YEARLY STATUS REPORT - 2022-2023

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

• Name of the IQAC Co-ordinator/Director	**Dr.U.Jerinabi**	
• Phone no./Alternate phone no	**04222440241**	
• Mobile	**9790577877**	
• IQAC e-mail address	**iqac@avinuty.ac.in**	
• Alternate Email address	**iqacadu@gmail.com**	
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.avinuty.ac.in/sites/avinuty.ac.in/files/2023-11/IQAC/Aqar-2021-2022.pdf	
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.avinuty.ac.in/sites/avinuty.ac.in/files/AQAR%202022%20-2023/Hand%20book_calendar_22-23.pdf	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 4	**A++**	**3.65**	**2022**	**22/02/2022**	**21/02/2027**
Cycle 3	**A**	**3.01**	**2013**	**08/07/2013**	**07/07/2018**
Cycle 2	**B++**	**3.01**	**2005**	**25/05/2005**	**24/05/2010**
Cycle 1	**Four Star**	**82.4**	**1999**	**29/04/1999**	**28/04/2004**

6.Date of Establishment of IQAC	**15/08/2003**

7.Provide the list of Special Status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Computer Science	**DST CURIE (AI)**	**DST**	**2021 to 2023**	**242.00**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	**8**
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)	**Yes**
• (Please upload, minutes of meetings and action taken report)	[View File](#)
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	**0**

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. Digitization of Annual Student Profile and Student's Satisfaction Survey 2. Conducting Seminars/Workshops on Inclusive Education as per NEP Guidelines 3. Filing data of the Institute for National Institute of Ranking Framework (NIRF) 4. Scrutinizing the Performance Based Appraisal System (PBAS) submitted by the faculty for promoting. 5. Collections of feedback from Stakeholders analysing the data, preparing analysis report and action taken report 6. Conduct of Academic and Administrative Audit 7. Updation of University Activity Monitoring Portal 8. Framing the Guidelines for Seed Money Grant & Minor Research Projects Grant, Travel grant, for appointment of Professor of Practice 9. Implementation of Government Schemes

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Workshops / Seminars/Conferences / Training Programme to be organized by the cell for the Quality Initiatives, its Improvement and Accreditation process of HEIs.	• IQAC has organised 5 Seminars/ Workshops during 2022 - 2023 on the topics on 1. National Workshop on Post NAAC Quality Enhancement In Higher Education Institutions 2. Seminar on "Implementation of Academic Bank of Credit in HEIs" 3. Short Term Capacity Programme on Academic 5.0 4. Best Practices of Avinashilingam Institute Fostering NAAC Assessment Criteria 5. Outcome Based Education Implementation & Attainment
Preparation of NIRF Data	• Submitted NIRF 2023 Data and Secured 81st rank under University category and submitted NIRF 2024 on 29.01.2024
Framing Institutional Policies and Guidelines	• Modification of Institutional policies to enhance the quality outcomes. • Guidelines for Seed Money Grant and Minor Research Projects Grant, Travel Grant, Organising Conferences & Seminars, and appointment of Professor of Practice were prepared and approved in the Executive Council.
Preparation of AQAR 2020-2021 and Institutional Annual Report for the Year 2020-2021	• Submission of AQAR 2021 – 2022 in the NAAC portal and uploaded in the institutional website. • Annual report for the year 2020 – 2021 & 2021 – 2022 also passed in the Executive Council and uploaded in the website.
Preparation of Student Satisfaction Survey and Curriculum Feedback analysis	• Uploaded Student Satisfaction Survey Report in the Institute website. Collected Feedback on Curriculum from Stake holders. •

	Prepared Feedback analysis Report & Action Taken Report and Placed the reports in Board of Management.
Implementation of NEP	• Implemented Academic Bank of Credits, Online Education. Started Four B.Voc Programme and included Vocational Education in the curriculum of Under Graduate programme. • Integration of SWAYAM, MOOC courses. • Avinashilingam Centre for International Education has started Pg Diploma in French. • Organised Faculty Induction Programmes. • Industry Academia Linkage with 90 active MoUs
Institutional Development Plan	• Three Meetings on IDP were conducted to finalise the procedure and strategies to formulate IDP 8 Sub committees on the topics Governance Enablers, Financial Enablers, Academic Enablers, Research and Intellectual Property Enablers, Human Resources and Supportive Facilitative Enablers, Networking and Collaborations Enablers, Physical Enablers and Digital Enablers.
Faculty self-Appraisal framework	• Scrutiny was done on Performance Based Appraisal (PBAS) submitted by the faculty for promotion.
Conduct of Academic and Administrative Audit	• Conducted Academic and Administrative Audit for the year 2020 – 2021 & 2021 – 2022 and prepared the report.

13.Whether the AQAR was placed before statutory body?	Yes
• Name of the statutory body	

Name	Date of meeting(s)
Executive Council	26/02/2024

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	Yes

15.Whether institutional data submitted to AISHE

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

16.Multidisciplinary / interdisciplinary

As an initial step towards the Adoption of the National Education Policy 2020, the Learning Outcome-based Curriculum Framework (LOCF) for Undergraduate Education was adopted and implemented. Accordingly, Four LOCF models were derived and implemented for the institute's wide range of UG programmes.

Avinashilingam Institute has also Adopted the Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions. The Institute initiated the concept of Multidisciplinary Education through its Choice Based Credit System Curricular Framework. Five models at the Postgraduate level and four models at the Undergraduate level are introduced fulfilling the requirements of the respective regulatory bodies, with approximately 20% flexibility to choose other than the Core discipline. Courses under Generic Electives, Ability Enhancement Courses, Skill enhancement courses, Value added courses, Cocurricular courses, Interdisciplinary Courses, Multidisciplinary Courses, Professional Certification courses, and Online courses through the SWAYAM platform are introduced in the curricular framework with 14-26 credit weightage. An internship of either 30 days (UG) or 45 days (PG) is mandatory for Students.

Through these choices of courses and e-learning resources (in both internal and external platforms), students can expedite and carve their interests. The Multidisciplinary research culture is already imbibed through the specialised research centres established with various funding agencies' financial support. This is evident through the sanction of collaborative research projects sanctioned to the Institution with innovative research partnerships/linkages and MoUs with foreign institutions and industries. These multidisciplinary projects have enabled the sharing of resources, and expertise,

avoided duplication of work, stimulated group cohesion, teamwork, and cooperation towards framed objectives, helped in getting through solvable conflicts, worked independently and responsibly, identified own potential, and many more.

For the current academic year, 15 projects Worth Rs. 673.51 L projects are sanctioned by Government Organisations (DSIR, DBT, DST – CURIE, GOI- Ministry of Coal, UGC Stride, ICSSR, NIF, SERB, RITES, IFA). Also, the institute to strengthen the research had sanctioned 56 projects worth Rs. 43.47 L as seed money. The next step is to transform the Institution into a Multidisciplinary research-intensive University for which, the Academic Boards and the research teams are geared towards achieving this with the help of designing need-based courses and multiple entry, and exit options.

17.Academic bank of credits (ABC):

Avinashilingam Institute is one of the 111 Deemed-to-be Universities registered and created ABC ID. Students admitted from the academic year 2021-2022 and after are facilitated to develop the ABC ID, through the digilocker facility. The video was created and circulated among the students' groups, published on the website and shared on social media to orient the students. The Nodal Officer, Class tutors, along with the IT wing of the Institution sensitised the students and the ABC ID has been successfully generated. Further, the concept has been integrated with the Institution's ERP. Once the credit framework and the related details are uploaded, the Institution will be onboarded for other candidates to use and benefit from.

Training on DIGILOCKER & ABC ID Creation details – The institute has conducted a hands-on training for all the first-year students on Academic Bank of Credits (ABC) from 05.09.2022 to 08.09.2022 & 11.09.2022 for different schools. The one-hour session helped them to create the ABC ID and Digilocker ID. Again, we conducted a refresher course on 30th and 31st October 2022 to rectify the issues regarding ABC and corrected it.

As of today, in three years, 7213 students were facilitated to register for the ABC.

18.Skill development:

Avinashilingam Institute aligned with NEP guidelines for Skill Development among students has

- Adopted the UGC Guidelines for HEIs to offer

Apprenticeship/Internship embedded Degree Programme

- The Institute has 52 MoUs with industry and offers Professional Certificate Courses within the broad areas of Social care, Science and Pharmaceuticals, Food Manufacturing, IT and Digital, Business, Public Sector, Banking, Accounting and Finance etc.
- Adopted the UGC Guidelines for Engaging Eminent Professionals as 'Professor of Practice' at Avinashilingam Institute from the academic year 2023-24 onwards. The proposal was approved by the Executive Council to bring real-world practices and experiences into the classroom and strengthen industry-academia collaboration. This initiative is following the UGC recommendations and National Educational Policy 2020. The draft guidelines for Selection and Engaging Professor of Practice at Avinashilingam have been framed based on the UGC Guidelines
- A MoA with the Tamil Nadu Apex Skill Development Centre for Banking Financial Services and Insurance to offer short-term skill development programmes
- Introduction of a work-linked degree programme – BBA Retail Management in partnership with Maruti Suzuki India Ltd
- Joint programmes offered in collaboration with the Institute of Cost and Management Accountants of INDIA (ICMAI) and the Ministry of Micro, Small and Medium Enterprises Technology Development Centre (MSME-TDC)
- B.Sc AR/VR programme in collaboration with SCOPIK Technologies will be offered from the next academic year

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

Avinashilingam Institute has adopted the Indian Knowledge System to Inspire and restore the legacy of IKS in students by broadening the students' intellectual horizons. The institute has made use of the potentials of the existing departments, and the practicalities of offering IKS-related value-added courses and programmes on Indian Languages. Gradually 10 departments had incorporated IKS and will be offering 13 courses with 6 credits each from the academic year 2023-2024. The details of the courses offered are as below

Department	Title of IKS courses
Botany	A Land of Rare Natural Endowments: Indian Agri
Tamil, English, Hindi	Foundational Course in IKS: Foundational Liter of Indian Civilization: Indian Language Scienc
Mathematics	Indian Mathematics

Allied Healthcare Sciences	Indian Health Sciences / Indian Systems of Med
Education	Indian Education
Tamil	Indian Architecture and Town Planning
Music	Indian Fine Arts
Textiles and Clothing	Indian Textiles
Chemistry	Indian Metallurgy
Economics	Indian Polity and Economy
Tamil, English	The Outreach of IKS

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

Outcome-based education (OBE) is an educational delivery model that focuses on mapping, measuring, and achieving predetermined educational goals to help students learn, develop, and nurture skills that would help them grow in their professional as well as personal life. Avinashilingam Institute follows a step-by-step procedure starting with the Institution's vision and mission. As the next step, the Program Educational Objectives and the Programme Outcomes are devised. The Program educational objectives (PEOs) specify the expected outcomes of students once they graduate, mostly the way they conduct their behaviour & ethics and excel in their careers. The Programme outcomes of all the Programmes offered are devised based on the 12 graduate attributes namely,

- PO1: Knowledge
- PO2: Problem Analysis Capability
- PO3: Development & Designing of System
- PO4: Analyze & Solve Complex Problems
- PO5: Use of the Latest Tools & Devices
- PO6: Society's Responsibilities
- PO7: Environment
- PO8: Ethics of Individual
- PO9: Teamwork & Individual Contribution
- PO10: Communication
- PO11: Finance & Management of Project
- PO12: Life-long Learner

Apart from the POs, Programme Specific Objectives (PSO)s are also devised for every Programme. As the next step, the Course Outcomes

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

21.Distance education/online education:

Centre for Online Learning (COL) to offer UG, PG, Diploma and Certificate Programmes as per UGC Guidelines dated 4th September 2020, the institution has proposed to offer online degree programmes from the academic year 2024-2025 for which a specific 'Centre for Online Learning' will be established. The details with timelines for the plan of action are approved by the Executive Council. In addition

- 19 courses were developed and available online on the SWAYAM platform by our Faculty
- Adopted UGC Credit Framework for Online Learning Courses through SWAYAM in which

  - Appox.700 students of our Institute per year are enrolled in SWAYAM courses (including NPTEL)
  - Approx. 8000 students register and Approx. 1000 students from all over India clear and get the credit transferred from the SWAYAM courses offered by our faculty.
  - Tamil Translation of the NPTEL lectures (Operating Systems Fundamentals and Mechanisms in Organic Chemistry) by our faculty
  - 5 MOOCs coordinated by our faculty are available in Eight Indian Languages

Extended Profile

1.Programme

1.1   **95**

Number of programmes offered during the year:

File Description	Documents
Data Template	View File

1.2   **41**

Number of departments offering academic programmes

2.Student

2.1   **7019**

Number of students during the year

File Description	Documents
Data Template	View File

2.2   **2499**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.3   **7241**

Number of students appeared in the University examination during the year

File Description	Documents
Data Template	View File

2.4   **24**

Number of revaluation applications during the year

3.Academic

3.1   **2487**

Number of courses in all Programmes during the year

File Description	Documents
Data Template	[View File](#)

3.2   **407**

Number of full time teachers during the year

File Description	Documents
Data Template	[View File](#)

3.3   **409**

Number of sanctioned posts during the year

File Description	Documents
Data Template	[View File](#)

4.Institution

4.1   **18661**

Number of eligible applications received for admissions to all the
Programmes during the year

File Description	Documents
Data Template	[View File](#)

4.2   **1618**

Number of seats earmarked for reserved category as per GOI/ State
Govt. rule during the year

Extended Profile

1.Programme

1.1	95
Number of programmes offered during the year:	

File Description	Documents
Data Template	View File

1.2	41
Number of departments offering academic programmes	

2.Student

2.1	7019
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	2499
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.3	7241
Number of students appeared in the University examination during the year	

File Description	Documents
Data Template	View File

2.4	24
Number of revaluation applications during the year	

3.Academic

3.1	2487

Number of courses in all Programmes during the year

File Description	Documents
Data Template	View File

3.2	**407**
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.3	**409**
Number of sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	**18661**
Number of eligible applications received for admissions to all the Programmes during the year	

File Description	Documents
Data Template	View File

4.2	**1618**
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

4.3	**236**
Total number of classrooms and seminar halls	

4.4	**1782**
Total number of computers in the campus for academic purpose	

4.5 Total expenditure excluding salary during the year (INR in lakhs)	1991.65

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

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

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

File Description	Documents
Upload relevant supporting document	View File

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

95

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

2794

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.2 - Academic Flexibility

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

363

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

94

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.3 - Curriculum Enrichment

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

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

199

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

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

4554

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

1918

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	• All 4 of the above

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows	• Feedback collected, analysed and action taken and feedback available on website

File Description	Documents
Upload relevant supporting document	[View File](#)

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

3672

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

2696

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.2 - Catering to Student Diversity

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

For Advanced Learners:

Advanced learners benefit from a dynamic learning environment focused on refining expertise and preparing for career opportunities. They engage in diverse activities such as workshops, seminars, and conferences, staying updated in their fields. Encouragement to present papers enhances knowledge dissemination and networking skills. Orientation sessions on software tools enhance technical abilities, while MOOC courses and student clubs enrich their academic journey and foster personal

growth.

For Slow Learners:

The university offers a week-long Bridge Course to enhance communication skills and alleviate language barriers for students. Various services like career guidance, remedial coaching, and specialized classes cater to diverse learning needs, ensuring tailored support for academic success. The Mentor-Mentee system provides personalized guidance, while counseling services and the Centre for Ambitious and Resourceful Endeavors (CARE) offer support for emotional and special needs, ensuring inclusivity and equal opportunities.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link For Additional Information	[https://www.avinuty.ac.in/sites/avinuty.ac.in/files/AQAR%202022%20-2023/2.2.1%20ai.pdf](#)

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
7019	407

File Description	Documents
Upload relevant supporting document	[View File](#)

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

Project-Based Learning (PBL):

Project-Based Learning is integrated into the curriculum from its inception. Students play an active role in shaping course content by providing feedback and suggestions during the curriculum design phase. Workshops are organized where outgoing students offer insights on syllabi, ensuring relevance and alignment with real-world challenges. Moreover, alumni and student representatives

participate in the Board of Studies, contributing valuable perspectives for curriculum revision. This collaborative approach ensures that PBL projects are meaningful, engaging, and reflective of current industry demands, empowering students to develop essential skills through hands-on, interdisciplinary projects.

Benefits of Student-Centric Learning:

In e-classrooms, the integration of mind maps and reflection spots enhances creative thinking among management students, fostering innovative problem-solving skills. Quizzes and student exhibitions promote critical thinking and confident articulation of ideas, nurturing communication skills. Engagement in activities like NSS/NCC/CSS encourages social responsibility, fostering empathy towards community needs.

Participation in seminars and conferences facilitates professional networking, enriching presentation skills and expanding students' professional network. Utilizing diverse software such as SPSS and MATLAB empowers postgraduates and research scholars in technical skill development, preparing them for advanced research. Experiential learning through competitions boosts confidence levels, providing broader platforms for talent showcase.

Literary and cultural clubs foster cultural enrichment. Simulations in information science facilitate practical application of knowledge, enhancing understanding through hands-on experience.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

With Wi-Fi facilities supported by Cisco Layer 3 Switch, providing substantial bandwidth for both the Main and Satellite Campuses, students have seamless access to digital resources. As part of the National Knowledge Network (NKN) and a member of the NDL club, learners benefit from a wealth of learning resources through platforms like NMEICT and access to Ph.D. theses via e shodhganga. Utilizing tools such as Gsuite, Microsoft Teams, and Zoom, the institute conducts regular lecture sessions and webinars, facilitating interactive and engaging learning experiences. Through these technological initiatives, Avinashilingam Institute

remains committed to providing quality education and fostering holistic development among its students.

Other Facilities

Avinashilingam Institute employs an array of ICT tools to enrich its teaching-learning process. Multimedia projectors, smart boards, visualizers, and audio/video equipment are integrated into regular classroom teaching, enhancing engagement and facilitating dynamic presentations. Students benefit from Massive Open Online Courses (MOOCs) offered through platforms like SWAYAM, Coursera, Udemy, and Edx, expanding their learning horizons beyond traditional boundaries. Access to online resources such as SlideShare, Simplilearn, Future Learn, as well as specialized tools like Coggle, Kahoot, Edmodo, OBS, and social media platforms like YouTube, WhatsApp, blogs, wikis, and mobile apps further enrich the learning experience. For research scholars, training sessions on reference management tools like Mendeley, ProQuest, Grammarly, and EBSCO Information Services are organized, empowering them with effective research and report writing skills. Additionally, the institute ensures access to scanned copies of subscribed journals, facilitating comprehensive research and enabling effective utilization of scholarly resources.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

2.3.3.1 - Number of mentors

407

File Description	Documents
Upload relevant supporting document	[View File](#)

2.4 - Teacher Profile and Quality

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

407

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

281

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

2.4.3.1 - Total experience of full-time teachers

4416

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

23

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

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

21

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

21

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

23

File Description	Documents
Upload relevant supporting document	View File

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

An updated Examination manual incorporates the integration of IT in the examination system of the Institution. The e-governance system of the Institute, implemented through the e-Campus software included the examination module governing the functions of Student registration for examinations, payment of examination fees, appointment of question paper setters and answer paper evaluators, entering of CIA & CE, applying for revaluation/ re-totaling, appearing for tests and assignment as a part of Continuous Internal Assessment (CIA) and submission online are the IT implementation components of Automation.

Through IT integration, Question paper setting time has reduced from 45 days to 10 days. Valuation also took minimal time, including Ph.D external valuation. The calendar of events for semester activities is also hosted in the institution website. Introduction of booklets for examinations helped to minimize the wastage of papers and enhanced stakeholder satisfaction.

Issue of Genuineness Certificate, Duplicate Certificate and Academic Transcript through online expedite the process irrespective of numbers applied with prescribed time. UGC

**repository storage is now replaced by UGC Dig locker for uploading
academic certificates of all programmes.**

File Description	Documents
Upload relevant supporting document	[View File](#)

2.5.4 - Status of automation of Examination division along with approved Examination Manual	**A. 100% automation of entire division & implementation of Examination Management System (EMS)**

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.6 - Student Performance and Learning Outcomes

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

**The Avinashilingam Institute prioritizes alignment between its
Programme Outcomes (POs) and Course Outcomes (COs) with its
overarching vision and mission. The Institute's Internal Quality
Assurance Cell (IQAC) conducts workshops and seminars to educate
staff on Outcome-Based Education (OBE), Bloom's Taxonomy, and the
development of POs, Program Specific Outcomes (PSOs), and COs.
These efforts empower faculty to create outcomes that reflect the
Institute's dedication to quality education and holistic student
growth, thereby exceeding stakeholder expectations.**

**Communication of POs, PSOs, and COs is transparent and accessible
at Avinashilingam Institute. They are included in the institute's
prospectus and prominently displayed on its website. Class tutors
and course teachers communicate these outcomes clearly to
students, fostering shared understanding and effective teaching
practices. Comprehensive assessments, comprising Continuous
Internal Assessment (CIA) and Comprehensive Examinations (CE),
ensure rigorous evaluation of COs, maintaining consistency and
accountability in student learning.**

Assessment tools at Avinashilingam Institute are divided into direct and indirect methods. Direct methods, such as continuous internal assessment and comprehensive examinations, measure students' knowledge and skills. Indirect methods, like stakeholder feedback surveys, evaluate students' learning experiences. A weighted approach combines these methods, with 80% of the assessment score derived from direct methods and 20% from indirect methods. This balanced framework ensures a holistic evaluation of programme outcomes, promoting continuous improvement and accountability in educational programs.

File Description	Documents
Upload relevant supporting document	View File

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

At Avinashilingam Institute, the measurement of attainment levels is a comprehensive process that involves several assessment methods and tools. CO attainment is evaluated using radar diagrams, CO-PO mapping, and assessment of graduate attributes, all aligned with Bloom's Taxonomy of educational objectives.

Since 2018, CO attainment has been assessed using a Gap Analysis Report and Radar Analysis. This evaluation considers two assessment methods: Direct and Indirect. Direct methods rely on student performance in Continuous Internal Assessment (CIA) and Final Comprehensive Examination (CE), while Indirect methods gather feedback from students on their perception of CO attainment through questionnaires.

The weightage for Direct and Indirect methods is 8:2, with the final score calculated as 80% of the Direct Method score plus 20% of the Indirect Method score. CO-PSO tables are prepared at the end of each course, with normalization used for CO-PSO mapping. PO/PSO attainment is also evaluated, with the Overall PO attainment score computed as 90% of the Direct Score and 10% of the Indirect Score.

For all postgraduate courses since 2018, CO attainment and PSO attainment are calculated, and the overall attainment percentage is determined. The analysis of the Overall Score is conducted using Gap Analysis and Outcome Radar reports to identify areas for improvement and ensure continuous enhancement of the educational experience.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

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

2500

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

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

https://www.avinuty.ac.in/sites/avinuty.ac.in/files/AQAR%202022%20-2023/STUDENT%20SATISAFACTION%20SURVEY%202022%20-2023.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

The Institution Research facilities are updated in terms of Infrastructure, the latest procured equipment, research funds, Doctoral and post-doctoral programmes, establishment of Research Information Management System (RIMS) : Researgence , establishment of Central Instrumentation facilities viz. Advanced Research Laboratory, ISO certified Prof.C.N.R. Laboratory, Centre for Manufacturing and Emerging Technologies, Tissue Culture laboratories,Enzymology and Immunology Laboratory, Centre for Machine Learning & Artificial Intelligence, procurement of G-Suite applications, Incubation Centre For promoting start-ups etc. A well-defined Research Promotion Policy is updated as per Requirements and standards notified by the apex bodies and uploaded on the Institute website. The establishment of the Research and Development Cell is as per the UGC guidelines. Research Advisory Committee caters to promoting and strengthening research, provides policy guidelines and direction for the growth

and development of research activities Financial assistance to young faculty members as seed money is given for promoting research. Innovative research projects are provided with Minor research grants by the Institution.

The Institute received the ARIIA award from the Ministry of Education in August 2020 based on different indicators of innovation. Collaborative linkages with 277 National and International Universities and Research Institutes and increased number of MoU signed,116 in number with them, collaborative publications were evident. Innovative research has paved the way for more than 14 patents published and 1 granted patent during June 2022 and May 2023. Overall there are 25 granted patents and 59 Patents published.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

43.47

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

1

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

65

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery	**A. Any 4 or more of the above**

File Description	Documents
Upload relevant supporting document	View File

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

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2 - Resource Mobilization for Research

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

40

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

673.51

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

74

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.3 - Innovation Ecosystem

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

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

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

Furthermore, initiatives like establishing an Atal Community Innovation Centre and collaborating with organizations like ICAR Krishi Vigyan Kendra showcase their commitment to fostering entrepreneurship. Through programs like Entrepreneurship Development Programs and expert talks, they continuously engage

faculty and students, fostering a culture of innovation and collaboration between academia and industry. Ongoing efforts include forging MoUs to enhance knowledge transfer and facilitate more startup creations.

File Description	Documents
Upload relevant supporting document	View File

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

33

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

33

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

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

34

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

`B. Any 3 of the above`

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.3 - Number of Patents published/awarded during the year

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

`15`

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

`53`

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

231

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

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

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

140

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

A. Any 5 or all of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

Scopus	Web of Science
458	**304**

File Description	Documents
Any additional information	[View File](#)
Bibliometrics of the publications during the year	**No File Uploaded**

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

Scopus	Web of Science
16	**12**

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View File](#)
Any additional information	**No File Uploaded**

3.5 - Consultancy

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

In general, Consultancy includes all advisory, technical and research project implementation activities undertaken by faculty members and research scholars for the beneficiaries from Government/NonGovernment agencies, industries, Start-ups / Incubatees and needy researchers. The consultancies are to mobilize extra-mural resources to the Institution with an in-built revenue sharing formula between the consultants and the Institution. The industry or private party or any other outside agency seeking consultancy is the beneficiary. A consultancy work may be undertaken by the members in their areas of expertise with prior permission of the Institute. Consultancy services include establishment of laboratories and pilot plants, getting loan consultancy from financial agencies, quality testing of new products, quality improvement, product development, visits for diagnostic purposes, giving consultancy services to industries and offering training to staff of private/governmental agencies. Revenue sharing is an important aspect of consultancy policy.

Consultancy fees for the consultant will be decided and mentioned by the consultant in the proposal with the approval of the Registrar. A memorandum of understanding will be signed between the beneficiary and the consultant before undertaking the consultancy assignment. The distribution ratio of the consultancy fee is 60:40 for individual consultancy services or projects and 50:50 for Institutional consultancy services or projects.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

23.11

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6 - Extension Activities

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

Avinashilingam institute is committed to serve the society through extension and outreach activities. Through extension and outreach programmes 125 Socio economic surveys, 375 Swachh Bharat Cleaning Campaigns, 125 Digital awareness campaign, 294 awareness rallies, 20 pulse polio immunization programmes, 85 dengue awareness programme, 275 tree plantation drives, 135 medical camps, 17 National and International days, 40 various awareness programmes and 65 Special lectures were organized throughout the year. NSS volunteers carried out diverse community service activities like providing safe drinking water, various teaching aids, play materials, damaged school buildings renovation, inculcated proper eating habits, improving behavioral aspects, health nutrition education, medical camp, sanitary cleanliness and physical exercise among their adopted village school children. Cadets of National Cadet Corps participated in Swachh Bharat Cleaning activities and conducted awareness rallies, programmes on civic

duties and fundamental rights of citizens. Volunteers through Red Ribbon Club along with Tamil Nadu State AIDS control society created awareness among the community through various activities like blood donation, gynecologist advice, peer tutoring, survivors success stories on HIV &AIDS. More than 2700 NSS volunteers are sensitized towards Clean and Green India through Swachh Bharat and Unnat Bharat Abhiyan and to social issues to acquire holistic development. 6 NSS Volunteers represented the Institute in the Republic Day Parade at New Delhi and in Chennai.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

14

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

108

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

28107

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7 - Collaboration

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

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

44

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

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

42

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The eco-friendly institute provides the right ambience and facilities for teaching-learning activities. The institute functions in main campus spread over 14.28 acres and satellite campus of 93.83 acres.

The institute houses 222 classrooms that are ICT-enabled, well-furnished, spacious, and ventilated with hygienic environment.

The institution provides a teaching-learning portal for the students to access the resources with MOODLE and Google Classroom. Self learning is enhanced through the e-resources of journals, books and databases in the library, SWAYAM – MOOC, Spoken tutorial and NPTEL courses and the wide access of knowledge facilitate research and innovation among scholars.

The institute provides wide variety of teaching-learning facilities for differently abled students with special equipment, hardware and software. The department of Special Education is equipped with Digital Books for print disabled students, Dr.Speech Clinical Software for Voice Assessment and Speech Theraphy,

The institute comprises of four different libraries in both campuses with total area of 33,205 sq.ft and 770 seating capacity. There are 86 well-equipped course specific and Research laboratories and 45 computer laboratories in departments across both the campuses.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

The eco-friendly institute provides the right ambience and facilities for teaching-learning activities. The institute functions in main campus spread over 14.28 acres and satellite campus of 93.83 acres.

The institute houses 222 classrooms that are ICT-enabled, well-furnished, spacious, and ventilated with hygienic environment.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.3 - Availability of general campus facilities and overall ambience

Institute ascertained a well adorned main campus of 14.28 acres and a satellite campus (campus -II) 93.83 acres with adequate facilities and learning resources based on curriculum and norms of statutory bodies with vision and strategic objectives.

The buildings comprises of blocks with well-furnished and ventilated classrooms, laboratories, offices, centers, library, ramps, lifts and toilets for staff, students. Blocks are connected by laid roads.

Divyangjan facilities with provision of rails, ramps, Braille enabled lifts, special toilet, battery car and adapted wheelchair

for computer learning, three Auditoriums with 2500/1000 /500 capacities, an open stage, a multipurpose hall, and 12 Seminar/Conference halls and Fleet of transport facilitates are accessible.24X7 Security service and CCTV installed. Total 10 hostels in both campus with 24 Hours power back-up, water supply, mess, dining hall, recreation hall, prayer hall, GYM, Wi-Fi connectivity, solar water heaters. Well-equipped health centre with stationed medical officer, 7 beds, an ambulance, Emergency Drugs, fully computerized ECG machine and Germi auto analyzer and other accessories required for diagnosis . The CARE provides assistance to staff and students to deal with their emotional and personal concerns.

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

File Description	Documents
Upload relevant supporting document	View File

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

652.49

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

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

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

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

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

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

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases	A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

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

`114.68`

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

`1956`

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

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

`236`

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

`Internet connectivity used by staffs and students and adheres to the implemented policy. Institute has well-furnished, high-end computer labs, language labs with Internet enabled computers for students and staffs.`

`Academic and administrative departments are equipped with ICT facilities. The Smart classes are equipped with Interactive board, panel, Visualizer and Projectors.`

`Institute has high speed Internet-leased line with an Internet bandwidth of 1Gbps from NKN and 200 Mbps from bharti Airtel. Campus II has 85Mbps of Internet bandwidth upgraded to 110Mbps from 2019.The Main Central Server of the Institute is hosted in the computer centre and is backed up by 10KVA UPS for`

uninterrupted power supply.

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

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

The Online Admission module and bulk SMS facility ensure ease of access. All the staff and students are provided with mail ids from avinuty.ac.in domain through the Gsuite.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
7019	1782

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)	• ?1 GBPS

File Description	Documents
Upload relevant supporting document	[View File](#)

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

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

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

1224.47

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

The institute has a special maintenance facility called Instrumentation Maintenance Facility (IMF) which ensures monitoring, servicing and proper maintenance of the instruments and electronic items utilized in various laboratories. Refurbishing of laboratory equipment is done regularly and is ensured by the IMF. Obsolete items are discarded every year as per norms after being certified by IMF.

The Public Relations Officer oversees the maintenance and cleanliness of entire campus which includes the buildings,

furniture, playfields, staff and student amenity areas and monitors the utilization of these spatial facilities.

The overall security and gate keeping of both campuses are outsourced and the surveillance cameras are maintained periodically. Fire safety equipment's installed in various blocks is maintained by the respective department.The major and high-end equipment are brought under AMC with the corresponding service providers.

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

repairs.

Both the campuses are equipped with adequate number of water doctors which are under AMC for proper maintenance. The Gymnasium and playgrounds are maintained by the support staff monitored by the Department of Physical Education.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

2585

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

927

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga,	A. All of the above

physical fitness, health and hygiene)
Awareness of trends in technology

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

- **All of the above**

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

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

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

46

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

927

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

700

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

44

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

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

The Student Council plays an integral role in representing the ideas and interests of all the students and helps in creating, and fostering a student friendly environment. Based on Lyndogh Committee's recommendation, the Student Council is an elected body of members, elected by the students representing all the schools and functions actively under the coordination of Dean, Student Affairs and Staff Advisors. In accordance with the UGC guidelines, the Council coordinates the activities and logistics of Deeksharambh wherein the freshers are oriented about the rules and regulations of the university and feedback analysis is carried out

and actions are taken for improvisation.

A monthly meeting is convened with higher authorities, wherein important aspects are placed for discussion and solutions are given by the authorities.Seven National days such as Independence Day, Republic Day, Gandhi Jayanthi, Rashtriya Ektha Diwas and Yoga are organized by the Council in order to imbibe national integration, build comradeship and to express patriotic fervor. The Council ensures an enriched campus experience through organizing events like KALAIVIZHA, a cultural fest and AVEGHA, an intercollegiate event. Student Council ensures smooth functioning of 15 clubs through which students portray their talents. Information about free ships and scholarships are also given. They ensure participation of students in Career Guidance and Placement Cell and also towards contribution to the University Magazine.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

84

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.4 - Alumni Engagement

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

Alumnae Association of our institution turned 63 this year. Thousands of our alumnae spread across all the continents, carry the legacy of Saradalaya across the planet. Their support and life-long association with the alma mater stands testimony to the unique culture of this institution. They foster the growth of the institution through meaningful collaborations. They have been a pillar of support to the institution by facilitating student exchange programs and collaborative research. As successful women in different walks of life, our alumnae share their experiences

with the current crop of students and inspire them to scale greater heights. When acting as resource persons in conferences, seminars and workshops, our alumnae not only share their knowledge, but also their career and life experiences motivating our students. In the current academic year, all the departments held such meetings to inspire the current students. Alumnae were also instrumental in establishing memoranda of understanding in various fields. They also make intellectual contributions as members in the boards of studies, doctoral committee members and contributed towards curriculum designing and enhancing the research output. In addition to serving as external examiners for undergraduate, postgraduate and Ph.D programs, our alumnae entrepreneurs and administrators also recruited our outgoing students.

https://avinuty.ac.in/sites/avinuty.ac.in/files/AQAR%202022%20-2023/Alumni%20Reports%202022-23_0.pdf

File Description	Documents
Upload relevant supporting document	[View File](#)

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

A. ? 5Lakhs

File Description	Documents
Upload relevant supporting document	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institute's governance structure is tailored to uphold its commitment to empowering women through contemporary, values-driven education, in accordance with UGC Regulations. It has instituted various bodies and committees to oversee governance activities. Academically, the institute ensures program efficacy by offering relevant courses, integrating technology into teaching, and fostering practical learning experiences. The Research Advisory Committee supervises educational innovations, facilitating quality publications and patent filings. The institute emphasize Values through value-added courses, outreach programs, cultural events,

and commemorations of significant occasions. Teaching and learning reforms such as the Choice-Based Credit System and Outcome-Based Education provide flexibility to students. Collaborative research endeavors are supported by state-of-the-art facilities and laboratories.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

Academic decentralization and participative academic management prioritize engaging a diverse range of stakeholders in decision-making processes. Representatives from management, industry experts, educators, regulatory bodies, directors, faculty, students, alumni, and parents actively contribute to various committees and boards. When restructuring the curriculum, input regarding course content, elective offerings, industry relevance, and career prospects is solicited and reviewed by the Board of Studies, Academic Council, and Board of Management.

The implementation of Outcome Based Education (OBE) in 2017 was accompanied by comprehensive explanations provided to both students and faculty. The Research Advisory Committee supports research endeavors, resulting in the filing and publication of patents. Quality publications in recognized journals are ensured by the Publications Committee, while the Student Council focuses on promoting student welfare and institutional objectives. Research Director supported by Deputy Deans for each schools are involved in developing the research activities at the Institute.

Inclusivity is promoted through the efforts of the Disability Coordination Committee and Equal Opportunities Cell.

Administrative decentralization empowers deans, department heads, faculty, and stakeholders to handle admissions, curriculum development, budgeting, and purchases. Strategic planning, fund allocation, infrastructure development, and centralized purchases are overseen by the Planning and Monitoring Board, Finance Committee, Building Committee, and Purchase Committee. The institution is committed to implementing periodic reforms aimed at enhancing decentralization and participation, thus facilitating effective governance.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The Institute has been proactive in implementing the activities proposed in Vision Document 2040. One such strategic plan proposed and deployed is the introduction of AADC

· The Institute in aligning with AU's Sustainability Development goal #2: high quality education and research as given in AVINUTY vision document 2040 had submitted a proposal to Association of Indian Universities (AIU) to establish Academic and Administrative Development Centre as a step towards training the human resources of higher education institutions.

· AIU has accepted the proposal and has granted a seed money of Rs. 2 lakhs to establish the AADC centre (Letter No.AIU/RES/AADC/2022) dated September 30, 2022)

· The AIU-Avinashilingam Institute - Academic and Administrative Development Centre (AIU-AI-AADC) was established on December 9th 2022 by Thiru R. N. Ravi, Hon'ble Governor of TamilNadu in the presence of Dr. Pankaj Mittal, Secretary-General, Association of Indian Universities.

· From inception, the centre is conducting short-term capacity building programs for various stakeholders of HEIs regularly supported by AIU.

Outcomes: Till date 14 short-capacity building programs have been conducted benefitting a total of 1247 stakeholders of HEIs across the nation. The centre also has generated a total income of Rs. 2,93,276 till date.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

The institute upholds transparent and impartial operational standards through adherence to 15 policies/manuals.

Administratively, the Chancellor assumes an active role in driving the institute's objectives, while the Vice Chancellor serves as the Ex-officio Chairperson of statutory bodies. Supported by academic and administrative staff, the Vice Chancellor governs in accordance with established regulations and by-laws. The Registrar, reporting directly to the Vice Chancellor, oversees administrative activities such as record maintenance, official correspondence, and legal representation. The Controller of Examinations manages exam processes. The Finance Officer handles funding procurement and utilization, ensuring financial stability and transparency. In terms of academic leadership, Deans, department heads, faculty members play vital roles and Dean-Student Affairs overseeing student activities. The Director (R & C) supervises research and consultancy endeavors. while the Director (IQAC) is responsible for ensuring quality assurance and maintaining rankings. Appointment and promotional policies adhere closely to University Grants Commission regulations, supplemented by service rules and Cadre Recruitment Rules, ensuring fairness and equity in staffing practices. Infrastructure management, public communication, and press relations during significant events are the responsibility of the Public Relations Officer, who ensures effective communication with stakeholders and the wider public. The Registrar is supported by the Assistant Registrar (Academic), Assistant Registrar (Administration), Section Officers, and support staff.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

6.2.3.1 - e-governance is implemented covering following areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination	A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3 - Faculty Empowerment Strategies

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

The Performance Appraisal System implemented for teaching staff within the educational institution constitutes a comprehensive framework aimed at evaluating and supporting educators' performance. It encompasses diverse evaluation methods and welfare measures geared towards fostering the growth and well-being of teaching staff. This system employs student evaluations, self-appraisal, and confidential reports to gauge teachers' performance. Student feedback on teaching practices, teachers' self-reflection, and adherence to UGC guidelines collectively contribute to the assessment process. Confidential reports, prepared by department heads and deans, play a pivotal role in career advancement decisions.

For non-teaching staff, a three-tier evaluation system is in place, incorporating self-appraisal, superiors' reports, and evaluation by the Registrar. The institution offers various welfare measures for teaching staff, including timely leave approvals, childcare, maternity and sick leave, as well as educational allowances. Financial assistance covers medical expenses and travel for conference attendance. Adequate physical support is provided through clean facilities, parking, and seminar halls. Teaching staff have access to banking facilities, canteens, health centers, libraries, fitness facilities, and staff lounges. Non-teaching staff benefit from festival advances, travel concessions, and annual bonuses.

Overall, the Performance Appraisal System, along with the welfare measures, nurtures a supportive environment for teaching staff, fostering their professional development and well-being.

File Description	Documents
Upload relevant supporting document	View File

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

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

21

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

216

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

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

The institute implements a comprehensive Resource Mobilization policy to secure resources from various avenues including UGC

grants, student fees, research projects, consultancies, industry collaborations, and facility utilization. UGC grants, both Non-Plan and Plan, fund essential expenses such as salaries, pensions, maintenance, and infrastructure development. Support for research projects is obtained from funding agencies like UGC, CSIR, DAE, DST, ICSSR, and ICAR, facilitated by a dedicated research advisory committee.

Revenue is generated through industry-sponsored projects, consultancies, student fees, and facility outsourcing, while patents are pursued and commercialized. Donations from alumni, staff, philanthropists, and the public further bolster funds. Additionally, the institute earns interest income and revenue through reprography, entrepreneurial events, seminars/workshops, maintenance fees, medicinal plant sales, guest house rentals, paper/scrap sales, and publications.

Budgets are meticulously prepared based on utility and priority, with the finance committee overseeing fund utilization. Competitive bidding and tendering processes ensure efficient resource allocation, while tax exemptions are utilized. Regular internal and external audits maintain financial integrity.

Through prudent financial management and rigorous audits, the institute maximizes the utilization of UGC receipts and other resources to meet financial needs. The annual audited accounts stand as testimony to the institute's adept handling of funds.

File Description	Documents
Upload relevant supporting document	[View File]()

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

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

5 Lakhs

File Description	Documents
Upload the data template	[View File]
Upload relevant supporting document	[View File]

6.4.4 - Institution conducts internal and external financial audits regularly

The Institute has established a thorough auditing framework to uphold financial integrity and regulatory compliance. The Internal Audit Section conducts routine examinations, meticulously scrutinizing establishment and financial transactions for accuracy. They assess receipts, payment vouchers, and bank transactions, while also reconciling monthly account statements. External auditing is carried out by a reputable firm of Chartered Accountants approved by the Comptroller and Audit General. This statutory audit includes auditing and certifying the Consolidated Annual Financial Statement of Accounts.

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

File Description	Documents
Upload relevant supporting document	[View File]

6.5 - Internal Quality Assurance System

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

1. Stakeholder Engagement and Annual Reporting: IQAC involves all relevant stakeholders in ensuring the quality of the academic

programs and administrative processes. IQAC systematically collects data and feedback and prepares Annual Reports of the Institute

2. Feedback Analysis for Continuous Improvement: IQAC collects feedback every year from students, faculty, alumni, employers, and parents. This feedback facilitates for continuous improvement while designing curriculum, courses, and overall organizational effectiveness. Any significant changes undergo rigorous scrutiny and approval by relevant bodies, such as the Board of Studies (BOS) and the Board of Management (BOM), ensuring academic rigor and relevance.

3. Active Participation in Accreditation and Certification: IQAC initiates active participation in renowned certifying bodies such as NIRF, NAAC, NBA, and ISO, ensuring alignment with international standards and best practices in education.

Academic and Administrative Audit: Department level and Institute level academic and administrative audits are conducted to assess the effectiveness of our academic and administrative functions. Follow-up actions are taken up to ensure improvement.

Induction and Training Programs: IQAC conducts induction programs for newly recruited staff members and newly joined students as per UGC guidelines.

Specialized Cells within IQAC: The National Education Policy (NEP) Cell and the Institutional Development Plan (IDP) Committee operate as integral parts of our IQAC, furthering our commitment to innovation and strategic development aligned with national education priorities.

Mentoring other HEIs: The Institute had been mentoring 6 HEIs who were aspiring for NAAC accreditation. Out of 6 mentee institutions, one Institution DJ Academy for Managerial Excellence has been accredited by NAAC.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	**A. Any 5 or all of the above**

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting documnent	[View File](#)

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

Following are few significant improvements:

- **PG Programme M.Sc Clinical Embryology has been introduced.**
- **Hostel facilities have been improved with state-of-art facilities.**
- **Institutional Bio-Safety committee has been established based on DBT norms.**
- **Adoption of Outcome Based Education for all programmes.**
- **Adoption and Implementation of LOCF for all Undergraduate programmes**
- **Enrichment of curriculum through Swayam, MOOC, NPTEL,CEC**
- **E -resources development by faculty members such as e-PG**

pathshala courses, spoken tutorials, swayam Prabha, swayam MOOC courses.

- **Institutional LMS and e-contents**
- **Automation of Examination Processes**
- **Establishment of Incubation centre and Academic and Administrative Development Centre**

- **Inception of CNR Rao Research centre which with high-end equipments**
- **Establishment of Centre for Machine Learning and Intelligence**
- **The Indian Journal of Nutrition and Dietetics published by our Institute is added in the UGC CARE list**
- **Institution Innovation Council was launched**
- **ERP facilitated E-governance**
- **The campus is fully wi-fi connected.**
- **A well-furnished guest house with conference room facility.**
- **Establishment of dedicated counselling centre - CARE**
- **Facilitating the introduction of NEP Initiatives which are as follows:**

- Vision 2040 document – an Institutional Strategic Plan

- NEP Cell constituted comprising of 20 Quality Reforms Committees

- 7,213 students enrolled in the Academic Bank Credits (ABC)

- Guru Dakshta (Faculty Induction Programme) and Deeksharambh (Student

Induction Programme) are organised based on the guidelines of NEP

- Mandatory internships within the curriculum framework for all programmes

- 35 Multidisciplinary courses are provided

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The Institute's foundation rests upon four core pillars: gender sensitization, gender equity, inclusiveness, and holistic women's development. These principles permeate its ethos, vision, and mission, fostering a value-centric educational environment. Adhering to the National Policy for Women 2016 and Vishaka Guidelines, the Institute empowers women and ensures workplace safety.

Within the academic realm of Women's Studies, the Institute offers comprehensive programs such as MA Women's Studies and Entrepreneurship, along with a Ph.D. in Women's Studies. These programs delve into various facets of women and gender studies, integrating gender equity and sensitization through value-added activities, events, and community outreach.

The Institute conducts extensive research on gender equity issues, while the NSS Empanelled Training Institute hosts programs promoting gender awareness among students and society at large.

A robust institutional mechanism is in place to promote gender equality, including proactive safety measures, counselling services, and a day care centre. Ten committees address security concerns, complemented by round-the-clock CCTV surveillance and security personnel. Women-specific facilities like counselling centres, study rooms, lounges, food courts, fitness centres, hostels, and clean restrooms further enhance the environment.

In essence, the Institute provides a secure and nurturing environment, fostering a culture of gender equity, inclusivity, and women's development in their educational journey.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://www.avinuty.ac.in/sites/avinuty.ac.in/files/AQAR%202022%20-2023/7.1.1%20Annual%20Gender%20Sensitization%20Action%20plan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	1. Safety and security - https://www.avinuty.ac.in/sites/avinuty.ac.in/files/AQAR%202022%20-2023/7.1.1%20Women%20Safety%20and%20Security.pdf 2. Counseling - https://avinuty.ac.in/sites/avinuty.ac.in/files/2023-09/C.A.R.E.pdf 3. Common rooms - https://www.avinuty.ac.in/sites/avinuty.ac.in/files/AQAR%202022%20-2023/7.1.1%20Common%20Rooms.pdf 4. Daycare Centre - https://www.avinuty.ac.in/sites/avinuty.ac.in/files/AQAR%202022%20-2023/7.1.1%20Day%20care%20centre.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institution has established a comprehensive waste management system encompassing solid, liquid, biomedical, e-waste, and hazardous chemicals. Degradable and non-degradable waste are sorted at the source, with food waste converted into biogas for energy and post-consumer paper recycled into stationery. Liquid waste from various sources is treated in sewage plants, while biomedical waste is disposed of according to strict guidelines.

E-waste undergoes periodic condemnation and proper disposal procedures. Biogas and sewage treatment plants are utilized to produce energy and treat water. Hazardous chemicals are collected and disposed of safely, and laboratory liquid waste is treated to meet contamination standards.

Specific waste from printing technology departments is handled by authorized agents. Overall, these measures ensure sustainable waste management, minimizing environmental impact and promoting resource efficiency.

Through recycling, treatment, and safe disposal practices, the institution contributes to environmental preservation and fosters a culture of sustainability among its community.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting	A. Any 4 or all of the above

Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	

File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	**A. Any 4 or All of the above**

File Description	Documents
Upload relevant supporting document	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions/awards** 5. **Beyond the campus environmental promotional activities**	**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for	**A. Any 4 or all of the above**

easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

File Description	Documents
Upload relevant supporting document	[View File]()

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

Avinashilingam Institute is committed to advancing women's empowerment via education, embracing diversity, and fostering inclusivity. From an administrative perspective, the admission process is merit-oriented, with a preference for applicants from rural areas, and prohibits regional biases for out-of-state students. Staff recruitment and promotion adhere to standardized criteria to ensure impartiality. The Institute strictly adheres to government-mandated reservation systems to ensure representation from all communities. Additionally, it offers need-based scholarships and merit-based hostel accommodations to alleviate financial burdens.

In academic affairs, the Institute cultivates a pluralistic mindset among students, employing various teaching methodologies like inquiry-based learning, tutoring, mentoring, and counseling to accommodate diverse learners. Emphasis is placed on preserving cultural heritage and human values through the Centre for Value Education. Dedicated support is provided to students from marginalized backgrounds, including SC/ST/OBC and PWD students. Moreover, initiatives like the Placement Cell, Student Clubs, Innovation and Incubation Centre, and Entrepreneurship Development Cell contribute to students' personal branding and offer part-time job opportunities. The annual cultural event, Kalaivizha, underscores the Institute's dedication to peace, harmony, and tolerance, while commemorative days of harmony reinforce universal values.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

The Avinashilingam Institute stands out for its commitment to fostering responsible citizenship through various initiatives. Rooted in core values such as human dignity, equality, social justice, human rights, freedom, and the rule of law, the Institute aims to promote social progress, peace, harmony, and national integration. It emphasizes ethical values, moral standards, and accountability, drawing guidance from the Founder's book, "Sacred Touch."

The curriculum integrates these values, focusing on human values and professional ethics to cultivate traits like self-confidence, commitment, compassion, teamwork, and critical thinking among students. A co-curricular course covers Indian polity and civics, stressing rights and duties, while faculty receive orientation to shape responsible citizens effectively.

Outside classrooms, students and faculty actively engage in community service through programs like NSS, NCC, and CSS, involving themselves in village adoption, tree plantation, health camps, and awareness campaigns to promote civic responsibilities. The elected Student Council plays a key role in guiding students and fostering a sense of duty as responsible citizens.

Mock Parliament was organised to sensitise students on role of public representatives and to provide practical exposure to students on working of the Parliament. Thiru P. Nagaraj, Former Member of Parliament, Coimbatore Constituency was the chief guest.

Special commemoration programs, featuring a White Khadi dress code, reinforce citizenship, moral values, and unity while honoring the Institute's founders and leaders. Additionally, campus life is enriched by encouraging self-development practices such as prayers, meditation, yoga, and the cultivation of citizenship responsibilities.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The	All of the above

Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Upload relevant supporting document	[View File](#)

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

The Institute prioritizes its fundamental principles, acting as moral compasses for its community. It commemorates significant dates, such as National and International days and the Birth and Death Anniversaries of notable figures, through a range of activities like discussions, prayers, debates, competitions, and cultural events.

Of particular note are the tributes paid to figures like Dr. T.S. Avinashilingam, Mahatma Gandhi, Sri Ramakrishna Paramahamsar, and Annai Saradamanidevi. These occasions serve as platforms to advocate for peace and prosperity, honoring the legacy of these revered individuals.

Additionally, the Institute actively participates in observing various National and International days and weeks, advocating for causes such as environmental conservation, women's rights, and scientific progress. Events like National Youth Day, National Integration Day, and National Unity Day are also celebrated.

Cultural events like Thanks Giving day, Lighting Ceremony, Kalaivizha (Annual Cultural Fest), and Anveshana-Youth Festival highlight diverse cultural heritage and foster cultural exchange among students from different institutions.Through endowment lectures, the Institute shapes individuals' value systems, nurturing socially responsible leaders and empowering both staff and students to contribute to societal progress.

Overall, the Institute strives to cultivate a cohesive community by fostering pride, affection, and harmony among its members through these meaningful commemorations and activities.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.2 - Best Practices

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

Title: Integrating Emerging Technologies in Higher Education

Objectives:

1. Seamlessly integrate emerging technologies into academic and research endeavors.

2. Enhance the institution's IT infrastructure and digital resources to optimize learning experiences.

3. Cultivate exploration and research in AI, ML, and Data Sciences among students and faculty.

Context:

In response to India's "National Educational Policy-2020" and the pandemic, Higher Education Institutions (HEIs) prioritize technology-enabled approaches to education.

Practice:

Our institution upgraded its IT/ICT infrastructure, including high-speed internet, smart classrooms, and a robust Learning Management System. Faculty use advanced equipment, and students enroll in MOOCs integrated into the curriculum. Specialized programs and certificates in AI and ML are offered, with emerging technologies incorporated into various disciplines.

Success:

New technologies enhanced teaching, learning, and research, reducing administrative burdens and facilitating efficient tasks. Successful AI projects were financially supported. The institution smoothly transitioned to online classes during the lockdown and established a Centre for Machine Learning and Intelligence. More than 2500 students have been benefitted out of the CMLI initiatives.

Challenges and Resources:

Funding in the 3rd Phase is the challenge. The Centre is managing to self-sustain through conduct of training programmes, increased budget allocations, and improved infrastructure. Continued support and investment are crucial for sustaining and expanding the initiative's success.

7.3 - Institutional Distinctiveness

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

7.3 Value Based Education

Avinashilingam Institute for Home Science and Higher Education is widely recognized as a leading women's university in the country, esteemed by parents, alumni, employers, and the community for its commitment to instilling core values in all its students, as outlined in the Institute's Vision. The institution's approach to value-based education is structured around a three-step approach, namely (i) Cognitive level to sensitize students on the positivity of values (ii) Affection level by nurturing positive values/attitudes among students through teaching of formal curricular, co-curricular courses and in research along with modern and scientific methods to develop and empower women students; (iii) Action Level by engaging students in practicing positive values and attitudes through experiential learning and extension activities.

- Value-based credit courses as part of curriculum. There are about 129 value -added courses offered by the institute.
- Included professional ethics courses in the curriculum based on their disciplines
- Inculcation of values through extra-curricular activities such as NCC, NSS
- Institutional Practices such as daily prayers, celebrations of national festivals, khadi -culture etc.
- Focus on field-based rresearch with societal impact
- service in 26 adopted villages
- Alumni and institutional bondage
- Students' representation in committees, Student's Council and Club Activities
- Celebrations, Events and Competitions to inculcate cultural, patriotic, human values.

Value education through dedicated centers such as Dr. Ambedkar

Studies centre, Gandhian Studies Centre, Swami Jagatmananda Centre for Value education.

7.3.2 - Plan of action for the next academic year

AVINUTY is committed to promoting enduring sustainability through transparent practices, aligning its vision with the objectives set forth in NEP-2020 and its associated reform directives.

The Institute's upcoming strategies encompass a range of initiatives:

• Establishing extensive partnerships with renowned international and national institutions.

• Advancing the integration of state-of-the-art technology across various academic disciplines.

• Strengthening collaborations with industry partners.

• Leading the establishment of a comprehensive Human Resource Development Center focused on nurturing talent and skills.

• Pioneering the creation of a dynamic Research Consortium dedicated to driving impactful translational research endeavors.

• Launching a cutting-edge Bio NEST Bio Incubation Facility with modern amenities.

• Cultivating a distinguished Center for Excellence in AYUSH – Nutrition.

• Continuously improving the quality and scope of B.Voc Programs while enhancing offerings at the Life Long Learning Center.

• Conducting thorough assessments of the Human Development Index in local communities to inform future initiatives.

• Facilitating meaningful exchanges and collaborations with esteemed international scholars.

• Implementing innovative Buddy systems to provide support and guidance for international students.

• Expanding the reach of National Alumni chapters to foster stronger alumni engagement and support networks.

- **Strengthening support structures for startups and incubation centers to foster entrepreneurship and innovation.**