Avinashilingam Institute for Home Science and Higher Education for Women

ACADEMIC AND ADMINISTRATIVE AUDIT COMMITTEE REPORT

(28th July to 30th July 2021)

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ACADEMIC AND ADMINISTRATIVE AUDIT COMMITTEE MEMBERS

Chair Person

	Dr. V. Murugesan **Former Vice Chancellor** **Former Dean-Research** **Annamalai University- Chennai**

Members

	Anne Mary Fernandez **Dean,Administration** **Alliance University** **Kovaipudur**
	Dr. N Ponpandian **Professor & Head,** **Department of Nano-Science & Technology** **Bharathiar University, Coimbatore**
	Dr.E. Ramganesh **Professor, Department of Educational Technology** **School of Education.** **Bharathidasan University, Thrichirappalli**
	Dr.M. Thavamani **Former Principal,** **Ethiraj College for Women, Chennai**
	Dr.V. Bharathi Harishankar **Director, IQAC** **Madras University, Chennai**

1.Name & Address of the institution:	Avinashilingam Institute for Home Science and Higher Education for Women, Bharathi Park Road, Coimbatore -641 043
2.Year of Establishment	1957
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	7
Departments/Centres:	36
Programmes / Course Offered:	**UG** : 45 **PG :** 40 **PG Diploma**: 5 **Research Programmes**: 33
Permanent Faculty Members:	400
Permanent Support Staff:	237
Students:	8069
4.Three major features in the institutional Context (As perceived by the Committee):	1. 2. 3.
5. Dates of visit of the Committee (A detailed visit schedule may be included as Annexure):	July 29 – 30, 2021
6. Composition of Committee which undertook the on-site visit:	

	Name	Designation & Organisation Name
Chairperson	**Dr V. Murugesan**	Former Vice – Chancellor Annamalai University , Chidambaram
Member	**Dr Annie Mary Fernandes**	Former Registrar, University of Madras and Karunya University, Coimbatore
Member	**Dr E. Ramganesh**	Professor, Department of Education Bharathidasan University Tiruchirappalli
Member	**Dr N. Ponpandian**	Professor and Head Dept of Nanoscience and Technology Bharathiar University, Coimbatore
Member	**Dr M. Thavamani**	Former Principal Ethiraj College for Women, Chennai
Member	**Dr V. Bharathi Harishankar**	Director – IQAC University of Madras, Chennai

Criterion I - Curricular Aspects **(QlMs in Criterion I)**	
1.1.1	**Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in the Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University**
1.3.1	**Institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

Qualitative analysis of Criterion I

Avinashilingam Institute for Home Science and Higher Education for Women has initiated a well-formulated curriculum development policy and processes which are in alignment with the changing needs of the stakeholders while adhering to regulatory requirements of the UGC/AICTE/NCTE/RCI. The outcome–based education from 2018 within the framework of CBCS pattern has been implemented in 100% of the teaching programmes of the institute. It ensures that learning outcomes for all 2773 courses across 148 programmes incorporates the latest trends in education at the national and international level. The curricular inputs have been designed taking into consideration the requirements of society at large and industry with local, regional and global development. The rich curricula seamlessly integrate values, ethos, gender, environmental sustainability and need of the society.

Curriculum review and restructuring is a continuous process initiated by the faculty based on the respective stakeholder's feedback and the anticipated graduate attributes, formulated by the Board of Studies after elaborate deliberations and approved by the Academic Council and Board of Management. 3 new programmes have been introduced and 93.33% of all the 148 programmes were revised during the reaccreditation/reassessment period. 87 percent of all the programmes are competency-based, nurturing employability and entrepreneurship skills. Cross cutting issues such as gender, environment and sustainability, human values and professional ethics have been adequately incorporated in the various courses/programme as it enriches the curricula and facilitates inter/multi-disciplinary thinking and collaborative learning.

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

Regular feedback from the students, alumni, and faculty were analyzed and the institute ensured

appropriate follow-up action towards addressing gaps in student's progression and development. The action taken on these feedback reports are uploaded in the website of the institute every year. Integrated learning environment provided by the departments/centres has equipped the students with lifelong learning skills to face real-time challenges. The curriculum focused the skill enhancement strong footing in the domain of knowledge, experiential/activity based learning to face the challenges of the employers need as well as societal needs. The curriculum of all programmes have in-built applications oriented courses as well as hands-on experience.

Criterion II - Teaching-learning and Evaluation (QlMs in Criterion II)	
2.2.1	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3.1	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2	Teachers use ICT enabled tools including online resources for effective teaching and learning processes
2.5.3	IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution
2.6.1	The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other document
2.6.2	Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Qualitative analysis of Criterion II
The institute is committed in providing quality and transformative higher education for women candidates with special emphasis on holistic, value-based, technology enabled education for self-empowerment with affordable fee structure. Women candidates across the country have enrolled for various programmes offered by the institution at UG, PG and Research levels including the first-generation learners. Merit based, transparent admission procedures are adopted, and reservation policies of Government of India are strictly followed to ensure equitable and inclusive education. The institute has a well-structured mechanism of identifying slow and advanced learners through the induction programmes, first sessional examination and behavioral patterns. The identified slow learners, without stigmatization, are mentored academically and personally through the designated mentors by additional tutorials, capacity building programmes and providing communication skills. The institute equally encourages the advanced learners in securing additional credits through extra courses, opportunity to attend conferences/seminars/workshops and credit transfers. Every faculty of the institute practices student-centric teaching learning methods and state-of-the-art ICT facilities and tools to enhance learning capabilities. Counselling sessions are organized to help the students to

handle academic/stress related issues through a good mentor-mentee ratio at 19:1.

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

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

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

While appreciating the efforts of the institute in upgrading curriculum the AAA committee is of the opinion that they autonomy accorded to the institute should be utilized more effectively in providing greater horizontal and vertical mobility to the students by way of augmenting non-core credits.

The new initiatives in the direction of OBE and outcome mapping are laudable, however efforts needs to be taken to internalize the same by way of further strengthening

Criterion III- Research, Innovations and Extension	
(QlMs in Criterion III)	
3.1.1	The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented
3.3.1	Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.5.1	Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy
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

Qualitative analysis of Criterion III

The institute promotes basic, interdisciplinary and translational research activities with focus on emerging

societal needs and innovation towards products development. A well-defined 'Research Promotion Policy' and 'Strategic Plan' facilitate high quality research outputs and outcome from the institute.

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

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

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

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

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

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

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

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

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

Criterion IV - Infrastructure and Learning Resources
(QlMs in Criterion IV)

4.1.1	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2	The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)
4.1.3	Availability of general campus facilities and overall ambience
4.2.1	Library is automated using Integrated Library Management System (ILMS) and has digitisation facility
4.3.2	Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility
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.

Qualitative analysis of Criterion IV

The institute has two campuses: Main campus in urban setting spread over an area of 14.28 acres and the Satellite campus in rural setting with 93.83 acres. Teaching-learning facilities provide conducive ambience for offering the present 148 UG/PG/PhD programmes. 222 ICT enabled classrooms, 35 laboratories with modern and scientific equipments, computing labs with latest configured computers, e-studio, 12 auditoria and seminar halls strengthen teaching-learning activities.

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

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

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

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

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

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

E-campus (ERP) ensues digitization of all staff and student related activities. The Institute has eco-

friendly infrastructure which includes solar panels, wind-mill, LED lights, rain water harvesting and waste water treatment plants thereby demonstrating green practices and paving way for sustainability. The average percentage of expenditure for maintenance of physical and academic support facilities during the last five years is 53%.

Criterion V - Student Support and Progression **(QlMs in Criterion V)**	
5.3.2	**Presence of Student Council and its activities for institutional development and student welfare**
5.4.1	**The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services during the last five years**
Qualitative analysis of Criterion V	

Student support and progression opportunities are abundant which are made possible by a well-established student support mechanism of the institute at all levels. Annually 63% of students have been benefited from scholarships provided by Government / Non- Governmental Organization and Institutional freeships during the last five years. An average of 4000 students are supported and guided through unified capability development and enhancement measures like Guidance for Competitive examinations, Orientation for Career development and prospects every year.

Training for Soft Skill and Communication Skills, Language skills, Life skills (Yoga, Meditation, Health and Hygiene, Physical fitness) sessions are a part of the academic package for the students. The average percentage of placement of students in the last five years is 32%

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

A bottom-up approach in students Grievance Redressal Mechanism ensures equality and safe environment for Conducive learning. Strong compliance of anti-ragging norms by the anti- ragging committee prevents the menace of ragging, making it a ragging free campus. 8 students have represented the institute in the Republic

Day parade during the last five years. The institute motivates the students to participate in sports, NCC, NSS and cultural events at international and national levels. Over the past five years, 216 students have won international and national awards for sports. The grand cultural fest 'Kalaivizha' and other such events organized every year by the student council not only serves as a gateway for the students to showcase their talents but also aids in developing leadership and management skills. Contributions from alumni to the tune of Rs. 50.28 lakhs in the last five years and their participation in the university activities aids supported student progression.

Criterion VI - Governance, Leadership and Management (QlMs in Criterion VI)	
6.1.1	The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance
6.1.2	The effective leadership is reflected in various institutional practices such as decentralization and participative management
6.2.1	The institutional Strategic plan is effectively deployed
6.2.2	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.
6.3.1	The institution has a Performance Appraisal System, promotional avenues and effective welfare measures for teaching and non-teaching staff
6.4.1	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.4	Institution conducts internal and external financial audits regularly
6.5.1	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals
6.5.3	Post accreditation quality initiatives (second and subsequent cycles)

Qualitative analysis of Criterion VI

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

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

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

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

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

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

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

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

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

	Criterion VII - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices (Q$_l$M) in Criterion VII)	

7.1.1	Measures initiated by the Institution for the promotion of gender equity during the last five years
	Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc.,
	  *Annual gender sensitization action plan
	  *Specific facilities provided for women in terms of:
	    a. Safety and security
	    b. Counseling
	    c. Common Rooms
	    d. Day care centre for children of the staff
	    e. Any other relevant information

7.1.3	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.
7.1.9	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India.
7.1.11	Institution celebrates / organizes national and international commemorative days, events and festivals Describe the efforts of the Institution in celebrating /organizing national and international commemorative days, events and festivals during the last five years.
7.2.1	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the manual
7.3.1	Portray the performance of the Institution in one area distinctive to its priority and thrust

Qualitative analysis of Criterion VII

- Gender equity and sensitization is adequately taken care by the institute through academic programmes like A Women's Studies and Entrepreneurship and Ph.D in Women's Studies besides electives and value-added courses, safety and security measures effectively monitored by the Equal Opportunity Cell and appropriate committees.
- The institute has resorted to energy conservations measures like On-grid solar panels with 330 KWP; Wind turbine with 1 KW energy; Bio gas plants; LED lights; sensor based lights and air-conditioners.
- 'Reduce, Reuse and Recyle' approach is practiced in waste management. Codified bins for waste collection, sewage treatment plant, disposal of bio-waste as per norms, incinerators, buy back arrangements for e-waste, waste recycling using bio-gas plants and paper recycling units, are few practices to achieve the above.
- Water conservation is done through rainwater harvesting facilities, borewells, check dams to store water.
- The institute has two green and clean campuses which are declared as plastics free campuses. Students are encouraged to use bicycles and battery-operated car is available for use by differently abled students and staff.
- The institute has been certified as satisfactory by ISO certified external audit agency for its energy, environment, and green audits.
- The institute has adequate divyangjan facilities such as ramps/rails in all blocks; Lifts with braille signals, tactile paths and signages, sophisticated software and hardware for assisting students with various disabilities.
- Reservation policy of GoI is strictly followed in recruitment and admission. Dr.Ambedkar Study Centre, Gandhian Studies Centre and Centre for Value Education cultivate the spirit of inclusion fully supported by Equal Opportunity Cell and SC/ST Cell.
- Student induction programs are conducted every year to sensitize students on the code of conduct, ethics, rights, and duties. Students Council election is conducted in democratic manner.
- The institute projects two institutionalized best practices (a) enhancing research aptitude and capacity of innovation among students and (b) implementing emerging technologies of Artificial Intelligence/Machine learning/Data Sciences with evidences of success.

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

Section III: OVERALL ANALYSIS based on Institutional strengths. Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Strength

Legacy of the Institution: International visibility and recognition as higher education destination for women students across the country for value-embedded higher education programmes with the reputation of home science and nutrition programmes.

Resourceful Human Assets: Well qualified teachers with research aptitude, administrators with farsightedness and skilled support staff.

Participative Curriculum Design: Participation of all stakeholders in framing cutting edge area curricula providing Outcome based Education.

Academic Flexibility with horizontal mobility: Choice Based Credit System and Credit Transfer system facilitating flexibility and mobility of students across the schools and partner institutions.

Value based education: 271 value-added courses providing the ideals of Sri Ramakrishna, Sri Sardamani Devi, Swami Vivekananda and Gandhiji.

Equity and Inclusiveness: Transparent and Merit based admission process adhering to reservation policies to ensure equity and inclusiveness, functioning as the abode for girls from rural and socioeconomically disadvantageous groups.

Affordable Education: Subsidized fees with the support of central and state funding with scholarships cater to the dreams of poor and first-generation learners.

ICT enabled Teaching-Learning: Technology infusion with state of art infrastructure, equipment and know how in all areas of teaching, learning, research and administration with functional e-governance.

Accreditation and Accolades: As a 12(B) recognized Deemed to be University by UGC, the institute is NAAC (A+ Grade) and NBA accredited, MHRD-A-Grade conferred Deemed University Status with ISO certifications.

Strategic Partnerships: MoUs with leading research centers, reputed institutes, corporates in India and abroad for faculty/student exchanges, joint projects, and academic events.

Research, Innovation and Development: Interdisciplinary, translational research supported by state of art infrastructure, Centres of Research, Avinashilingam Innovation Centre, publications and patents.

Extension activities: Need based community service projects in association with multiple partners contributing to the immediate social and economic development of the society instilling community values to students through NSS/NSS/CSS and clubs.

Special Education programmes: Creation of trained manpower and care programmes for the differently abled.

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

Weakness

Back-log of release of UGC grants: In view of the pendency of eligible UGC grants over Rs.100 crore, appointments, faculty and staff terminal benefits could not be fulfilled. This hampers the manpower harmony in the institution.

Minimum number of funded research projects: R&D projects funded by national and international funding agencies and industries are minimal.

Minimum Number of Patents: Quite few patents have been filed and published. Need to increase by patenting the research activities and technology-transfer activities to the maximum.

Less number of Start-Ups: Entrepreneurial and incubation support are provided by the institute. However, the number of startups is to be improved through intensified entrepreneurial and institute's Innovation council activities.

Minimum Industry-Institute Partnership: More industry linkages must be established through strengthening of consultancy potentials and Industry-Institution Interaction Centre of the university.

Minimum Alumni support and activities: In spite of global Alumni spread, academic, research, students support and institution building support by Alumni are minimal. There is a need to strengthen it with more Alumni chapters, activities, and networking.

Minimum Support staff: The institute significantly lacks the prescribed support staff to satisfy the UGC prescribed teaching: non-teaching ratio of 1.0: 1.1.

Minimum Number of International Students: Presently there are very few students from other countries. Dedicated efforts are planned through ear-marked International student centre.

Opportunities

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

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

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

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

Challenges

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

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

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

Enabling Remote Access: Expanding access to higher education to the people in remote areas, villages and tribal pockets is quite challenging through online and blended modes of higher education.
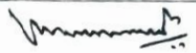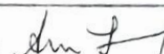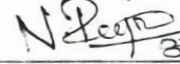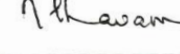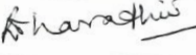
Trade-off between local and global demands: With increased globalization, the institute has challenge in mobilising resources to provide a right mix of programs, courses and curriculum catering to the global needs with local relevance in order to attract students across various regions.

Global prominence and visibility: Efforts to be taken to improve the visibility of the institute at international level to gain global recognition as a University of Excellence.

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

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

Signatures of the Committee Members:

Sl. No	Name		Signature with date
1	Dr V. Murugesan	Chairperson	20/7/2021
2	Dr Annie Mary Fernandes	Member	30/7/2021
3	Dr E. Ramganesh	Member	30/7/2021
4	Dr N. Ponpandian	Member	30/7/21
5	Dr M. Thavamani	Member	30/7/21
6	Dr V. Bharathi Harishankar	Member	30/07/2021

Place: Coimbatore 641 043   **Date: July 30, 2021**

An Initiative of

IQAC