning practices. The evaluation is done a five point scale through a questionnaire provided to them at the end of each semester. Factors contributing to satisfaction in terms of the teacher concerned, teaching methods adopted, communication skills, use of ICT in teaching and ability to complete the syllabi portions are graded by the students.

(ii) Self appraisal: The Institution promotes self appraisal of the staff at the end of each academic year. The performance appraisal indicators as per the UGC norms are in-built within the self appraisal format. This motivates faculty to assess their progress on a continuous basis which aids in the up gradation of their academic skills, teaching methodologies and use of ICT enabled methods, as well as in research and extension activities.

(iii) Confidential report by HoD and Deans: The self appraisal by the teachers is reviewed by the Head of the Department and the respective Dean of Faculty. The IQAC files the self appraisal reports of the faculty. The cumulative self appraisal reports of the faculty are considered a record of the teachers' annual performance which is accorded due weightage during career advancement.

(iv) PBAS application for CAS promotions: Teaching faculty submits their PBAS application for CAS promotions as per UGC norms which also represents their self appraisal for the assessment period.

Performance Appraisal System for Non-Teaching Staff

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

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- All accounts are maintained in Finance Section as per the guidelines issued by MHRD/UGC and various funding agencies in the prescribed format.
- Finance Officer is deputed from the State Local Fund Audit, who is qualified and experienced in accounting and auditing.
- Annual Audit for all Aided Accounts is being audited by the Statutory Auditors.
- Internal audit checks are done by Finance Section before passing of the bills.
- Concurrent Audit is also carried out headed by Inspector of Local Fund Audit.
- Statutory audit on annual basis is carried out by Local Fund Audit Department for all the grants in aid received.
- The Local Fund Annual Audit up-to 2016-17 has been completed and Annual Audit for the year

2017-18 is in progress.

- The objections raised during Local Fund Annual Audit are duly settled and necessary follow-up actions are being taken up to settle pending objections.
- The Accountant General also undertake audit of the accounts of the institute regularly.
- The Annual Audit of all the Self Finance Accounts are carried out by Chartered Accountant.
- All the audited Aided & Self Finance accounts are consolidated, compiled and filed with Income Tax Department.

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

Response: 201.09

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

2017-18	2016-17	2015-16	2014-15	2013-14
183.10	4.14	6.26	4.31	3.28

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

Response:

The institute has the following sources of mobilizing funds in order to ensure smooth conduct and sustenance of the institution's activities:

Internal Sources:

- Fee collection from Self-Financed programmes
- Annual breakage /maintenance fee
- Registration fee collected from staff/students for Conferences / Seminars / Workshops / Training Programmes(FDP/MDP) /Competitions/Melas and alike

External Sources:

- Grants for Research activities from Government and Non- Government Bodies

- Donations from Alumni and others
- Endowment Funds
- Income from Consultancy
- Income from sub-letting equipment/instruments
- Income from Library (Reprography facility and other services)
- Registration fee collection for

Conferences / Seminars / Workshops / Training Programmes(FDP/MDP) /Competitions/Melas and alike

Strategies for Mobilising Resources:

- Extensive efforts for visibility (advertisements, exhibitions, etc) undertaken to increase the strength of students for self-financed programmes.
- Wide Publicity and Increased programmes organised by the institute to attract more number of participants.
- Staff members and research scholars are constantly motivated to apply for funded research projects from various funding agencies such as UGC SAP, DST FIST, DST-CURIE and Obama-Singh initiatives and alike.
- Incentives are provided and staff members are recognised for quality contributions in the area of research and consultancy.
- Series of workshops are organised in relevant areas to improve the quality of publications and research work.
- Alumni network is strengthened by organising meetings, honouring alumni and by opening up of alumni chapters wherever possible.
- Consultancy Policy is in place for encouraging consultancy and collaborative research initiatives.
- Research and consultancy projects sponsored by industries are undertaken in compliance with the norms laid down by the institution.
- High end equipments in the Advanced Research Laboratory (ARL) and the Central Instrumentation Lab (CRL) and in the Departments are sub-let to outside research scholars and staff for carrying out their research activities.
- Initiatives are being taken to patent the innovations and to undertake technology transfers
- Library facilities are sub-let to generate funds.
- Entrepreneurship Melas and Exhibitions are organised in order to encourage latent talents of students.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes

Response:

Practice 1: Digitalization of Institution's academic and administrative activities

Objective of the Practice

- To execute digitalization and document imaging to reduce the documentation time, enhanced security and productivity
- To reduce exorbitant usage and cost of paper for documenting large volumes of data over years

The Context

Day-to-day activities of all the stakeholders need to be documented for assessing the progress of the institution. IQAC plays an important role in capturing data of all the academic and administrative activities. Hence systematic documentation in the form of digitalization is warranted.

The Practice

E campus portal has been established for all the stakeholders. Individuals are given login ID's to upload their data on a day-to-day basis. Faculty record their workload, profile, academic achievements, personal data, time-table, everyday record of class work, student attendance and marks. Students and parents record feedback, and monitor their attendance entry, mark entry by concerned faculty.

Retrieval and analysis of captured data is carried out by IQAC periodically.

Evidence of Success

- Storage of data from the period of e-campus entry
- Reduction in exorbitant use of paper and cost of paper purchase
- Increased productivity in shorter duration
- Allows remote accessibility of data

Practice 2: Student feedback through 24X7 access

Objective of the Practice

- To collect 24x7 feedback from all stake holders who contribute to the development and sustained growth of the institution
- To update the feedback mechanism to meet to the demands and current needs.
- To ensure student participation in quality practices of the institution
- To maintain the integrity in feedback monitoring mechanism

The Context:

The stakeholders of higher education being many with varied expectations such as society at large, employers, parents, and students and so on, the traditional methods push system of education will not be

suitable. Further, the demands of the ever-changing fast pace world are quite challenging. Therefore, the higher education providers need to constantly collect feedback on a 24/7 basis regarding the outcomes and changes needed.

The Practice

Student stakeholders contribute to the sustained development of an institution. The IQAC promotes student feed back through a continuous digitalized feedback collection system.

Stakeholders submit their feed back in varied aspects category

- Student feedback of teacher
- Student feedback of programme
- Teacher feedback
- Alumni Feedback
- Parents feedback

Alumni submit their feed through alumni portal. Parents’ feedback form is also digitalized and available in their wards’ e-campus portal. This digitalization mechanism aids in maintaining anonymity and in obtaining a thorough feedback from all stake holders especially the students. Apart from all these digital feedback forms, the IQAC makes available a suggestion box for 24x7 access to students. Periodically the feedback from all these sources is collected, scrutinized and necessary actions are taken.

Evidence of Success:

- Industry based curriculum and syllabus for various courses
- Enhanced Alumni interactions and contributions
- Facilities enhancement for student such as automated hall tickets,
- E-lessons, online admissions etc.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Example 1: Annual Student Survey

Objectives

- To identify the diversified aspects of incoming students
- To provide bridge courses on a need-based approach and accordingly group the students of different majors
- To enhance the skills sets of students during the period of study in campus

Context

- Survey of incoming students would provide ample opportunities and scope for the higher education institutions to understand the diverse portfolio of student community admitted.
- Analysis and Assessment of the data collected from incoming students would help in planning and executing curricular, co-curricular and extra-curricular activities during the period of study of the students.

Practice

- A structured questionnaire have been prepared and administered amongst all incoming students immediately after the admission process is complete.
- The questionnaire elucidates details of students related to the following aspects:
 - Demographic Profile
 - Social and Family background
 - Educational background
 - Admission process
 - Higher studies and career prospects
 - Technology usage
 - Youth activities
 - Soft Skills, Additional Skills and Training
- The data collected from students are then compiled, consolidated and report prepared every year
- The findings of the survey are disseminated to departments and various centre, placement cell, clubs and coordinator of value added course for further plan of action.

Evidence of Success

- Need based bridge course were arranged
- Life skills programme were executed
- Appropriate placements/higher studies opportunities created
- Competitive exams /NET-SET coaching classes organised
- Outbound programmes executed to enhance leadership skills

Example 2: Annual Academic and Administrative Audit

Objectives

- To understand the existing system and assess the strengths and weaknesses of the Departments and Administrative Units
- To suggest the methods for improvement and for overcoming the weaknesses in teaching, learning and evaluation, student support and progression.

- To ascertain whether the Departments / Centres are functioning efficiently and effectively with proven records of capacity building, research projects and publications and extension over a period of time or not.

Context

- Assessment of the academic activities and efficiency of the administrative procedures may throw light on the quality of education imparted by an educational institute and globally acceptable standard of the curriculum
- Auditing the entire procedures followed in an educational institution through the inspection by external experts is required to assess the level of fulfilment of the requirements.

Practice

- Preparation of the records by all the departments with respect to aspects such as Curriculum, Curriculum Transaction, Faculty Profile, Students Profile, Infrastructure, Activities of the Department, SWOC Analysis, Best Practice and Future Plan.
- Conduct of Academic and Administrative Audit by the visit of the experts to each Department / Centre and inspection of the records, evidences and infrastructure and interaction with faculty members.
- Administrative audit was conducted for the administrative sections also.

Evidence of Success

- Structured way of data collection, maintenance and storage
- New inputs were brought in the syllabus content
- New practices were noticed in the administration processes

Example 2:

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

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 12.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	13	15	12	12

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of University	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Subsequent to the third accreditation, the following quality initiatives were undertaken:

- **Publications in peer-reviewed/national/international journals:** Publication of research articles numbered to 1042 in peer reviewed/national/international journals. Research Policy, Plagiarism policy are put forth to support quality research.
- **Research projects from government and non-government agencies:** 118 projects (government), 3 (non government) were obtained. Awareness regarding IPR was initiated. Consultancy and IPR Policy are put forth.
- **Coaching Cell for NET/SLET/Competitive Examinations:** 666 students attended NET/SLET coaching classes. A total of 586 students were provided guidance to attend various competitive examinations
- **Improvement of Hostel/Health Centre/Recreational Facilities:** Hostel facilities have been enhanced to cater to the needs of the inmates. Health screening is conducted for all students with upgraded medical equipments.
- **Enhancement of Sports Facilities/Activities:** Multipurpose and Open air stadium were constructed. Sports as Part IV component, Yoga, Meditation and Aerobics classes has been introduced for all students. Synthetic basket ball court, hand ball court and Mallakhamb training facilities have been instituted. Avinashilingam Ayya Trophy – State Level Volley Ball Tournament is organized for last three years.
- **Academic and Administrative Audit:** External academic audits for all departments/centres practiced. Administrative audits are carried out for COE section, Administrative Office and Finance Office.
- **Strengthening recruitment/admissions from other states:** Recruitment advertisements are given Pan India. 18 Teachers from other states were recruited post accreditation.

Online admissions, educational fair in other states, advertisements in the newsletter of Association of Indian Universities have been attempted.

- **Augmentation of Library:**

1. About 10,000 books added (text and reference)
2. E-resources created and 1,80,000 books subscribed
3. New Software adopted namely Koha, E-prozy, D-Space, Grammarly, Urkund
4. Electronic Thesis and Dissertation created
5. Special provisions created for physically challenged students
6. Self service KIOSK facility created

- **Introduction of New Courses:** B.Voc programmes in Medical Equipment Technology and Food Processing and Engineering were introduced.

Computer Applications, Information Technology, Women Studies and Entrepreneurship at the postgraduate level were initiated.

- **Enhancement of curriculum:** Curriculum enhancement included the following courses:

1. interdisciplinary
2. value added
3. skill enhancement

4. multidisciplinary
5. professional certificate
6. discipline specific elective
7. generic elective
8. ability enhancement

- **Career Counselling and Placement:** A total of **3532** students received career counselling and 3284 students got quality placements.

- **Collaboration with national and international bodies:** Collaborations with National and International partners are **133** and a total of **58** MoU's are active as on date.

- **Infrastructure Enhancement:**

1. Development of Green Infrastructure – Installation of solar panels, wind mill
2. Campus landscaping - herbal gardens
3. Construction of new instrumentation lab
4. Gateway arches
5. Refurbishing classroom furniture and flooring and porticos
6. Refurbishing Avinashilingam Ayya memorial mandap
7. Renovation of animal house, canteen food court and existing administrative rooms
8. Setting up e-modules studio
9. Upgradation of Auditoria

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 277

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
44	44	49	71	69

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

The Vision of the Institute to empower women is fulfilled through a safe and positive environment to learn and grow. All the members of the institute which includes the top administrators, teaching faculty, non-teaching staff and students experience a secured environment as their interest is protected through UGC guidelines, norms of AICTE, RCI ,NCTE and other regulatory bodies which are strictly adhered to. The interest of all stake holders are safe guarded through strict implementation of the policies related to admission, recruitment of teaching and non-teaching staff, reservation policies, enabling environment to differently-abled students and systematic accomplishment of academic and administrative responsibilities.

Safety and Security

The regulations laid down by Government Agencies (State and Central) and Local Authorities (Town Planning ,Water Board, Electricity Board) pertaining to the construction of physical structures, fire safety standards and use of services (electricity/water) are strictly followed. Adequate safety measures including fire safety are in place in the campus. Exit Points and areas of significance are under CCTV surveillance.

Women security guards (24x7) enable a secured environment for the women students. Health care centre with basic facilities ensures the safety in case of medical emergencies.

Pollution free campus, barrier free access for differently-abled children, good hygiene and sanitation practices are contributing in maintaining a secured environment for the stake holders.

Counselling

The Centre for Ambitious and Resourceful Endeavours (CARE) promotes the mental well being of all the members and provides clinical psychological and extends a support system. It rejuvenates young minds to shape them to lead a life full of achievements. The centre. Personalized counseling sessions are conducted for needy students.

Newly admitted students/scholars are given orientation programmes, wherein the counseling centre analyses the personality profile of students and provides necessary assistance. Career guidance is provided by the Placement Cell, Equal Opportunity Cell, SC/ST Cell, and Entrepreneurship Development Cell. Skill Development programmes are conducted to encourage the students to undertake competitive examinations.

Common Room

The social space of the Institute provides experiential learning settings to groom the students with divergent talents. Common facilities are upgraded to add latent value to the student-life which includes Placement Cell, Club Room, Library reading room, Lunch area with adequate facilities and Recreation cum Fitness centre. Floor lounges, auditoria and halls are effectively used in case of special events.

Salient safety and security features includes :

- 1.The buildings have structural stability to resist earthquake and their structural soundness are proven.
- 2.Laboratories ensure free mobility of students, safe use and disposal of equipments and chemicals and are provided with essential first aid kits
- 3.Periodic inspection of transport facilities
- 4.Orientation and awareness programmes are conducted for all members in disaster management (Fire/ Electrical Safety).
- 5.Corporal punishments – Discrimination in any form are totally eliminated in the Institute.
- 6.The Institute has a proactive Grievances Cell and Anti-ragging Committee. Suggestion boxes and Complaint boxes are provided for students.
- 7.Our Institute is recognized as Resource Centre for National Cyber Security Programme in Zone III.

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

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy

sources

Response: 50.16

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 231404.167

7.1.3.2 Total annual power requirement (in KWH)

Response: 461354

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 95

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 145.26

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 152.91

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The Institute is conscious of bio-degradation and therefore supports sustainable waste management. Having in mind **“The success hinges upon purposeful action”** the Institution is keen in generating less waste and recycling the waste generated and reusing it.

Solid Waste Management

Regular solid wastes are disposed through sanitary workers. The campus wastes are collected in waste bins of various capacities (Big – 80, small – 280, Trolley – 2, Joy waste bin – 14, Cement Ring Bins – 3, Corporation allotted one and two ton bins – 2 each respectively) and disposed through routine housekeeping. The organic waste (leaves, vegetables, fruits, kitchen waste etc.) collected from hostel mess, fruit stall and canteen are taken and processed by aerobic static pile method, in which daily collected waste is dumped and mixed with soil for process. After a month to 45 days, the final compost is used as manure. Effective microorganism technology is followed in solid waste management.

The Department of Textiles and Clothing has successfully used waste fibre material, non edible portion of the plants for research on non woven fabrication. Bits of fabrics resulting from garment construction practical are used for making fabric embellishments and/ or making decorative articles (up cycling). The garments stitched by students are offered to orphanages and needy with suitable modification after some time.

One side papers are reused for printing. Paper usage is minimized by promoting online systems and using double- sided printing. The Department of Printing Technology recycles post consumer papers and record sheets along with plant fiber to prepare paperboards, and common stationery items and to carryout experimental activities in this area. Vocational training programmes have been conducted for rural women in preparing recycled paperboards.

Ink tins used by the Saradalaya press and the Department of Printing Technology are disposed safely to authorized vendors through proper channel.

Liquid Waste Management

In Main Campus sullage from all sources is diverted to the common drain (corporation drain) leaving no room for stagnation and contamination of surface water. Sewage is recycled by the sewage treatment plant in Satellite Campus, which is powered from photovoltaic solar panels. Sewage Treatment Plant (STP) with a capacity of 1 Lakh litre was constructed and is in use. The waste water is collected from all toilets and hostel building (mess bathrooms and toilets).The treatment limits comprise of screening, sedimentation tank, aeration tank and pressure filter. About 60,000 litres of waste water is treated daily and is used for irrigation purpose.

E- Waste Management

Adequate concern is shown throughout the Institute to curtail pollution by providing ample ventilation for all areas where batteries are stored. Periodical condemnation/ buy-back procedure is followed for e-waste like computer and accessories, UPS and batteries. The old CDs and floppy disks are used for making decorative pieces and value added pieces.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

One of the simplest and cost-effective sustainability practices of the Institute is Rain Water Harvesting facility, which is available in both the campuses to collect, store and reuse rainwater.

- **Facilities in Main Campus:** There are three rain water filter beds connected to five collection tanks of 30,000 L capacity each and one collection tank with a capacity of 45,000 L near Gate 1. Small filter beds with proper draining facilities have also been enabled in places to collect rainwater drained down from the terrace of buildings.
- **Facilities in Satellite Campus:** The second campus is located at the foothills of Ponnuthu malai, where adequate rainfall is available.

The following measures have been made to tap rainwater:

1. Five check dams (weir) which channelize water to a collection pond
2. Collection tanks and a pond that get filled up during monsoon.
3. Percolation pits are provided to drain water to ground level at appropriate places as the terrain is uneven. The measures adopted not only help in water supply throughout but also helps to raise and retain the water table in the neighbourhood.

All collection tanks are connected to 10 KVA motor, which facilitates drawing out water to distribution pipelines. Paver-tiled ground enables easy movement between buildings and around the auditoriums. Paver tiles are effective in seeping water to the ground where the terrain is even. Rain water and water released from cleaning activities flow into the drains provided below, which gain access to the nearby filter beds. Hence rainwater from all sources gets channelized to the filter beds, in both campuses. It is one of the measures proposed as green practices to harvest rain water.

These structures are very useful in facilitating easy flow and collection of rain water for future use. Trees like tamarind tree, which can retain water for a long period are grown for purposes of both shade and water harvesting.

Utilization in the Campuses:

Grey water let out from all sources and water from collection tanks are used for gardening purposes and sewage and sullage are channelized to municipal drains, thus ensuring zero wastage of grey water in Main Campus. There are four well-laid landscape gardens (two in each campus); In Satellite Campus, one each adorns the frontage of the main entrances of the School of Engineering and School of Education. In Main Campus, gardens are maintained in front of the Administrative Building and in Memorial Hall of the Founder of the Institute Shri. T.S.Avinashilingam Ayya. The trees along the roads within the campus, Herbal garden and in the Nakshatravanam are watered through this means.

All these stand testimony to our endeavours on rain water harvesting that result in reduced use and increased reuse of water without wastage from the distribution system.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

- Students, staff using
 - a) Bicycles
 - b) Public Transport
 - c) Pedestrian friendly roads
- Plastic-free campus
- Paperless office
- Green landscaping with trees and plants

Response:

Eco- consciousness is enshrined in the campus living and green campus is the major concern to maintain purity of the Institute to provide a pristine ambience towards academic and non-academic pursuits. The institute has a prime consideration towards environmental protection and sustainability thus aims to promote best practices in environmental management. The Institute work towards green performance with due importance in the institutional planning and budgeting processes with the objective to develop green and clean campus. Conservation and maintenance of flora and fauna is our commitment. Our campus diversity consists of herbs, shrubs and trees.

Bicycles, Public Transport, Pedestrian Friendly Roads: Vehicular movement is restricted upto the parking slots. Usage of public transport and pedestrian friendly roads are emphasized and practiced. Vehicle pooling is a commendable practice adopted by many students and faculty. Students are also encouraged to use bi-cycles for commuting purposes.

Plastic-free campus: The institute tries to maintain plastic-free environment by creating awareness against plastic bag usage and by using plastic-free utensils in canteen and hostels.

Paperless office: The institution promotes paperless office as a green option than using the means of paper. Attendance entry, Internal assessment question papers , mark entries are made online, proving to be a paperless office. No unwanted thoughtless photocopy is entertained. Many seminars and workshops are carried out to emphasize the need for conservation of biodiversity.

Green Landscaping

There are four well-laid landscape gardens in both campuses. The landscape has an orchard comprising of Gooseberry, Mango, Guava, Raspberry, Pomegranate, Banana, Custard apple. Coconut, Palms and Asoka tree cover the premises. There are also many flowering plants.

Other initiatives

Few more unique green practices in making the campus green friendly are:

- **Zodiac Based Garden-** The Nakshatra garden (Zodiac based garden) is pivotal for the formation of a healthy biosphere. The Nakshatra garden (Zodiac based garden) gives a spiritual touch to the students and faculty. It gives a key to the formation of a healthy biosphere. The Nakshatra garden consists of *Strychnos nuxvomica* L. (Ashwini), *phylanthus emblica* L.(Bharani), *Ficus racemosa* L.(Karthika), *Syzygium cumini* (L.) Skill (Rohini), *Acacia catechu* (L.f.) Willd. (Mrigashirsha), *Pterocarpus santalinus* L. (Thiruvathira), *Bambusa vulgaris*(L.)Voss. (Punarpusam), *Ficus religiosa* L. (Pusam), *Calophyllum inophyllum* L.(Aayilyam), *Ficus benghalensis* L. (Magam), *Butea monosperma* (Lam.) Taub. (Pooram), *Nerium indicum* L. (Uthram), *Spondias pinnata* L. (Astham), *Aegle marmelos* L. (Chithirai), *Terminialla arjuna* (Roxb.) Whight & Arm (Suvathi), *Feronia elephantum* Linn.(Visakham), *Mimosops elengi* L.(Anusham), *Streblus asper* Lour.(Kettai), *Mangifera indica* L. (Moolam), *Salix tetrasperma* Roxb.(Pooradam), *Artocarpus heterophyllus* Lam. (Uthradam), *Calotropis gigantean* (L.) Dryan. (Thiruvonam), *Prosopis spicigera* (L.) Druce. (Avittam), *Anthocephalos cadamba* (Roxb.) Miq. (Sathayam), *Gluta travancorica* L. (Pooruruttathi), *Azadirachta indica* L. (Uthruttathi) and *Madhuca indica* Linn. (Revathi).
- **Herbal Garden** – This is an unique environmental sustainability practice with active engagement of faculty and students where 200 medicinal herbal species are grown which provides health benefits and an ecological balance.
- **Re-cycling and Up- cycling practices in specific departments.**
- **Adequate Waste Collection Bins.**
- **Planting of Trees which can improve and retain ground water**

File Description	Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 2.84

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3.50	76.53	0.28	73.54	1.20

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 242

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
63	46	39	51	43

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 272

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
70	53	50	53	46

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 270

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony

and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
48	61	58	43	60

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The environment has several challenges which affect the morality of Higher Education System in the process of promoting high values and moral standards among students. One of the objectives as stated in the Prospectus of the Institute ensures to inculcate ethical values, social and moral standards in all the disciplines of study. The Institute observes all prominent national festivals along with the birth and death anniversaries of great leaders regionally and nationally. Such programs aim to motivate the moral life of the students. These programs promote qualities of self-discipline, spirituality, righteousness, ethics, integrity, simplicity, self-reliance, human values, empathy, social responsibility, humility, honesty etc.

The Institute is a temple of learning with instills the set of values to build character and better citizens for a progressive Nation. The Institution observes Birth and Death Anniversaries of the Founder of the institution Dr.T.S.Avinashilingam, Nurturer of the Institute Dr.Rajammal P.Devadas , Father of the Nation Mahatma Gandhi on 2nd October as Gandhi Jayanthi and 30th January as Sarvodaya day , Patriotic Poet Mahakavi Subramanya Bharathi's Birth and Death observance to showcase his works on women's empowerment and Kamban Vizha who wrote Ramayana. The institute observes Sri Ramakrishna Jayanti and Annai Vizha to remember the dedication of Holy Mother Saradamani devi.

Good Governance Day is observed on the birth anniversary of former Prime Minister Atal Bihari vajpayee's, Swami Vivekanandar's birth anniversary as National Youth day, Birth Centenary of M.S Subbulakshmi, National Integration Day to commemorate birth anniversary of former Prime Minister Indira Gandhi. Teacher's day is observed to mark the birth anniversary of Dr.Sarvepalli Radhakrishnan, Dr.Maulana Abul Kalam's birth anniversary observed as National Education Day, National Unity Day is observed to commemorate the birth anniversary of Sardar Vallabhbbhai Patel.

Apart from observing such anniversaries, the Institute also celebrates regional festival like Pongal,

Sarawathi Pooja, Ayudha Pooja etc. With the objective to spread love, peace, non-violence and brotherhood, Independence Day and Republic Day are organized when all the students, teachers and supporting staff clad in White Khadi demonstrating the message of peace remembering the sacrifice of Indian freedom fighters.

The practice of wearing khadi clothing on several other occasions makes everybody aware that this institution stands for the words of Mahatmaji's swadeshi and swaraj. The other events are Matrubasha Diwas, Christmas day celebrations, International Yoga day, World Breast Feeding Week, International Day of Persons with Disabilities, Dietetics Day, Children's Day, World Food Day, World Literacy Day, World Tourism Day, Wild Life Week, National Science Day, World Health Day, International Women's Day, Nutrition week, Engineers' Day, Printers' Day, World Environmental Day, International Students' Day etc.

Every year Endowment lectures are organized with specific topics which would strengthen the true values in individuals to lead a quality life. Such programs empower the students to compete in the global knowledge economy and become a competitive component to have an edge over other students.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Good Governance system enhances the performance of the institute meeting the global benchmarks of credibility and quality. The Vision of the Institute forge forwards all the stakeholders in an unified direction and the Mission is achieved at its excellence through the participation of its stakeholders like Trust members, Board of Management, Administrators, Strategic Committee Members, Faculty Members, Students, Alumni, Parents and Community at large .Our Institute stands true to its founding philosophy of excellence in higher education through an effective governance system in place.

The Institute maintains transparency in its administration by uploading the Minutes of Board of Management meeting in the website, every month meeting with Heads of departments and students Council, periodic Staff meetings of both teaching and Non-teaching, Staff Grievances Redressal. The institute's website provides access to disclosure documents like the Minutes of Statutory Bodies, Bye-laws and Annual reports.

There are committees both administrative and academic which ensures accountability and has adequate autonomy in decision making like Board of Management, Planning and Monitoring Board, Finance Committee, Academic Council, Boards of Studies paying greater attention to the systematic institutional development. The other Committees spearheading the affairs of the Institute are Academic Audit, Travel, Conferences and Seminars, Library, Building, Research Advisory, Discipline, Examination, Publications, Travel Grant, Fee Revision, Sexual harassment, Anti-ragging, Internal Quality Assurance, Animal Ethics, Human Ethics, Tournament and Sports, OBC/SC/ST cell and Equal Opportunity Cell which place the

institute at zenith with active engagement of staff members at all levels.

The Annual Financial Planning is done on a bottom-up pattern by understanding the budgetary requirements of all the departments and compiled to prioritise the budget allotment. The Finance Officer approves the requirements in consultation with the departmental heads to plan their academic activities accordingly. The major investments and other contracts are decided based on the systematic purchase procedure and all the information are transparently placed for discussion in Purchase committee before work order or purchase order is issued. There is a system in place for settlement of accounts by different departments under various heads.

There is a full -fledged, robust system of internal process well integrated like Admission, Examination process, Student Management System, Internal Quality Assurance, Library Management etc. The Institute has a highly secured IT architecture for streamlining the flow of information through eCampus which underpins the effective Governance System.

The Institute has different auxiliary services like Hostels , Placement Cell, Entrepreneurship Development Cell, Guest House, Transport Facility, Bakery, Fruit Stall, Canteen , Stationery, Health Centre, Counselling Centre(CARE), Photocopier Facility, Printing Press, Engineering department which cater to the quality campus life and administered with utmost transparency in management as there is an open inspection and run by the collaborative efforts of administrators, academic staff and students.

In all activities of Financial, Academic, Administrative and Auxiliary services, transparency is maintained through Board Meetings, Stakeholders Committee Discussions , Collaborative work between academic and administrative staff, disclosure in Website, Compliance Reports periodically sent to Regulatory Authorities, Press Meets, Student-Staff integrated activities etc.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice 1: Bottom up approach in Academic and Administrative operations

Title of the practice: *Connecting the Dots: The Bottom - Up Strategic Approach*

Avinashilingam Institute for Home Science and Higher Education for Women which has established itself as a university with deemed status since 1988 has been successfully re-engineered its strategic approach from 'Top-Down' to 'Bottom-Up' in order to cater to the needs of various stakeholders of higher education. The vision, mission and objectives of the institute is achieved by adopting a 'bottom-up' approach where the students and faculty members are included in all stages of decision making along with other contributors namely parents, industry experts, alumni, government and non-government bodies and community. This enables the institute to have thorough understanding of the needs and demands at the grass root level and execute the same accordingly.

Objectives of the practice

1. Empowering the individuals or teams.
2. Creating agile and responsive work culture.
3. Greater work commitment and pride of all stake holders thus improving the quality of life.
4. High reliance on the existing processes and procedures.
5. Ensure efficient functioning at all levels from the micro to macro levels.
6. Enhance the morale and explore different ways that could work best to strengthen the collaborative effort.

Context

An institution sets a burning platform of change towards futuristic goals and priorities. The role and the expectations of the internal and external stake holders like Trustees, Top administrators, Teaching faculty, Support staff, Non-teaching members, Students, Parents, Alumni, Industry, Industrial Associations, Government and Community keep changing to accommodate global demands as well as to maintain the Institutional Value Proposition. A transparent, envisioning and sustainable institution is made possible through the inputs from different stakeholders gaining momentum for transformation. This necessitates the institute to apply 'bottom-up' approach as a pivotal effort in enhancing the institutional efficiency and achieve the Vision through shared opinion and voices. The network of different stakeholders and their participation not only brings in transparent practices in academics and administration but also initiates process improvement from grass root level. In the context of achieving quality assurance with relevance, costs, equity and global standards, the institute proactively engages in bottom-up practices.

The Practice

Administrative Process Improvements

The Institute is a confederation of different faculties governed principally by the Board of Management (BOM). The Board is supported extensively by Planning and Monitoring Board, Finance Committee and other Committees. The Board takes up for discussion and approval various academic and administrative issues that are brought to its purview through various other boards and committees such as Planning and Monitoring Board, Academic council, Finance Committee and Boards of Studies. Students' voice out their opinion through student council and Feedback system regarding infrastructure facilities and other process improvement needed in the institute. Similarly, teaching staffs are involved in department level meeting

regarding the fund requirement for various academic and non-academic activities which are carried forward for discussion with the higher authorities and later put forth in the Finance Committee and finally submitted for approval in BOM. The bye-laws, rules and regulations are developed in consultation with other members and are made available in the website which is evidence that the entire Institute's administration is participative and follows bottom-up approach. Other stakeholders also involve themselves through constant feedback system. Various committees like Purchase Committee, Travel Committee, Building Committee, Research Advisory committee are involved in translating the views and suggestions given by various stakeholders into reality through the BOM.

Academic Management Practices

Students engage in various forms - both formal and informal ways (On Students Council, Participation in student satisfaction survey, instant feedback, Interactions in Social Media and alike) to give their suggestions regarding curriculum, facilities, and activities in the institute for their better prospects. Tutor ward systems encourage one to one dialogue with the tutors, where the needs and grievance of individual students are captured. The tutors carry forwards the suggestions and needs of the students to department meetings and Board of Studies based on their relevance and credibility. The students actively participate in curriculum enhancement wherein the opinion of the students are observed and presented before experts. Such inputs form part of the curriculum thus sharing the ownership of decision making with the students. The research scholars choose and design their own syllabus for the theses papers with the approval of their respective supervisors and it is passed in the Board of Studies.

The academic committees such as Boards of Studies and Academic Council draw experts from industry, senior academicians from other institutions with the internal faculty members in rotation. Each faculty will get an opportunity to share their expertise to build distinctive academic programs. Later, the discussions are approved by the BOM.

The students get high-impact experiences as they work jointly with the faculty members in academic and non-academic activities. Parents, Industry experts, Alumni also provide feedback regarding curriculum and other aspects of the institute and these suggestions are carefully included appropriately.

Evidence of success

This collaborative approach starting from the lower rung (Students, Staff) and ascending up (Administrators) the decision tree, evidently reinforces the satisfaction of all stakeholders which has taken this Institute marching successfully beyond Diamond Jubilee Year. The proud alumni had contributed to construct an Arch in the Third gate in commemoration of the Diamond Jubilee Year; Birth Star based Garden; and Scholarships to needy students. This shows the depth of affinity the alumni has upon the institution.

The bottom-up approach facilitates decisions suggested down the line and delegation of authority increases responsibility and accountability. Few changes that have been implemented as a result of such bottom-up approach are as follows:

- **Curricular reforms:** CBCS, Inter-disciplinary and Multi-disciplinary courses are a result of students' needs and voices.
- **E-learning courses:** MOOC, Spoken Tutorials, SWAYAM, E-PG Pathshala and Learning Management System have been introduced to facilitate any time learning.
- **Physical Facilities:** Upgradation of existing infrastructure such as library, laboratory, toilet facilities, foodcourt, games facilities for the benefit of students and staff.

The improvement in the level of responsibility to accept challenges, maintaining the global bench marks in both academic and non academic activities, increased publications, improvement in corporate involvement, active Student Council, automation of academic and administrative activities and higher community engagement are further evidences.

Problems encountered and resources required

Speed in implementation of decision has been a limitation as bottom-up approach involves participation from grass root level. High Involvement of many stakeholders slows down the decision making process. Further, there is lack of strategic control in monitoring the progress which hinders the sustenance of certain working patterns. There is a gap in academic planning and resources mobilisation at times as the plans are ambitiously made and could not be supported at later stages. Also non-adoption of certain contemporary technologies such as Mobile technologies has led to slower decision process.

Improved state of art infrastructure and increased investment in technology is needed to further enhance the effectiveness of Bottom-Up approach.

Best practice 2: *Inclusive and Equitable Education*

Title of the Practice: *Inclusive and Equitable Education – the innate drive of the institute*

'Inclusive and Equitable Education' is the 'Mantra,' the driving force of higher education in recent times, especially in India. In line with the nation's goal of 'education for all', Avinashilingam Institute for Home Science and Higher Education for Women had been practising 'inclusive and equitable education' since time immemorial. The institute is committed to the cause of women's education as is engraved in the Institute's Vision and Mission.

Vision

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

Mission

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

The institute ensures ample opportunities for women students from all sections (caste, creed, religion, special needs) without any discrimination. Being all - women's institute with complete autonomy and deemed university status, the institute has been successful in implementing 'inclusiveness and equitableness' in both formal and non-formal streams of education.

Objectives of the Practice

The institute has set the following objectives to offer wholesome academic experience for women students from all walks of life:

- Value the presence and engagement of all individual students.
- Admit / enrol women students enabling leverage for students from reserved category,

minority groups and vulnerable sections of the society.

- Offer academic programmes to suit the needs of present day women student

community which would also fulfil local and global demands.

- Promote both formal and non-formal education.
- Tailor courses / schemes to for persons with special needs.
- Serve the underprivileged women in society.

The Context

India is the second most populous country with about 2.21% of disabled population (Census of India, 2011). The Government has taken several initiatives to provide education to all since independence and the Persons with Disabilities Act, 1996 has advocated that education of special children to be provided along with regular children. Although the Government of India has attempted to create policies that are inclusive for people with disabilities, their implementation efforts have not resulted in a truly inclusive education in India. Avinashilingam Institute for Home Science and Higher Education for Women have been always proactive in addressing this social cause by implementing 'inclusive education' in its true sense. The

institute has been a pioneer in the region to offer special education course thereby training human resources to teach special needs children. The institute also fosters 'equitable education' in line with Gandhian ideals by providing 'fairness' and 'inclusion' in higher education. The institute caters to women students of varied socio-economic background without any discrimination.

The Practice

Focus on achieving wholesome academic experience from the view point of geocentric inclusive education had driven the institute to embark on an education mode offering '**inclusive and equitable education**' at affordable cost. Reservation system of Government of India has been strictly followed during admission of students into various programmes. The institute provides preferential treatment to disadvantaged students during admission. Further, need-based scholarships are also provided to disadvantaged students to help them pursue education without much burden.

Teachers follow classroom practices such as individualised attention; tutoring; slow learners coaching and alike in order accommodate learners from different culture, socio-economic background and those with disabilities along with the mainstream education. The institute does not accept any donation or capitation thereby making education affordable for students from low economic background also.

The institute offers quality education to all and inculcates scientific temper, professional / technical skills, vocational training, entrepreneurial skills – all with an eye on developing the students' intellectual, technical, social and emotional well being.

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

All Undergraduate and Postgraduate students are provided access to a wide range of Programmes / Course options under CBCS system, with Co - Curricular, Interdisciplinary, Multidisciplinary, extracurricular and Professional Certification Courses. To cater to the needs of students from various social backgrounds, soft skills / communications skills are provided to their morale and self confidence.

Students are also provided with Add - on and Skill-based courses , offered by the various departments and centres of the institute namely Community Education, Dr.Ambedkar Study Centre, Women's' Studies Centre, Life Long Learning, Equal Opportunity Cell, IAS/IPS Coaching, NET/SLET Coaching , Remedial Coaching, ED cell of the University.

Provision to aim higher and complete M.Phil and Ph.D is yet another threshold kept open for empowering all women students.

Evidences of Success

- Teacher Training courses such as B.Ed Special Education (Visual Impairment) and B.Ed Special Education (Hearing Impairment) are successful on-going programmes that train teachers to teach children with disabilities.
- Students enrolled in different programmes in 2017-2018 counting to 2790, stands as a solid evidence for the success of the practice. Among those enrolled (category wise), 283 belong to General, 2156 belong to OBC, 313 belong to SC, 38 belong to ST and 15 belong to Physically Challenged (Visually impaired / Hearing impaired).
- 80 students were sanctioned Management scholarships
- 2317 students benefitted out of Government scholarships
- Students of 2016-2017 Batch - *Two thousand One Hundred and Fifty Two* had received their Degree Certificates in the 29th Convocation held on 29th January 2018.
- Through the Pro-active Placement Cell of the University, 638 students got placed during the year 2017-18.
- A good number of students belonging to Reserved category / Minority groups (201 to be precise) had undergone remedial coaching classes sponsored by the UGC Scheme through Equal Opportunity Cell.
- Nearly 153 students belonging to SC(9), Minority(4) and OBC(140) had availed the opportunity to attend the entry in service (IAS/IPS) coaching classes offered under Merged Scheme in 2017-2018.
- The NSS Empanelled Training Institution had imparted NSS training to 482 programme officers' participants belonging to Higher Secondary Schools/Directorate of Technical Education/State Council of Education Research and Training/Universities Institutes during the year 2017-18.
- The data presented above are ample proof to showcase the efforts of the Institute to emerge as a successful agent for addressing the issues of gynocentric Inclusive and Equitable Education.

6. Problems Encountered and Resource Required

Inclusive and Equitable education is not that easy as said. The institute faced several challenges in implementing this process:

- Teacher preparedness: Teachers were not exposed ways and means of teaching children with disabilities.
- Lack of Infrastructure: There arises need for ramps, wheelchairs, adequate lighting, special software packages etc for teaching children with disabilities.
- Teaching Practices: Teachers have to be oriented with various methodologies for building up an inclusive class room and to accommodate students with various socio-economic background.
- Academic Gaps: Being equitable, the institute has to address the issue of students from various economic and social set up. Academic gaps were noticed among students from top graded schools and less graded schools.

Improved infrastructure facilities, Human resource potential, wider linkages, dissemination strategies (through different media), increased hostel rooms and facilities are the resources required to overcome the above said challenges.

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

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

‘Value based Education’

Preamble: Value based education is one of the major goals set forth by National Policy on Education (NPE 1986). The institute upholds inculcation of values as the essential tenet of education and ethos of Institute culture. The delivery mechanism encompasses all major stakeholders (i.e.,) students, teachers and the management who design professional practices to achieve the Vision.

Value education at the institute focuses on promoting student capabilities, attitudes and skills that reflect not only in academics but also life beyond. The institute offers holistic education encompassing student’s emotional and relational skills conducive to healthy wholesome development of women.

The milieu for value education has been laid on strong foundation considering relevant key areas. They evidently gratify the goals of higher education (access, equity, quality & excellence and relevance) on a value education mode. Such values get transformed into action through effective leadership and stakeholder participation, in terms of:

- Clarity of purpose in incorporating the desired values
- Adopting consensus building strategies in making critical decisions
- Creating environments of care and trust
- Treating students and colleagues with respect
- Promoting team work, networking and stakeholders’ participation
- Reviewing policies and practices periodically

The institute's vision, priorities and thrust reflect value education in the following aspects:

- **Curriculum:** Values shared through the formal system (courses/syllabi) prepare students towards their professional and personal life. Values such as positive attitude, hard work, discipline, cooperation and alike are inculcated throughout the learning period enabling development of healthy interpersonal relationships. The programmes taken up by students fetches them employment, whereas the effectiveness to deliver in a job are sought by students through the values transformed to students such as perseverance, endurance, responsibility, accountability, genuineness and alike.

Value education provided by the institute enables learners how to think, reflect, critically evaluate, appreciate one's own /others values and develop better decision-making. Fostering values in women students is seen as an investment in building the foundation for lifelong learning and promoting human excellence. The core value of **Academic Excellence is reflected in designing and restructuring of curriculum and such practice is expected by all stakeholders of the institute.**

The curriculum - both explicit and implicit, serves as an important source of providing value education. Successful implementation is ensured adopting the 5 C's principles namely, Connection, Caring, Critical thinking, Communication & collaboration and Conviction, Commitment & Courage.

- **Extra Curricular and Co-Curricular:** The institute offers Extracurricular & co-curricular courses as a complementing medium to inculcate values along with academics. Three Extracurricular & 23 Co-curricular Courses are offered by the institute. Supplementary modes include:

1. Value oriented scholastic/ non-scholastic courses
2. Live Life Education Programmed for freshers
3. Value integration into all activities at the institute
4. Training in Meditation, Yoga, Adventure activities and Martial Arts.
5. Compulsory Physical Education Classes for students.
6. Fostering fraternity, Communal Harmony and National integration

- **Scientific Temper and Research:** Research in education, hitherto has also been value based at the Institute. Researchers are guided on set guidelines by the Research Advisory Committee, Ethical Committees, Plagiarism policy, research policy constituted for the purpose.

The institute has made participation and presentation in 'Research Conventions' mandatory for research scholars (M.Phil/Ph.D) in order to assist the scholars to pursue researches of higher order. Positive reinforcers like seed money for project, incubation center and centralized lab further add to the research endeavours.

Faculty exchange programmes have been encouraged through various collaborations, whereby staff travels to other countries and stand testimony to the value based research work at the global level too.

The scholars/students are encouraged to undertake quality work by providing state-of-the-art facilities, publishing papers jointly with supervisors, presenting papers and research work relevant to societal needs.

- **Extension Activities:** One of the major thrust of higher education, 'outreach and extension activities' are an inbuilt component in the curriculum. The core value of the institute **Social relevance and Women's empowerment** is threaded in all the activities undertaken as a part of civic responsibility. Aspects of concern include:

1. Community service.
2. Compassion for the underprivileged.
3. Interactive sessions with less fortunate children and society
4. Conversing with elderly/old aged people.
5. Promoting consumption of traditional foods and green practices.
6. Enjoying the Joy of Giving - Noble and Philanthropic endeavors.
7. Campaigning against social evils
8. Engaging in activities promoting sustainability

- **Cultural Convergence:** The institute exposes students to different cultures through various learning situations. The core values of the institute, **Vitality of Culture and Values as well as Diversity and Inclusiveness** are followed in adapting to heterogeneous culture and unified thoughts are promoted. The modes successfully executed to impart cultural values include:

1. Annual celebrations like: Nativity scene during Christmas.
2. Onam /Pongal festivals.
3. 'Kolu' - display of dolls (from about 70 countries) during Kalaivizha.
4. Christmas carols.
5. Margazhi Bhajans.
6. Observing days of national significance.
7. Dress Code: Salwar & Kurta with dupatta, Saree/half-saree.
8. Parents as Chief guests for hostel day celebrations.

Outcomes: The following outcomes are experienced and witnessed:

- Discipline and value oriented behaviour expected of Teaching/ Non-teaching staff and students are aligned to the Institute's values and policies. Therefore no cases of deviations recorded so far.
- Malpractices have decreased considerably, only stray incidences in past five years
- Abiding by the set codes is ensured by obtaining signed agreements from parents and students during admission which has reduced disciplinary actions and there is an increase in the moral reasoning among students.
- Legacy of institutional value system carried forward for more than 60 years.
- Participatory, consensus - oriented, transparent Governance in administrative system. The core value of the institute, **Accountability and Transparency** is practiced as institutional governance.

Value based education imparted enhances students' social and interpersonal skills, and crafts them as good human beings. Till date, the institute lives up to the value laden expectations of the founder architect of the Institute **Dr. T.S. Avinashilingam** and the Mastermind behind the Institute **Dr. Rajammal P. Devadas**, whose hard work have been a beacon light in the success path of the Institute.

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



5. CONCLUSION

Additional Information :

The milestones and note-worthy recognitions of the institute are given below:

- **Deemed to be University** status Since 1988
- **Category 'A'** by the **Ministry of Human Resource Development** (vide MHRD letter dated 19.10.2012)
- Re-accredited with **'A' grade** by the **National Assessment and Accreditation Council**(vide NAAC letter dated 09.07.2013)
- One of the four India-Led institutes to receive **Indo-US 21st Century Knowledge**
- **Recognized by Planning Commission as one among Top 100 Universities**
- One of the women institute Recipients of **DST CURIE** funding.
- Recipient of **ICTACT Outstanding Academic Partner Excellence Award** for the year 2015 by ICT Academy of Tamilnadu.
- Bestowed with the responsibility of e-content Development for Post Graduate Subjects (**e-PG-Pathshala**) in Food Science and Nutrition and in Home Science Sponsored by National Mission on Education through ICT (NME-ICT), MHRD
- Recipient of **Academic Leader Award** by EMC2 , Bangalore
- UGC Listed Journal 'Indian Journal of Nutrition and Dietetics' has been published since 1964
- Selected by British Council to execute **Young Women Social Entrepreneurship Development Programme** to contribute to entrepreneurship education.
- Honoured by Coimbatore District administration with Medal and Certificate in recognition of the **contribution made by NSS volunteers in blood donation camps** every year.

Best Practices of the Institute

- The institute stands unique in implementing **inclusive and equitable education** as reflected in diversity among students.
- **Bottom-Up approach** is practiced in decision making activities which stands as a testimony of **participative management and governance**.
- Follows the **educational ideals** of Sri Ramakrishna Paramahansa, Holy Mother Sri Saradamani Devi, Swami Vivekanandha and Mahatma Gandhiji
- **Daily prayers, yoga and meditation** are practiced by the students.
- The institute conducts biannual **research conventions**
- **Digitalization** in academic and administrative affairs.
- Well-planned academic activities and **prompt declaration of results**.
- The grand annual fest of the institution "**KalaiVizha**" is conducted to bring out the inherent talents of the students.
- Students and Staff wear **Khadi Saree** on important National functions and National programmes.
- **Eco-friendly practices** such as use of Solar energy, Sewage Treatment Plan, Birthstar Garden, Rain Water harvesting, Wind Mill and alike.

Concluding Remarks :

Presently, the institute is ardently working on the following projects:

- **Advanced Research laboratory** with contemporary research equipments for enhancing research activities.
- **Development of MOOC courses** in Computer Science, Management, Human Development and Education
- **SWAYAM – MOOC and Spoken Tutorial** are introduced in the curriculum with additional credits. Five MOOC Courses offered by the Department of Special Education has an enrollment of about 4600 students all over India.
- Extension and community outreach activities with focus on **Swachh Bharath Abhiyan** and **Rashtriya Ekta Diwas** are being carried out with full vigour with a series of programmes
- The institute is augmenting research potential with the aid of funded projects such as AYUSH, DRDO, DST, ICSSR, DST-SERB, CURIE Phase II
- Institute is heading towards **100% digitalization** in line with ‘Digital India’ concept. The institute is successfully implementing **digital modes of payments of all receipts and payments** as directed under National Digital Payments Mission of MHRD
- **Celebrated Diamond-Jubilee** with various commemorative activities and by carrying out infrastructural renovation including Jubilee Arch, Nachatravanam (Star-tree garden), awarding Scholarship for 60 students and expansion of alumni network
- **Infrastructural facilities** are being strengthened to enhance teaching-learning process
- **Promotes skill development** in various fields which fosters self-employment.

To sum up, the institute stays rooted to its core values, mission and vision in all its activities and has been consistently committed towards upliftment of the underprivileged and welfare of the society. The institute has been pro-active in providing contemporary curriculum to meet the local and global demands of various stakeholders. Further, ICT enabled teaching-learning methods have provided greater access and flexibility to students in particular and community in general. Value based education along with various extension activities have produced socially responsible citizens for decades and will continue to do so. The institute owns the responsibility to empower women students from all sections with required knowledge, skills sets and creativity to lead a self-sustaining and prolific life. Overall, **the institute is a pertinent contributor to sustainability through quality higher education, research/innovations of ethical standards and indomitable community connects.**

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.4.3	<p>Number of Patents published/awarded during the last five years</p> <p>3.4.3.1. Total number of Patents published/awarded year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	0	1	0	1	2	2017-18	2016-17	2015-16	2014-15	2013-14	0	1	0	1	2
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	1	0	1	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	1	0	1	2																	
3.6.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>3.6.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>11</td> <td>5</td> <td>4</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>1</td> <td>3</td> <td>1</td> <td>5</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	18	11	5	4	10	2017-18	2016-17	2015-16	2014-15	2013-14	12	1	3	1	5
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4.2.6	<p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 1770 Answer after DVV Verification: 1770</p>																				
5.3.1	<p>Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years Answer before DVV Verification:</p>																				

2017-18	2016-17	2015-16	2014-15	2013-14
24	21	5	20	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7	2	3	3	2

Remark : As per e-copies of awards/medals provided by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>6268</td> <td>5599</td> <td>5583</td> <td>5848</td> <td>5488</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> <td>2014-15</td> <td>2013-14</td> </tr> <tr> <td>6250</td> <td>5599</td> <td>5583</td> <td>5847</td> <td>5488</td> </tr> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	6268	5599	5583	5848	5488	2017-18	2016-17	2015-16	2014-15	2013-14	6250	5599	5583	5847	5488
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