



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**ANNAI VAILANKANNI ARTS AND SCIENCE COLLEGE**

**BISHOP SUNDARAM CAMPUS, PUDUKOTTAI ROAD,  
613007**

**<https://avasctnj.edu.in>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2023**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

### **Introduction of the institution**

#### **Brief note on the College:**

**Annai Vailankanni Arts and Science College is owned and managed by the Diocese of Tanjore Society, Thanjavur. The college is affiliated to Bharathidasan University, Tiruchirappalli, recognized by the Govt. of Tamil Nadu in the year 2009 ( G.O.Ms.No.172/E-1/Dept. of Higher Education Dt.8.6.2009) and recognized by UGC under Section 2 (f) and 12 (B) of the Act 1956 on 18th February 2018. The college commenced its educational endeavour in the year 2009, with an aim to provide education to all multi-cultural and multi-lingual minds irrespective of caste and creed. The Most Rev. Dr. M. Devadass Ambrose, Bishop of Thanjavur and Chairman of Tanjore Society, established this college to fulfil the dreams of young minds.**

#### **Area and Campus Internal Mobility:**

**The college is situated in a sprawling campus with a serene and sublime atmosphere with all the necessary infrastructure with a total area of 12.26 acres and huge ad massive buildings with a plinth area of approximately two lakhs Sq.m. The college has 70 classrooms, apart from ICT enabled smart classrooms, laboratories, language lab, media studio room, Exam-cell, IQAC, and A/C Seminar Hall. There are 469 computers for the students to acquire their computer skills. A separate St.Joseph's Boys and St.Agnes Girls hostel facilities are offered to students. Exclusive common rooms for female students and staff, transport, indoor and outdoor playgrounds are certain unique features of the college.**

#### **Programs Offered:**

**The college imparts higher education through 30 programmes in which 15 are Under-graduate programmes: B.A., (English), B.A.,(Tamil), B.Com., B. Com (Computer Applications) B.Com (Bank Management), B.B.A., B.C.A, B.Sc., (Computer Science) B.Sc., (Information Technology), B.Sc.,(Mathematics) B.Sc.,(Physics) B.Sc.,(Chemistry), B.Sc., (Botany), B.Sc., (Zoology), and B.Sc., (Visual Communication) with 06 Post-Graduate programmes – M.A.,(English), M.Com., M.Com (CA), M.Sc (Physics), M.Sc.,(Mathematics), and M.Sc.,(Computer Science) and 05 M.Phil. programmes (English, Mathematics, Computer Science, Commerce, and Physics) and 04 Ph.D. programmes (English/Commerce/Computer Science/ Mathematics) respectively. In addition to these, our college offers 465 certificate programmes based on the demands of the stakeholders. There are 153 faculty members teaching various courses 2295 students.**

## **Vision**

### **Vision**

We impart holistic **EDUCATION** with **ETHICS** which ensures **EXCELLENCE** in life and career. Accordingly, our students are expected to be Physically fit, mentally sharp, emotionally balanced, socially committed, morally upright and spiritually fulfilled.

## **Mission**

### **Mission:**

- To eliminate the social and economic differences between the rural and urban students by empowering them irrespective of their caste and creed
- To be part of nation building task by imparting character moulding education to our youth to make them responsible citizens
- To produce employable graduates by commitment to quality education
- To inculcate basic moral, social and spiritual values necessary for building up character and developing personality through courses in Ethics/Religion
- To arouse in students a sense of social Justice, responsibility, compassion and sensitivity

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- Located in the heart of the city.
- Offering higher education to both boys and girls.
- Well qualified, experienced, and dedicated faculty members.
- Sufficient number of Smart Classrooms and well-equipped laboratories.
- Excellent Student-Teacher rapport with emphasis on mentoring and counseling.
- Well-maintained infrastructure in form of new building.
- Rooted cultural values, moral responsibility are reflected in our successful alumni.
- College has excellent co-curricular, extra-curricular activities, sports and culture.
- Well-organized extension, community service programs and outreach activities by students and faculty.
- Maintaining harmony among diversified students.

### **Institutional Weakness**

- As majority of the students are from rural background their English communication is not effective.
- Social prejudice regarding girls coming out of their home to attend college.
- Limited freedom to offer courses on emerging technologies.
- Limited campus placement for students.
- Research activities by faculty members is very limited.

## **Institutional Opportunity**

- New post graduate programmes may be started.
- Opportunities to promote online education.
- English Language lab to be utilized to promote English communication among students
- College campus has enough physical space for providing more activities and learning opportunities for students.
- Opportunities to create startups by students having entrepreneurial mindset.

## **Institutional Challenge**

- Getting research grants by the faculty members.
- Getting good placement in multinational companies for students.
- Students discipline in the college due to evolving new order of culture.
- Admission due to stiff competition among students.
- Inculcating future skills among students.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The college implements the guidelines stipulated by UGC for the Higher Education Institutions and the Government of Tamil Nadu regarding admissions. As the college is affiliated with Bharathidasan University, we follow the academic curriculum based on the Semester pattern of the syllabus designed by the parent University. The syllabi suit Choice Based Credit System (CBCS), and it permits flexibility for the students in course options, in earning extra credits and technical skillset. Regular assessment of students is carried out through Assignments, Continuous Internal Assessments (CIA) tests and quiz activities. In addition, the results review/feedback and subsequent remedial measures are adopted. The following are the key features of the curricular Aspects. The college offers 30 programmes (15 UG, 06 PG, 05 M. Phil, 04 Ph.D). 623 Courses have been offered in 30 programmes. The college imparts 465 various courses as Add-on, Value-Added, IECD, Online Courses (MOOC), it focusses on skill development, Entrepreneurship and Employability. The college initiates the course delivery through innovative student-centric methods and technology blended techniques. It is maintained and well prepared in a systematic manner. 92% of students have undertaken Projects/Internships in the academic year 2021-2022. IQAC receives feedback on the curriculum through a well-structured feedback system from all the stakeholders.

### **Teaching-learning and Evaluation**

The college has a well-planned system for curriculum delivery in an effective and interactive manner. They are recorded systematically in the form of logbook and activity notebook. The college gives importance to experiential and participatory learning to enhance the learning abilities and involvement of the students. The following key factors enhanced in the teaching-learning process are as follows: Lesson plan is prepared well in advance by using digital tools, techniques and e-resources. For the course content delivery, assignment submission, quiz, test and for assessment, the faculty and students use the Moodle platform (LMS). The teacher-

student ratio is 1:20. Question banks, and course materials are available for the referential purpose for both the faculties and students. All the departments have a departmental Association to bring out the talents of the students. The association conduct seminars, quizzes and academic competitions frequently. The college has a Calendar, a well-planned and detailed series of events, prepared in advance before the inaugural of the classes. This has been circulated to all the staff and students to know the annual activities of the academic year. The examination schedule for the Continuous Internal Assessment (CIA) will be published in the calendar. The college conducts three CIA exams to assess the performance of the students. The college has a systematic practice of well-framed Course Outcome (CO), Programme Outcome (PO) and Programme Specific Outcomes (PSO) for all the offered programmes. A well-defined mapping system for all the program outcomes has been followed. The cut-off ceiling is started from 60%, if 90% or above students scored above 60% of marks, then it would be considered that the course has attained highest level of attainment (level 3). The attainment of course outcomes is evaluated both directly and indirectly on the basis of parameters in the proportion of 90:10. The questions for the internal examination are framed on the basis of Bloom's Taxonomy. The practical knowledge and skills are assessed through laboratory courses, Internships, Fieldwork and Projects.

### **Research, Innovations and Extension**

The college has provided equal opportunities in terms of Research, innovations and Extension to the students. They are as follows, A complete ecosystem to foster the culture of self-employment and training for the students. All the departments are provided with an Incubation center to promote the entrepreneurial skills of the students. The faculty members published 116 research papers in UGC-approved research journals, 29 papers in conference proceedings and 5 Books, 5 Edited volumes. Nearly 90 seminars and workshops related to Research Methodology, Intellectual Property Rights and Entrepreneurship were organized during the last five years. The college has functional 85 MoUs with reputed Industries and Companies and conducted various research programmes. 120 research projects were undertaken by the students. 65 practice of Innovative ecosystems and 3 patents in our institutions. 15 departments and 15 clubs are functioning under the extension and outreach scheme called "V-Care Visit". The college undertakes various extension activities under the aegis of NSS, NCC, YRC, Red Ribbon Club, AICUF, V-Care Outreach Club, and Yoga Club. More than 500 extension activities are been conducted in these five years. The college has adopted 05 villages under Unnat Bharat Abhiyan sponsored by Government of India.

### **Infrastructure and Learning Resources**

The Annai Vailankanni Arts and Science College showcases a well-developed infrastructure and a comprehensive array of learning resources. The college's commitment to providing a conducive learning environment is evident through its two distinct libraries dedicated to the humanities and sciences. These libraries house an extensive collection of books, academic journals, and eBooks, covering a wide range of subjects and disciplines. The availability of computers with high-speed internet connectivity further enhances access to virtual references and online resources.

In terms of IT facilities, the college prioritizes regular updates and maintenance. With 469 computers equipped with up-to-date operating systems and sufficient storage capacities, students and faculty have access to modern technology. The presence of security cameras and a robust firewall system ensures a safe and secure online environment. The college's Wi-Fi connectivity extends throughout the campus, facilitating seamless internet access for all users.

The college's commitment to infrastructure development extends beyond the libraries and IT facilities. Smart boards and interactive boards are installed in classrooms, providing versatile teaching tools. Dedicated

computer labs, a language lab, and a centralized facility department contribute to effective teaching, learning, and resource management.

The college maintains sound financial practices, conducting regular internal and external audits to ensure transparency and accountability. Financial resources are allocated based on departmental proposals, with a focus on recurring expenses such as salaries and infrastructure maintenance, as well as non-recurring expenses for equipment and development.

### **Student Support and Progression**

Annai Vailankanni Arts and Science College is deeply committed to support the student progress and fostering a nurturing environment for their overall development. The college management recognizes the significance of student support and has implemented a range of initiatives to enhance their skills and capabilities. In addition to government scholarships, the college provides its own scholarships to ensure financial assistance for deserving students, enabling them to pursue their education without hindrances.

The institution prioritizes the capacity building through various programs such as soft skills training, language labs, and life skills development including yoga and physical fitness. These initiatives contribute to the holistic well-being of students. Emphasizing the importance of digital literacy, the college offers comprehensive training in ICT and computing skills, enabling students to adapt to the evolving technological landscape.

Recognizing the aspirations of students, the college provides career guidance through its training and placement cell and support for competitive examinations, empowering students to explore diverse opportunities for further academic growth. Moreover, the college has a transparent mechanism in place to address student grievances in a timely manner. There exists zero tolerance for issues such as ragging and sexual harassment, ensuring a safe and inclusive campus environment. The institution also encourages students to participate in sports and cultural activities, fostering their talents and promoting holistic growth.

Furthermore, the college encourages the alumni engagement by providing a platform for former students to contribute to the current student's community. The experiences and insights shared by alumni inspire and motivate the present students to achieve their goals and succeed in their respective fields.

### **Governance, Leadership and Management**

Annai Vailankanni Arts and Science College (AVASC) excels in governance, leadership, and management practices through transparent, efficient, and strategic approaches. The institution upholds well-defined policies across multiple areas, including academics, student welfare, faculty development, research promotion, infrastructure, and finances. These policies are regularly reviewed and updated to adapt to evolving education trends.

AVASC maintains a streamlined administrative structure with clear roles and responsibilities, ensuring effective coordination and collaboration. The institution emphasizes fairness and meritocracy in its recruitment and service rules, employing rigorous selection processes for faculty and staff. Opportunities for professional growth and performance evaluations contribute to the advancement of the faculty and staff.

Strategic planning is a cornerstone of AVASC's governance, guiding both short-term and long-term objectives. Through extensive stakeholder consultation, the institution formulates plans for curriculum enhancement, research collaborations, faculty development, infrastructure upgrades, and technological advancements. Regular

monitoring and evaluation ensure the successful implementation of these strategic initiatives.

The Internal Quality Assurance Cell (IQAC) plays a vital role in maintaining academic standards and enhancing overall quality at AVASC. The IQAC conducts self-assessments, identifies areas for improvement, and collaborates with departments to develop action plans. It also promotes faculty development programs and establishes a transparent mechanism for addressing student grievances.

AVASC's commitment to governance, leadership, and management practices fosters an environment conducive to academic excellence and holistic development. By adhering to established procedures, embracing strategic planning, and nurturing a culture of continuous improvement, AVASC strives to provide affordable, inclusive, and high-quality education.

### **Institutional Values and Best Practices**

The Annai Vailankanni Arts and Science College (AVASC) is guided by a set of institutional values and best practises that shape the college's vision and mission. The college's mission is to provide a holistic education that places a strong emphasis on ethics, excellence, and overall well-being. It envisions physically fit, mentally sharp, emotionally balanced students who are socially committed, morally upright, and spiritually fulfilled. AVASC's mission is to empower both rural and urban students, regardless of caste or creed, to bridge social and economic gaps. Through a commitment to quality education, the college strives to contribute to nation-building by providing character-focused education that instills responsibility and develops employable graduates. AVASC also emphasises the importance of moral, social, and spiritual values, encouraging students to practise social justice, compassion, and sensitivity. The college has implemented two notable best practises: vocabulary writing, which improves language skills and expands students' vocabulary, and the V-Care programme, in which different departments adopt villages and work to improve them. AVASC's institutional distinctiveness stems from its promotion of religious tolerance and harmony, which fosters an environment in which people of all faiths are accepted and free to practise their faith on campus.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANNAI VAILANKANNI ARTS AND SCIENCE COLLEGE
Address	Bishop Sundaram Campus, Pudukottai Road,
City	Thanjavur
State	Tamil Nadu
Pin	613007
Website	<a href="https://avasctnj.edu.in">https://avasctnj.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P Philominathan	04362-230434	8940427460	04362-233434	principal@avasctnj.edu.in
IQAC / CIQA coordinator	P. Caroline Mary	04362-231434	9384344861	04362-232434	iqac@avasctnj.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	



State	University name	Document
Tamil Nadu	Bharathidasan University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	15-02-2018	<a href="#">View Document</a>
12B of UGC	15-02-2018	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Bishop Sundaram Campus, Pudukottai Road,	Urban	12.26	49615.18

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Tamil	36	A Pass in Twelfth Standard with Tamil as a Language paper	Tamil	40	21
UG	BA,English	36	A Pass in Twelfth Standard	English	60	32
UG	BCom,Commerce	36	A pass in Twelfth Standard with Commerce and Accountancy	English	130	130
UG	BBA,Business Administration	36	A Pass in Twelfth Standard	English	120	89
UG	BSc,Mathematics	36	A Pass in Twelfth Standard with Mathematics as one of the core subject	English	60	5
UG	BSc,Physics	36	A Pass in Twelfth Standard with Physics and Mathematics	English	40	17
UG	BSc,Chemistry	36	A Pass in Twelfth Standard with Chemistry as one of the	English	35	11

			core subjects			
UG	BSc,Computer Science	36	A Pass in Twelfth Standard with Mathematics as one of the core subject	English	70	70
UG	BCA,Computer Applications	36	A Pass in Twelfth Standard with Mathematics as one of the core subject	English	60	51
UG	BSc,Information Technology	36	A Pass in Twelfth Standard with Mathematics as one of the core subject	English	30	10
UG	BSc,Visual Communication	36	A Pass in Twelfth Standard	English	30	28
UG	BCom,Commerce With Bank Management	36	A pass in Twelfth Standard with Commerce and Accountancy	English	60	33
UG	BSc,Zoology	36	A Pass in Twelfth with Mathematics Physics Chemistry and Biology or Physics Chemistry Botany and Zoology or Biology as one of the	English	40	17

			Core Subjects			
UG	BSc,Botany	36	A Pass in Twelfth Standard Biology with Chemistry	English	40	13
UG	BCom,Commerce With Computer Applications	36	A Pass in Twelfth Standard with Commerce and Accountancy	English	170	166
PG	MA,English	24	A pass in B.A. English Literature or Students who have studied part II English for four semesters. However priority in admission is to be given to students with B.A. English	English	35	6
PG	MCom,Commerce	24	A Pass in B.com Bank Management Computer Applications Financial Management B.Com Applied B.B.A and other related Programmes equivalent to B.Com	English	35	15
PG	MSc,Mathematics	24	A Pass in B.Sc.	English	35	13

			Mathematics.			
PG	MSc,Physics	24	B.Sc. Physics with Mathematics as an allied subject	English	25	21
PG	MSc,Computer Science	24	B.Sc. Computer Science B.Sc. Information Technology BCA B.Sc. Software Development of this University or from a recognized University or an Examination accepted by the Syndicate as equivalent there to	English	50	20
PG	MCom,Commerce With Computer Applications	24	A Pass in B.com Bank Management Computer Applications Financial Management B.Com Applied B.B.A and other related Programmes equivalent to B.Com	English	35	17
Doctoral (Ph.D)	PhD or DPhil,English	36	PG Degree	English	4	2
Doctoral (Ph.D)	PhD or DPhil ,Commmerce	36	PG Degree	English	10	10

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Doctoral (Ph.D)	PhD or DPhil ,Mathematics	36	PG Degree	English	4	2
Doctoral (Ph.D)	PhD or DPhil ,Computer Science	36	PG Degree	English	8	5
Pre Doctoral (M.Phil)	MPhil,English h	12	PG Degree	English	4	4
Pre Doctoral (M.Phil)	MPhil,Comm merce	12	PG Degree	English	3	3
Pre Doctoral (M.Phil)	MPhil,Busin ess Administ ration	12	PG Degree	English	1	0
Pre Doctoral (M.Phil)	MPhil,Mathe matics	12	PG Degree	English	3	3
Pre Doctoral (M.Phil)	MPhil,Physic s	12	PG Degree	English	3	0
Pre Doctoral (M.Phil)	MPhil,Comp uter Science	12	PG Degree	English	2	0

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				16				137			
Recruited	0	0	0	0	9	7	0	16	50	87	0	137
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				35
Recruited	15	20	0	35
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	3	4	0	7
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	9	7	0	17	32	0	65
M.Phil.	0	0	0	0	0	0	29	49	0	78
PG	0	0	0	0	0	0	4	6	0	10
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0



<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		1	1	0

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

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Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	470	41	0	0	511
	Female	162	20	0	0	182
	Others	0	0	0	0	0
PG	Male	44	10	0	0	54
	Female	34	4	0	0	38
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	13	2	0	0	15
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	2	0	0	0	2
	Female	8	2	0	0	10
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	143	118	158	142
	Female	50	48	90	124
	Others	0	0	0	0
ST	Male	3	1	2	4
	Female	1	3	2	5
	Others	0	0	0	0
OBC	Male	419	360	395	410
	Female	168	209	322	287
	Others	0	0	0	0
General	Male	0	4	5	3
	Female	1	2	2	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>785</b>	<b>745</b>	<b>976</b>	<b>975</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Annai Vailankanni Arts and Science College, Thanjavur acknowledges the significance of the NEP, which aims to expand the academic horizons of students by offering value-added courses approved by the Curriculum Development Cell. The institution also encourages students to enrol in non-major disciplines to gain more knowledge, so the students of the humanities can learn about Science and vice-versa. Along with the hard skills learnt through the prescribed syllabi, our institution guides the students to learn soft skills to be confident, eco-conscious and responsible citizens of the nation. To help with multidisciplinary learning, students have to attend one add-on course and one value-added course on</p>
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	<p>odd and even semesters respectively. The college has framed a Curriculum Development Cell (CDC) which scrutinizes and verifies the syllabi and their applicability to the contemporary expectations of the students, faculties and employers. The practice we followed in our institution is, a student ought to attend a value-added course that should be provided by the other discipline, along with these, University allows students to select the option of their choice for Allied and NME, hence they can gain more knowledge irrespective of the discipline they are enrolled in.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Annai Vailankanni Arts and Science College, Thanjavur has taken steps to introduce the Academic Bank of Credits among the students; our college is the local chapter for SWAYAM since 2019, and our students can enroll themselves in SWAYAM and can earn academic credits. As we are an affiliated institution, we are having certain limitations with designing our syllabi for the students, yet for value-added and add-on courses our faculties are given the liberty to frame the curriculum to cater for contemporary needs.</p>
<p>3. Skill development:</p>	<p>Bharathidasan University offers IECD courses for the benefit of the students, the following courses are taught in our institution to promote the entrepreneurial skills of the students, along with the academic knowledge, these courses can make them free from the financial dependency from their parents/guardians, as it will make them competent enough to earn at the young age. Office automation, TALLY ERP 9, Beautician, Web Design, Computer Hardware and Networking, Communication Skill and Personality Development, Fashion Technology. In addition to the IECD Courses by the University, Annai Vailankanni Arts and Science College, Thanjavur offers value-added and add-on courses related to soft-skills, people skills, Technical skills, and Professional skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>As our college is situated in Tamil Nadu, the majority of the students prefer Tamil as Part I language, and students can select their own choice, too. Few students opted for Hindi. Our college has created a handful of courses that can enlightens the student about the traditional values and cultural values of the country, such as Nattuppura Kalaigal (Folk Arts) in</p>

	<p>which the students can learn the performing arts of the locality, state or India, Nattramizh Ezhuththuppayirchi ( Practice for Writing in Standard Tamil) helps the students to write their mother tongue without making any blunders, Payanaviyal (Tourism) through this students can learn about the archaeological places with cultural and tourism values. The tutoring language of the institution is English, for the benefit of the students who are hailing from the rural locality, teachers are instructed to sum up teachings in Tamil before concluding the classes and clarify the doubts in Tamil, if necessary. Through the Department of Visual Communication, our college gives the opportunity for the students to learn and perform arts such as parai aattam (Drumming), Akira movie club in which the movies from the regional languages of India, Naadagam (Drama) on awareness of equality, women rights, education etc.</p>
5. Focus on Outcome based education (OBE):	<p>The syllabus is designed to focus on outcome-based education. This approach places emphasis on defining specific learning outcomes and aligning teaching and learning practices with those outcomes. The ultimate goal is to equip students with the skills and knowledge necessary to succeed in their future careers and personal lives. To achieve the desired learning outcomes, the syllabus employs a variety of teaching and learning practices. These practices are tailored to cater to the needs of different students and include lectures, seminars, workshops, and practical sessions. The syllabus also emphasizes the importance of student-centered learning, encouraging students to take an active role in their education. This approach not only fosters critical thinking but also helps to develop communication and collaboration skills. The faculties identified the outcomes such as professional ethics, gender equality, eco-conscious and other things that can inculcate necessary qualities of a literate.</p>
6. Distance education/online education:	<p>As we are an affiliated institution we do not have the privilege of conducting distanced education or Online education. Yet we have ample resources to conduct online classes as we had done during Covid-19 times.</p>

**Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	We are in the inception of setting up the Electoral Literacy Club. We are framing the ideas and the functioning of the ELC. To select the co-ordinator and the co-ordinating faculty, we have planned to conduct an election in a way an election would be conducted. We will finalise the policies and the functioning of the ELC before the 18th Lok Sabha election on 2024. In previous years' election with our NSS volunteers under the direction of the NSS coordinators we had conducted an electoral awareness rally on the neighbouring villages to impart the importance of voting, and how it will shape the future of the nation and its citizens.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Started functioning
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society, disabled persons, senior citizens, etc
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Surveys, awareness drives made
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Around 500 students. Efforts are being taken to enroll them.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2276	2423	2515	2357	2143

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 215

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
143	146	146	129	114

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
275.07	151.46	245.19	233.47	238.74

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

##### Response:

The Annai Vailankanni Arts and Science College, Thanjavur is affiliated to Bharathidasan University, Tiruchirappalli and the college adheres to the curriculum framed by it. The college follows **Choice Based Credit System (CBCS)** and **Outcome Based Education (OBE)** for all the programmes and Bloom's Taxonomy Based evaluation system for the effective curriculum implementation.

##### Process

In pursuit of the framed syllabus, the college has a well-structured and well-planned curriculum delivery mechanism to cater to the needs of the students. The allocation of the credits to the courses, its implementation and outcome are recorded in a periodical manner. In the process to improve the standard of education, the college initiates the course delivery through innovative student-centric methods and technology blended techniques to equip their knowledge and efficiency in their concerned courses. The college follows the academic calendar for the course delivery and the students' handbook is prepared two months in advance, that is well before the commencement of the next academic year. To analyse the teaching learning process, a systematized Examination Committee (EC) is constituted to conduct the Continuous Internal Assessment (CIA) and through which a tentative schedule of the examination is dated in the academic calendar.

##### Planning

The college implements a proper mechanism for executing the teaching plan. The college adopts the pattern of semester system designed by the affiliating University. An academic year is divided into two semesters, odd and even respectively. In each semester, courses are offered in 15 teaching cycles with 30 hours per cycle and the remaining cycles are utilized for conducting examinations and evaluations. Total number of programmes and their courses are given below;

Name of the Programme	Duration of Programme	No. of Programmes	No. of Courses
Under-graduate	3 Years	15	623
Post-graduate	2 Years	06	120
Pre-doctoral (M.Phil)	1 Year	05	25

##### Documentation and Mechanism:

The implementation of course delivery is upheld by all course in-charges through the

utilization of logbooks and activity notebooks. These records are meticulously monitored on a weekly basis by the respective Heads of the Departments, and subsequently verified by the Dean. At the conclusion of each semester, the Principal acknowledges and affirms its validity.

### Continuous Internal Assessment:

The evaluation process comprises Continuous Internal Assessment (CIA) and University Semester Examination, with the CIA accounting for 25% of the total weightage and the University Examination carrying 75% weightage. CIA encompasses three structured tests, along with additional components such as Multiple-Choice Questions (MCQ), quizzes, class activities, and assignments. The minimum passing marks for undergraduate (UG) courses is set at 40%, while for postgraduate (PG) courses, it is 50%. The implementation of the CIA process is determined by the Examination Committee (EC) in collaboration with the Council of Heads, and a tentative schedule for its execution is provided below.

Continuous Examination (CIA)	Internal Scheduled Semester)	Month (Odd)	Scheduled Semester)	Month (Even)
CIA – I	July		January	
CIA - II	September		February	
CIA - III	October		March	

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 222

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### Other Upload Files

1

[View Document](#)

### 1.2.2

*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

**Response:** 86.76

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2030	2133	2197	2050	1753

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

**Response:**

In addition to the curriculum designed by the affiliating university, the college initiates basic moral, social and spiritual values for building up students' character and developing their personality through various certificate courses (Add-on and Value-Added courses). Due care is applied in the process of curriculum development to inculcate Professional Ethics, Gender Equity, Human Values, Environmental conscience and sustainability in the stakeholders.

**Professional Ethics**

(i) In alignment with their core courses, first and second-semester students of the program are provided with two supplementary Professional English courses that are specifically designed to enhance their proficiency in areas directly relevant to their field of study.

(ii) To equip graduating students with essential skills for their professional journey, a comprehensive skill set program encompassing personal, interpersonal, human relationship, and leadership skills are offered during the fifth semester.

(iii) The college incorporates specialized courses such as Add-on programs, Value-Added courses, and the Institute for Entrepreneurship and Career Development (IECD) offered by Bharathidasan University. Moreover, the college actively participates as a member of the SWAYAM platform, facilitating access to open massive online courses (MOOCs) through its local chapter, an Indian Government initiative.

Nature of Course	No. of Courses
Add-on	275
Value-Added Course	167
Certificate	05
MOOCs	18

**Gender**

The college provides equal opportunity to all its stakeholders in all the aspects to get holistic development. A course on *Gender Studies* is being offered to develop awareness towards both genders and to lead an ethically enriched life .

**Human Values**

The curriculum includes *Value Education* to all the first-year students to analyse the components of Human values and to attain the knowledge of citizenship, human rights, women rights and other rights to promote peace and harmony.

**Environment and sustainability**

The students of second year are offered with a course on *Environmental Studies*. The course instills to understand the concerns related to sustainable development, environment, health, law and government policies. It further acts both at the national and international level relating to environment. It is implemented in the regular curriculum to gain the knowledge on the values of biodiversity and conservation on global, national and local scales.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 97.23

#### 1.3.2.1 Number of students undertaking project work/field work / internships

Response: 2213

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 71.68

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
779	745	937	975	947

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1200	1196	1244	1291	1184

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 82.56

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
324	314	402	404	397

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

2021-22	2020-21	2019-20	2018-19	2017-18
396	374	489	489	482

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 15.92

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**



**Response:**

Experiential learning, such as small projects, industrial visits, field visits, and seminars, plays a crucial role in the comprehensive development of students. At our institution, we have implemented a well-rounded experiential learning program that encompasses fieldwork for first-year students, internships for second-year students, and project work for final-year students. These experiences are thoughtfully designed to provide practical exposure, enabling students to apply their theoretical knowledge in real-world contexts. Industrial visits are carefully curated to expose students to different sectors, fostering a comprehensive understanding of the industry landscape. Seminars conducted by industry professionals offer valuable insights and keep students updated on current practices and emerging trends. Our aim is to ensure that students develop problem-solving skills through quizzes, puzzles, case studies, and practical problems. Additionally, participatory learning encourages active engagement, discussions, peer-learning, debates, and decision-making, while collaborative learning emphasizes group work and cooperation among students. Contributive learning promotes active participation and contribution from each learner, fostering a supportive and inclusive learning environment. To support the teaching-learning process, we provide learning resources such as a language lab, computer labs with interactive boards and smartboards, movable projectors for easy use, and a Learning Management System (LMS) built by MOODLE, which facilitates remote access to e-sources, virtual classes, quizzes, puzzles, and class tests. Our institution is committed to providing an enriching learning experience by leveraging the benefits of experiential learning, problem-solving strategies, participatory and collaborative approaches, information and communication technology, and various learning resources. Moreover, our institution recognizes the significance of Information and Communication Technology (ICT) in enhancing the teaching-learning process. We have embraced digital tools and resources to create a technologically advanced learning environment. The Learning Management System (LMS) powered by MOODLE has been implemented to facilitate seamless access to e-sources, virtual classes, and interactive activities like quizzes, puzzles, and class tests. This digital platform enables students to engage with course materials, collaborate with peers, and submit assignments online.

Our computer labs are equipped with a robust infrastructure, comprising 468 computers and various software applications that cater to diverse academic needs. These labs provide students with opportunities to engage in computer-based learning activities, conduct research, and develop digital literacy skills. Additionally, Lingua Language Lab, consisting of 30 computers with SNETClass software, offers students a focused space to enhance their LSRW skills.

In our classrooms, interactive boards, smartboards, and movable projectors are utilized to create an engaging and dynamic learning environment. These technologies facilitate the display of multimedia content, encourage student interaction, and enable teachers to deliver captivating and informative presentations. By incorporating visual and interactive elements, we aim to enhance students' understanding, encourage active participation, and foster a stimulating learning atmosphere.

At our institution, we prioritize the availability of comprehensive learning resources. Students have access to a wide range of materials, including textbooks, online articles, videos, educational software, interactive simulations, and other digital and physical resources. These learning resources are carefully curated to align with the curriculum, promote independent study, and support students in their academic pursuits.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 96.86

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
153	149	149	132	117

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 45.43

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
73	71	69	55	40

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

The college follows a robust mechanism in the Internal and External assessment of the students. The performance of a student in each Course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

**Internal and External Assessment:**

The examination committee plans the schedule for the Continuous Internal Assessment Examination before the commencement of semester classes and the tentative schedule is published in the college academic calendar. The college conducts three Continuous Internal Assessment Tests to assess the performance of students (Best 2 out of 3, each carries 7.5 marks) The CIA exams are conducted in the months of July, August and October as CIA I (2 ½ units), CIA – II (2 ½ units), CIA -III - Pre-semester (5 units) respectively, The components of Internal exams for theory and practical are as follows:

Internal Examination	Marks	Practical Examination	Marks
	(25)		(40)
CIA	15	Continuous Performance marks	20
Group Activity/Quiz	05	Model Practical	10
Assignments	05	Record	05
		Viva	05

In addition to the continuous evaluation component, the end semester examination, which is also a written-type examination for 3 hours duration will be scheduled by the affiliating university, it is the main integral component of evaluation. The ratio of marks allotted to continuous internal assessment and the end semester examination is 25:75. The evaluation of laboratory component, will also be based on continuous internal assessment and the ratio on an end-semester practical examination is 40:60.

#### Transparent Assessment Mechanism

The examination committee follows the same policy of regulations implemented by the affiliating University to the CIA examination also. The answer scripts will be evaluated by the concerned course faculty within a week and the results will be published and displayed on the notice board. The departments organise Parent-Teacher Association (PTA) meetings to update their ward's performance with showing the answer papers of their wards and duly getting the signature from the parents. A feedback report will be taken from the parents. The reports of the feedback will be analyzed by the class-in-charge and a report will be submitted by them to the Heads of the department, this in turn will be forwarded to the Principal. The Principal discusses the complaints and grievances in the Council of Heads meeting.

#### Grievance Redressal

The college has a grievance redressal committee for each programme in every department with the course teacher and the Head of the department as the members. This committee solves all the grievances relating to the CIA of the students and the grievances will be forwarded to the exam committee. The Examination committee records the complaints and the grievances and forward it to the university through the Principal's office.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

#### Response:

Courses outcomes are statement that prescribing what expect to know, to be able to do from learning from the courses. he Programme outcomes and the course outcomes are measured on the basis of the students' performance. Our institution offers 15 UG programme and 6 PG programme. UG programmes

contains around 36 to 39 courses depending upon the nature of the programme. PG programme has 16 to 20 courses which also varies depends programmes nature. Both UG and PG course have 5 to 8 outcomes. In general, all course outcomes are framed or guided by Bharathidasn University in which our institution is affiliated.

In case the course outcomes are not framed or unavailable in the University, the Curriculum Development Cell (CDC) of AVASC framed or designed the course outcome. This Outcome Based education is initiated by the University to enhance the standard of quality in the students learning. A detailed view of all the course outcome and its interrelation to the programme outcome is explained briefly to the students in the beginning of each semester. This has been displayed on the college website.

This Outcome Based education is initiated by IQAC to enhance the standard of quality in the students learning. At the end of each semester the level of attainment of Course Outcome (COs), Programme Outcome (POs) and Programme Specific Outcome (PSOs) is done through direct and indirect methods. Continues Internal Assessment (CIA) is a part student of the evaluation system and the COs attainment mechanism also includes in the CIA performance of the students.

The Programme outcomes and the course outcomes are measured on the basis of the student's performance. In case of lack of attainment course outcome, relevant support activities were organized as per the requirement of the outcome. POs deal with the general element of graduation for a specific programme as well as the skills and knowledge a graduate will have upon programme completion. POs attainment is also evaluated after the completion of every batch of the programme and necessary supportive activity is also carried out for the subsequent batches. Students those are who admitted in our institution are evaluated by the Central evaluation method by university. This constraint limits our mechanism into average-based marks secured by the students. To rectify this constraint, we used the indirect method in the course attainment and we also assess the possibility to raise the indirect method contribution from 10% to 30%.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Attainment of COS is measured on the basis of the cut-off marks (60%) and the students' strengths who secured the cut-off marks would be taken into consideration for the level of attainment. The fixed

percentage is 60%, which differentiates the levels of the students. The COs of each course are correlated with the assessment of students at various knowledge levels, which is directly linked with the Cos. The threshold value is the minimum pass percentage for each CO in the subject, which is 60%.

### Attainment Level Description

S. no	% Of students secured more than 60% marks	Level of Attainment
1	50% - 60%	1
2	60%- 75%	2
3	75%- above	3

The internal marks for the course attainment are evaluated as a Direct method (90%) and the Indirect method (10%). In the Programme outcomes, the courses are matched to the respective programs.

### Procedure:

IQAC has a consistent process in place for the OBE. The OBE framework is developed by a committee made up of members of IQAC and experts in the field of education. Based on the objectives outlined in the Bharathidasan University-framed syllabus, each department develops its POs and PSOs. 9 distinct PO outcomes and 4 distinct outcomes

### Mechanism of Assessment:

- Students' knowledge is been evaluated through various forms of skills through creativity, understability, critical thinking, research, technical skills etc.
- The questions for the internal examinations are framed on the basis of Bloom's Taxonomy.
- The practical knowledge and skills are assessed through laboratory courses, internship, fieldwork and Projects.

Both direct and indirect methods have been considered to arrive at the course's outcome for all courses educated at the institution. Effectively monitoring the achievement of the program's outcome, the institution followed a well-defined mapping system for all courses' outcomes into respective program outcomes to arrive at it.

For evaluating course outcomes, both internal marks and external marks secured are also considered. The institution is affiliated with Bharathidasan University and valuation examination is practiced by the Central valuation method. Our course outcome mechanism was constrained by average-based marks secured by the students.

The following table shows the framework of Internal marks assessment.

Internal	25 Marks	External
CIA- I	7.5 (1 to 2.5 units)	75
CIA -II	7.5 (2.5 to 5.0 units)	
CIA- III	Pre-Semester (All Units)	
•	10	

- A common format of programmed excel sheet is used for finding the average attainment of COs. A regular practice in cutoff percentage is 60% and the percentage varies in regard to the course for Undergraduate courses and Postgraduate courses.

The following table illustrates the three target levels: Low, Moderate and High attainment through direct and Indirect methods. The overall attainment of programme outcomes and programme specific outcomes are calculated by adding direct and indirect program outcomes and specific outcomes values in the proportion of 90:10

Cut Off Marks 60%	Average Percentage Level
Level - 1	60-79%
Level - 2	80-89%
Level – 3	90%

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

**Pass percentage of Students during last five years (excluding backlog students)**

**Response:** 95.38

**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
754	872	761	560	561

### 2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
841	875	763	606	593

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.86</b></p>	
File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 15.57

**3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
4.87	3.64	2.98	2.33	1.75

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

The college has initiated a platform for the students to enrich their entrepreneur skills to aspire as distinguished business owners and young Professionals to turn their revolutionary ideas into practical business plans. The details are as under:

#### **Promoting Innovation and Incubation:**

Annai Vailankanni incubation center is designed to induce the knowledge and interest on entrepreneurship among the young minds. Through this center students can equip and accelerate the knowledge on entrepreneurship. The college provides a complete ecosystem to foster the culture of self-employment and innovation by providing training to the students. The incubation centers of the departments provide a platform to the budding entrepreneurs of the college.

**1. Collaborations:** The institution has collaboration with the prestigious Xavier Board and has signed more than 18 MOU's with premier educational institutions all over India. Each department has signed a minimum of 10 MOUs with various premier colleges and industries across India. Moreover, the college has signed 2 International MOU's - one with Mr. BillwoodWard "WAKE FOREST" United States of America and the second one with Saint John's University Bangkok, Thailand.

**2. Promoting Innovation:** The College has created innovation and incubation center for promoting innovation ideas and thought among the students.

### **3. Business Incubation and Technology Park:**

#### **Incubation Centre for Innovation and Integrated Electronics Training (CIET):**

The department of Physics has initiated and established one incubation center to facilitate the students through Research Projects, Hands-on training programs and provided practice on alternate current generator, Free energy mobile Phone charger, water level indicator and single transistor audio amplifier.

**Benz Entrepreneurship Incubation Centre: (Dept.of.Chemistry)** The centre has initiated a platform to enrich the student's entrepreneur skills by conducting training on manufacturing and packing process of soap, phenol, Handwash, mouthwash and washing detergent.

**Luca Pacioli Start-up Center (LPSC): MERCIUM Incubation Center of. Commerce Computer Applications)** Students are trained well by learning basic computer inputs, it helps to enhance the fundamental information on computer literacy, through this center students are motivated to start their own DTP and Browsing centers.

**Ethno-Botanical and Agro-Ecological Incubation Center: (Dept.of. Botany)** The center has given enough knowledge on various forms of productive activities like bio-fertilizer production, cultivation of medical plants, particularly a preventive agent for the imbibing infection CoronaVirus and the knowledge to manage edible Mushroom cultivation.

**Gene Incubation Center (Dept.of.Zoology)** since 2018 the center has activated the incubation establishments for Vermicompost preparation to produce and sell the earthworm to the farmers; it gives an opportunity to the students to learn on production of Vermicompost.

**Digital Center: (Dept.of.Computer Science)** This innovative digital centre creates opportunities to the students to develop the latest technology in digital perspective by conducting training programs on cyber security and Entrepreneur programs.

### **4. Patent Registered:**

Our college has filed two patents in the computer science domain, "Historical precipitation data based intelligent flood and drought production tool using machine learning algorithm on 03.06.2022 and "Intelligent waste management for ayurveda hospitals using IoT based and Improvement of business intelligence utilizing data digitalization and data analytics techniques".

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.2.2**

*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**Response:** 90

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
21	17	20	17	15

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3 Research Publications and Awards****3.3.1**

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response:** 0.29

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
17	23	16	04	02

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 0.18

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	2	18	9

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1

### Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

#### Response:

To arouse a sense of social justice, responsibility, compassion and sensitivity the college encourages the students to organize and participate in various activities related to social welfare in neighborhood community for a holistic development.

#### National Service Scheme (NSS)

Event Name	Date	Venue
The International Yoga Day	21.06.2017	Seminar Hall
“Environment and Cleanliness”	19.07.2017	Seminar Hall
Rain Water Saving	28.07.2017	Thulukkanpatti” Village
“Environment and Cleanliness”	11.09.2018	Seminar Hall
Cleaning Drive	22.09.2018	Big Temple organized by TN Tourism Board
Blood Donation Camp	10.10.2018	Our Lady hospital, Thanjavur
Clean India movement	23.01.2019	Railway Junction, Thanjavur
The International Yoga Day	21.06.2019	Seminar Hall
Drug Abuse	26.06.2019	Railway Junction, Thanjavur
Constitution Day	24.01.2022	Seminar Hall
NSS Special Camp	24.03.2022	Mahalakshmi Nagar, Thanjavur

#### National Cadet Corps (NCC)

Our college has established NCC unit during the year 2021,

- AVASC is the first self-financing college in Thanjavur region to get nod from the Ministry of defence,
- Jeban Logesh from II-year attended the Independence Day Camp at NEW DELHI (August 15, 2022).
- Mr.Joyal has attended EBSB Camp at Utter Pradesh last year 2022.
- SGT.L. Chandraseker and CPL Jenet Danial have attended Army Attachment Camp held at Chennai.
- Our NCC Cadets have attended Combined Annual Training Camp and involved in 10 Social Activity Programmes held across the Country.

#### Youth Red Cross (YRC)

The Youth Red Cross of our college has functioning well since 2019.

Event Name	Date	Venue
Blood Donation Camp	19.10.2019	M M Hospital, Thanjavur
Blood Drive And Donors	11.03.2021	College Seminar Hall
COVID-19 Vaccination Camp	01.09.2021	Government Health Care Centre

		Vallem
World AIDS Day	01.12.2021	Raja Mirasudhar Hospital

### Village- Care Program:

One of the best practices of our college is adopting a village and to do the social and empowerment awareness programme.. The aim is to work for the downtrodden people who are facing challenges in their daily life.

### List of villages benefited:

Village Benefited	List of Activities Performed	Outcome
Munayampatti,		
Mapilainayakan Patti		
MichelPatti		
Thulakampatti		
Raavusapatti		
Singaperumal Kulam		
Ammapettai		
Budalur		
Vallam	1.Sapling cultivation	The main intention and moto of the outreach programme is to reach out the maximum social awareness and spreading the welfare measure in the rural areas of nearby our college.
Sengipatti		
Thirukattuppalli	2.Cleanliness,	
Karadipatti		
Konerirajapuram	3.Covid-19Awareness,	
Agaramangudi	4. 5.Road Safety awareness,	
	6.Literacy programme,	
	7.Water conservation,	
	8.Waste Management	
	9.Women Education etc.,	

### Unnat Bharat Abhiyan (UBA):

The college is been associated as a participation institute with a flagship programme (UBA) initiated by Government of India to promote the rural areas in all aspects of their day-to-day life.

### Disaster Management:

**Gaja Cyclone:** The college students visited Kodiyakarai and Mannargudi villages helped the victims during the Gaja cyclone. They provided Food, Clothes and domestic items to the affected people.

**COVID- 19:** Villages in the nearby have been sensitized on preventive measures of Covid -19. Volunteer services like distributing food packets, assisting in vaccination centers, serving people affected by corona virus during the pandemic period was supplied to the camps collaboration with the district Collectorate of Thanjavur.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

**Awards and recognitions received for extension activities from government / government recognised bodies**

**Response:**

The staff and students of our institution have received awards and recognition from the state and central Government for various participations and achievements:

1. Dr.J.Selvam has been honored by the Bharathidasan University as Best NSS Programme Officer of the Year 2020-2021
2. The N.S.S unit received best Volunteer Service during the Corona Pandemic Period
3. An award was received by the Kali charitable Trust for donating blood, in which 109 students donated blood.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.3

***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

**Response:** 65

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry,**

**community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	12	13	16	21

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.5 Collaboration****3.5.1**

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

**Response:** 72

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>





## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

#### **Response:**

The infrastructure of our college is designed to provide a conducive and technologically advanced learning environment for our students. With 70 classrooms, including 14 equipped with state-of-the-art ICT tools, we prioritize the integration of technology into education. Additionally, we have 3 Seminar AV halls equipped with LCD projectors and audio facilities, enabling us to conduct workshops, meetings, seminars, and conferences effectively.

Our computer labs house 469+ computers with LAN and WiFi connectivity, allowing students to engage in hands-on learning experiences. We also have an English Language Lab equipped with 30 computers with Intel i5 processor of 10th generation, 8 GB RAM, 1TB HDD Storage and 1Gbps Local area network connectivity to enhance English language phonetics. Each department in the Science stream is furnished with a dedicated laboratory, providing students with practical learning opportunities.

Our campus boasts a high-speed WiFi facility with 100 Mbps speed through Fiber optic connectivity, enabling seamless internet access for staff, students, and guests. To support our technological infrastructure, we have established the AVASC Informatics Centre, which handles virtual and cyber-oriented activities such as website hosting, firewall management, library management through a virtual server, internet and network security, Wi-Fi hotspot settings, data storage services, ID printing, and email support.

Embracing sustainability, we have adopted paperless communication, delivering official circulars to specific departments or individuals through college email. Moreover, our informatics centre facilitates live streaming of college programs and events on YouTube. The Department of Visual Communication houses three specialized laboratories for video editing, theater, and audio editing, equipped with cutting-edge software and Apple iMacs.

We have designated rooms for various clubs and committees, including the YRC, RRC, Equal Opportunity Cell, Research Publication Committee, and TARGET. Our college prioritizes the safety and well-being of students with separate hostels for boys and girls, a Woman Harassment Cell to address and prevent harassment, and facilities catering to the needs of Divyangjan students.

The college library is a valuable resource, housing 13,928 books and subscriptions to various journals and magazines. Students can access audiobooks and a vast collection of 2,50,872 e-books. Each

department is equipped with computers, printers, and other necessary accessories to facilitate academic and research activities.

Our campus includes two open-air stages for organizing college day programs, cultural activities, and convocations. We have also installed ramps, lifts, and accessible washrooms to ensure the inclusion of Divyangjan students. To mitigate power outages, we have a generator with a total capacity of 15 KVA.

Through our comprehensive infrastructure and facilities, we strive to create a stimulating and inclusive learning environment that supports academic excellence and holistic development. Av- cafeteria, a canteen for faculties and students to provide food and refreshments. Medical centre, a dispensary for the medical emergency of faculties and students to provide first- aid measures.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 29.89

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
77.68	43.93	82.58	72.06	65.62

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

#### **Response:**

The Annai Vailankanni Arts and Science College prudently maintains two distinct libraries, specifically tailored to meet the academic requirements of the humanities and sciences disciplines. Each library is furnished with a designated number of computers, bolstered by a high-speed connectivity of 100 Mbps, facilitating seamless access to virtual reference materials for both students and faculty members.

The libraries are equipped with the NIRMAL SUITE 2014 PREMIUM PACKAGE software, version 1.1.1.1, which encompasses a range of features, including an acquisition control system, bibliographic control system, circulation control system, serials control system, online public access catalog (OPAC), self-check-in and check-out system, as well as gate entry and exit system.

As an invaluable resource center within the college, the library plays a pivotal role in meeting the diverse academic needs of students and faculty members. Recognizing the unique demands of various fields, the college has thoughtfully established two separate libraries, ensuring that scholars from the humanities and sciences have access to an extensive collection of information relevant to their respective areas of study.

The combined libraries house an impressive array of books spanning a wide range of subjects and disciplines. With an extensive selection of reference materials, textbooks, and scholarly works, students and faculty members are equipped with the necessary resources to deepen their understanding and engage in comprehensive research. The library proudly hosts a collection of books, carefully curated to support academic pursuits across diverse domains, including but not limited to science, technology, engineering, mathematics, social sciences, and humanities. Additionally, the library subscribes to numerous academic journals and databases, affording students and faculty members access to the latest research in their respective fields.

The humanities library boasts a collection of 5,311 books, covering subjects such as literature, history, philosophy, social sciences, and languages. Meanwhile, the sciences library houses 5,773 books, encompassing disciplines like physics, chemistry, biology, mathematics, and computer science.

To ensure that the academic community remains informed and up-to-date, the library offers subscriptions to a variety of periodicals. This includes four Tamil newspapers (Thina Thanthi, Dinamani, Hindu Tamildhisai, and Dinakaran) and two English newspapers (The Hindu and Indian Express). Furthermore, the library provides subscriptions to five weekly publications and thirteen monthly publications, covering subjects such as current affairs, science, technology, literature, business, and more. Additionally, there is one bi-monthly subscription available, specifically an academic journal called the Indian Journal of Computer Science.

In line with digital advancements, the library also offers a diverse collection of eBooks. These electronic resources cover a wide range of subjects, including humanities, sciences, social sciences, business, and more. The library's eBook collection provides a flexible and convenient reading experience, allowing users to engage with the content at their convenience, anytime and anywhere.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The Annai Vailankanni Arts and Science College prioritizes the continuous updating of its IT facilities to meet modern requirements. The college is equipped with a total of 500+ computers, including 63 running on the Windows 10 operating system and 165 on Windows 7. Among these, 50 computers are configured with a storage combination of 260GB SSD and 1TB HDD, while the remaining computers have a minimum of 300GB HDD. The majority of computers have a storage capacity of 500GB. To ensure efficient performance, the college predominantly utilizes 10th generation Intel Core i5 processors with a clock speed of 2.90 GHz.

To enhance safety and surveillance, security cameras are installed on each floor of the college. The language lab is furnished with 30 computers, facilitating language learning and practice. Furthermore, the Department of Computer Science has two dedicated computer labs, while the Department of Commerce and Department of Computer Application each have one computer lab. The college features four smart boards and four interactive boards, offering dual operating systems (Android and Windows) for instructional purposes.

The college employs a Learning Management System (LMS) to facilitate activities and assessments for internal marks. All classrooms are equipped with Information and Communication Technology (ICT), integrating technology to enhance teaching and learning experiences. Portable projectors are provided for convenience across various spaces. A hybrid teaching approach, combining traditional and modern methodologies, is practiced within the college.

As a local chapter for SWAYAM, the college provides access to online courses and educational resources. The necessary facilities are in place to conduct government exams such as the TNPSC (Tamil

Nadu Public Service Commission) exams. High-speed internet connectivity with a bandwidth of 100Mbps is available throughout the campus, enabling fast and reliable internet access for students and faculty. The entire campus is Wi-Fi enabled, ensuring seamless internet connectivity for personal devices. Unique ID and password credentials are provided to students and staff for secure and personalized access. A robust firewall system is implemented to block inappropriate content and maintain a safe online environment. Wi-Fi Access Points (15) are strategically placed in common areas, facilitating convenient internet access.

The college adheres to strict IT policies and guidelines to promote responsible internet usage and prevent misuse of network resources. Regular network maintenance and upgrades are conducted to enhance Wi-Fi coverage and ensure consistent internet speeds. The college encourages responsible use of internet resources, promoting digital citizenship and ethical online behavior.

In the server room, the Dell EMC PowerEdgeR740 model is utilized, equipped with 128GB RAM, 16TB HDD, and 512GB SSD. The firewall system employed is TACITINE, capable of accommodating up to 850 concurrent users.

For the Computer Science Laboratory, various open-source software is employed, including Python, VLC, PHP, Notepad++, OBS Studio, ShareX, 7-Zip, R, Ruby, Mozilla Firefox, Tor Browser, Inkscape, DaVinci Resolve, Lightworks, and XAPP SERVER

The college's commitment to updating and maintaining its IT infrastructure ensures that students and faculty have access to modern technology and resources to support their academic pursuits.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3.2

**Student – Computer ratio (Data for the latest completed academic year)**

**Response:** 4.85

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

**Response:** 469

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 44.26

**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
138.65	47.16	101.87	102.82	115.80

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 72.49

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1760	1841	1773	1651	1466

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

**Response:** A. All of the above



File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 85.25

**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2150	2164	2071	1905	1696

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 66.01

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
607	602	500	404	394

**5.2.1.2 Number of outgoing students year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
877	888	766	616	651

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 0.54

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	5	0	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 34

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	01	18	04	04

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

**5.3.2**

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response:** 18.8

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
09	16	20	24	25

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

Annai Vailankanni Arts and Science College has a registered Alumni Association named Annai Vailankanni Alumni Association; they are encouraged to be aware an alumnus while the exit. For instance, the Alumni support their successors with their used academic texts, to economically poor and needy. As they have registered body. They do contribute their whole hearted support in future of membership fee, donation, for charity, sponsor ships, free clothes, their expertise etc. They are the sponsors for the students' bike shed situated on the college premises. Alumni share their used e-books with their departments and library. Students can make use of it for their reference purposes. Students of Visual Communication shared world movies with the department so that the upcoming generation can easily get a glimpse of the world cinema.

Departments invite their alumni to interact with the freshers to enlighten the students about collegiate life, the importance of education, and how the learning experience helped them in their workplace. Our alumni assist our students with finding internships and fieldwork in their known and own workplaces so that our students can get better knowledge in their respective fields from the products of our own. In collaboration with the Placement cell of AVASC, we arrange Alumni Lectures, in which the alumni of our college who work in various streams come and address the students to enlighten them about the job opportunities and various jobs applicable the role of alumni of our college has social importance also. They jointly promoted a charitable system the scheme called' Charitable Cupboard' at the entrance of the college campus in which provisions are made to enable those who need clothes (free) and benevolent donors to keep and benevolent donors to keep their unused new or old clothes for others who use in need to students of different streams.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### **Response:**

Annai Vailankanni Arts and Science College stands as a beacon of education, driven by the values of ethics and excellence. Our mission aligns with the objectives outlined in the National Education Policy (NEP), which emphasizes affordable and inclusive education to empower students. In line with the NEP's multidisciplinary approach, our institution offers a wide range of streams in both Humanities and Sciences, ensuring diverse academic opportunities for our students. Sustained institutional growth is at the forefront of our priorities, with a strong focus on students' success.

We invest in research and innovation, fostering a culture of intellectual curiosity and critical thinking. Collaborations with industries enable our students to gain practical experience through internships and fieldwork, bridging the gap between academia and the professional world. Embracing diversity and inclusiveness, we ensure that all members of our institution, including management, faculties, students, staff, and alumni, contribute to our academic growth. The management, as the governing body, plays a crucial role in providing strategic direction, overseeing finances, and ensuring accountability to our stakeholders. Our dedicated faculties are responsible for imparting knowledge, conducting research, and guiding students on their academic journey.

We foster open communication channels between students and faculties, allowing students to express their academic needs and aspirations directly. The staff members provide essential support services, creating an enabling environment for the entire college population. The academic hierarchy of our institution is, Secretary and Correspondent, who provide visionary leadership and strategic direction to the institution. The Principal, is the academic leader and responsible for overall administration and management, The Administrator oversees the non-academic aspects of college, ensuring effective coordination of numerous services and facilities. Deans are responsible for academic activities. The Heads are responsible for fostering a culture of academic excellence, promoting interdisciplinary collaborations, and encouraging faculty development.

As an institution, our short-term goal is to bridge the social and economic disparities between rural and urban students. We strive to provide equal opportunities for all, regardless of their background, empowering them to succeed academically and professionally. Our long-term goal is to make education accessible to every individual, nurturing responsible citizens who contribute positively to the development of our nation. Regular interaction with our stakeholders allows us to gather valuable feedback and insights, enabling us to continuously improve our workflow and adapt to the changing needs of our students and society. We believe that inclusiveness is the cornerstone of our policy, fostering collaboration, understanding, and growth among all members of our institution.

Annai Vailankanni Arts and Science College is committed to providing affordable, inclusive, and quality education. Through our dedication to academic excellence, research, industry collaborations, and inclusiveness, we strive to empower our students to become enlightened, responsible, and productive citizens of India.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### Response:

The institutional bodies at Annai Vailankanni Arts and Science College (AVASC) exhibit a high level of effectiveness and efficiency in their functioning, which is evident from the well-defined policies, streamlined administrative setup, transparent appointment and service rules, and strategic planning initiatives. The institution's policies reflect a strong commitment to excellence and provide a clear framework for governance and decision-making. These policies encompass diverse aspects, including academic affairs, student welfare, faculty development, research promotion, infrastructure development, and financial management. The policies are regularly reviewed and updated to align with changing needs and emerging trends in the field of education.

The administrative setup of AVASC is designed to ensure smooth and efficient operations. The institution has a well-structured hierarchy that includes a Secretary and Correspondent, Principal, Administrator, Deans, Heads of Departments, and various administrative staff members. Each position has clearly defined roles and responsibilities, contributing to the effective management and functioning of the institution. Regular communication channels and reporting mechanisms facilitate seamless coordination and collaboration among different administrative units. Appointment and service rules at AVASC adhere to principles of fairness, transparency, and meritocracy.

The institution follows a rigorous and objective selection process for faculty and staff recruitment, ensuring that qualified individuals are appointed based on their credentials, expertise, and experience. Additionally, the institution provides opportunities for professional development and career advancement through performance evaluation, promotion policies, and training programs. Strategic planning is an integral part of AVASC's institutional setup. The institution develops and implements strategic, perspective, and development plans to guide its growth and progress.

These plans encompass short-term and long-term objectives, identifying key areas of focus and allocating

resources accordingly. The strategic planning process involves extensive consultation with stakeholders, including faculty, staff, students, alumni, and industry experts, to ensure inclusivity and relevance. The deployment of institutional strategic plans at AVASC reflects a comprehensive approach to addressing academic, infrastructural, and research-related priorities. The plans outline initiatives for curriculum enhancement, introduction of new programs, research collaborations, faculty development, infrastructure upgrades, and technological advancements. Regular monitoring and evaluation of the plan's progress enable timely adjustments and course corrections to achieve desired outcomes.

In conclusion, AVASC's institutional bodies demonstrate effectiveness and efficiency through their well-defined policies, streamlined administrative setup, transparent appointment and service rules, and strategic planning initiatives. The commitment to excellence, fairness, and continuous improvement is evident in the functioning of these bodies. By adhering to established procedures, fostering a culture of meritocracy, and embracing strategic planning, AVASC ensures a conducive environment for quality education and holistic development of its stakeholders.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above



File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

Staff appraisal is a management tool to help support employees in their professional development. Performance appraisal is a systematic, general, and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives. For the benefit of the faculties, the management contributes to Employees Provident Fund Organization (EPFO). 12% of the basic salary will be paid to the EPFO by the management.

The employee has a variety of reasons to withdraw funds from their PF account, on various needs such as medical emergency, housing and furniture, purchase of House/ Flat, and Higher education. Additionally, there are some circumstances in which an employee may withdraw a portion of their PF benefits, such as when building a house or paying for college. The EPFO oversees the PF programme, ensuring that the funds in PF accounts are safe and secure. The management presented the faculty with the options for using their future proceedings. It is a compulsory saving scheme, which means that both the employer and the employee contribute to the employee's PF account. The money in the PF account earns interest at a fixed rate, which is higher than the interest rates offered by most banks. The various benefits and services offered to non-teaching staff members, such as administrative staff, support staff, and maintenance staff, are referred to as non-teaching welfare in institutions.

These services and benefits are intended to raise the standard of living for non-teaching staff members and increase their output at work. The welfare of non-teaching personnel is crucial because it aids in their recruitment and retention. Additionally, it boosts the productivity and morale of non-teaching staff, which can result in better results for students and the institution as a whole. The management motivates non-teaching staff to participate in order to increase their technological proficiency and ensure that they

are capable of managing the administration with greater involvement. Skill development courses are organized for non-teaching staff to enhance their skills in work environment. Overall, non-teaching welfare is a valuable investment that can help institutions to attract and retain high-quality non-teaching staff, improve employee morale and productivity, and enhance the overall organizational reputation.

Many institutions provide funds to support their faculty and staff in publishing their research. These funds can be used to cover the costs of publication, such as article processing charges (APCs), as well as other expenses related to research, such as travel and data collection. Our institutions have dedicated funds for the purpose of paper publications in journals such as access to research facilities or staff assistance. The benefits of institutions providing funds for paper publications which help to defray the costs of publication, ensure that research findings are disseminated widely and that they have a positive impact on society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 54.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
77	57	101	68	67

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

**Response:** 83.68

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
155	148	135	137	117

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
35	29	29	28	28

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

#### **6.4.1: Financial Management and Resource Mobilization**

Annai Vailankanni Arts and Science college, managed by Diocese of Thanajvur Society has established the mechanisms of the external and internal financial audit which independently examined the institution's financial statements by a certified public amount (CPA). It provides the reasonable assurance that the financial statements are free of material misstatement. Institution maintains and follows a well-planned process for the mobilization of funds and resources. Several institutional committees, department heads, and the accounts office are all involved in the process. The mobilisation and use of resources are subject to specific laws and rules and finally submitted through the principal. The external audit is conducted by an external agency once in a financial year.

By considering the recommendations made by the heads of all the departments, principal submits a proposal on budget allocation, before the commencement of every financial year which includes recurring expenses such as salary, scholarship from Government and Non- Government agencies, and management, Infrastructure, electricity. The non- recurring expenses such as Infrastructure maintenance, purchase of lab equipment, and other development expenses. It is monitored by the management as per the allocation of budget by the management. The Income and Expenditure account (capital & Revenue) for the year ended is mostly focused by the management and the various things purchased in the previous financial years are also analyzed and consolidated.

The source of the funds plays the pivotal role in the management and for its better improvement in

various aspects. The Grants received for research, fees collections, contribution by the Alumni associations, Mother Theresa foundation, Gideon Indian Social development trust, Rotary club. For the purpose of facilitating the creation, acquisition, and best use of resources for various recurring and non-recurring needs, a centralized facility department has been established. The requirements are received from the departments approved and sent for the purchase. Ensuring the best possible use of the infrastructure by allocating it to different uses in accordance with the requests received from various HoDs. To make the most of their time there students also have access to the sports pitch and hostel facilities.

The quotations are scrutinized by the management before a final decision made based on the quality, terms of service etc. The facility head, principal, finance head, and accounts department all work together to make sure that the expenditures stay within the allocated budget. If the expenditures exceed the budget, management intervention is sought. All Vouchers are audited by IQAC team members in every department for the all the finance year. The IQAC team members thoroughly checked and verified the bills and vouchers according to its nature and habitants. They brought to the notice of the management through the principal, if any incongruity found. As per the government rules, the accounts of the college are audited by chartered accountant regularly. The audited statement is duly monitored and signed by the authorities of the management and Chartered accountant.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### **Response:**

The Internal Quality Assurance Cell (IQAC) at Annai Vailankanni Arts and Science College (AVASC) assumes a crucial role in ensuring the maintenance of academic standards and the enhancement of overall quality across various domains of the institution. The IQAC functions as a strategic body responsible for planning, guiding, and monitoring quality assurance and enhancement activities, thereby fostering a culture of continuous improvement. One of the primary responsibilities of the IQAC is to conduct regular self-assessments to evaluate the effectiveness and efficiency of various academic processes and practices. These assessments involve comprehensive internal reviews, analysis of academic data, and benchmarking against established standards and best practices. By engaging in systematic self-assessment

ce-based decision-making for quality enhancement. Furthermore, the IQAC plays a pivotal role in identifying and addressing gaps in quality across different dimensions of the institution. It collaborates with the respective departments and administrative units to develop action plans and strategies for bridging these gaps. This includes conducting faculty development programs (FDPs), workshops, and seminars to enhance the competencies and capabilities of faculty members in their respective fields. The IQAC also promotes the adoption of innovative teaching-learning methods and pedagogical approaches that align with emerging trends and global best practices. In order to promote a culture of continuous improvement, the IQAC emphasizes the importance of gathering feedback from various stakeholders, including students, faculty members, alumni, local expertise with educational background and employers. It employs multiple feedback mechanisms such as surveys, focus group discussions, and structured interviews to collect valuable insights and perspectives.

The feedback collected is carefully analyzed and serves as a basis for initiating appropriate measures to address any identified shortcomings and improve overall quality. Collaboration is a key aspect of the IQAC's functioning, and it works closely with the 15 departments of the institution to ensure effective implementation of quality enhancement initiatives. The IQAC organizes faculty development programs specifically designed to enhance the knowledge and skill-set of faculty members in their respective domains. These programs focus on contemporary academic practices, research methodologies, and emerging trends in the disciplines. By empowering faculty members with the necessary tools and resources, the IQAC facilitates a dynamic learning environment that stimulates intellectual growth and fosters academic excellence. The IQAC also ensures the establishment of a transparent and robust mechanism for timely redressal of student grievances, including issues related to ragging and sexual harassment. It enforces a zero-tolerance policy towards such incidents and proactively works towards creating a safe and inclusive campus environment.

This includes conducting awareness programs, sensitization sessions, and the implementation of appropriate preventive measures to ensure the overall well-being and security of the student community. Through its self-assessment activities, gap identification and remedial measures, feedback collection, and collaboration with departments, the IQAC plays a pivotal role in fostering academic excellence and ensuring the overall development and success of the institution. By actively engaging stakeholders and encouraging a culture of transparency and inclusivity, the IQAC contributes significantly to the holistic growth and quality enhancement of AVASC.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5.2

### Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**

**3. Collaborative quality initiatives with other institution(s)****4. Participation in NIRF and other recognized rankings****5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

**Response:**

### **Gender equity & Sensitization in curriculum**

**Annai Vailankanni Arts and Science College have implemented several initiatives in gender equity and sensitization within the curriculum, as evidenced by the introduction of relevant courses. The respective departments of our institution have organised and conducted various awareness programs on gender equity, aiming to establish equality between women and men as a matter of human rights and a prerequisite for social justice, development, and peace. This commitment to gender equality is evident in the admission of students, recruitment of faculty, and the adoption of an inclusive approach in the curriculum. Our institution promotes gender sensitization through co-curricular activities such as workshops, seminars, guest lectures, counseling sessions, sports, and awareness programs.**

**Our institution places a strong emphasis on the significance of gender equity among students, which is reflected in the teaching-learning, ambience and academic activities. The respective departments provide students and scholars with the knowledge and research skills necessary to analyze topics such as gender equality, gender sensitization, health rights, and women's welfare laws. To ensure safety and security, the campus is equipped with CCTV cameras installed throughout the premises, including the hostels, and maintains a robust database backup system for necessary retrieval. In accordance with the Sexual Harassment at Workplaces Act 2013, our management has established a sexual harassment committee to ensure the safety of women, which includes a dedicated room for prevention of harassment and a counseling room for females within our institution.**

**It is worth noting that our institution has an active Women's Cell, equipped with facilities for physical and mental fitness, a yoga room, and a sick room with a first aid kit for both staff and students. The Women's Cell also takes the initiative to provide self-defense training to female students in an exemplary manner. Competitions and programs are organized on various themes to encourage students and scholars to develop awareness of gender equity. Awareness programs are conducted periodically on topics such as the importance of human rights, women's rights in domestic issues, and cyber security awareness for the safety and security of female employees and students.**

**In compliance with the norms set by the University/UGC, the institution has constituted the following committees: Institution Grievance Redressal Committee, Anti-ragging Committee,**



**Sexual Harassment Prevention Cell, Students' Disciplinary Committee, and Women's Cell, all of which aim to promote the well-being of both employees and students. The functions of these committees are prominently displayed on the institution's website, and information is disseminated to students through orientation and induction programs. Personal counseling is provided to students at different levels to support their academic, emotional, social, and cognitive development. Separate washroom facilities for male and female students are available, equipped with sanitary napkin dispensers and disposal machines to ensure safe and hygienic disposal. Maternity leave is offered to employees for their welfare and benefit. Additionally, the institution annually honors teaching and non-teaching staff with appreciation awards, which serve to motivate them to excel in their respective roles.**

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### **7.1.4**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

### **Inclusive Environment**

Annai Vailankanni Arts and Science College, Thanjavur is committed to fostering an inclusive environment that promotes tolerance, harmony, and respect for cultural, regional, linguistic, communal, and socioeconomic diversity. Various efforts and initiatives have been undertaken to ensure the sensitization of students and employees to their constitutional obligations, values, rights, duties, and responsibilities as citizens. To create awareness and understanding of diversity, the institution organizes cultural events, celebrations, and festivals that showcase the richness of different cultures and traditions. These events provide opportunities for students and employees from various backgrounds to interact, appreciate different perspectives, and develop a sense of unity in diversity.

Seminars, workshops, and guest lectures are organized to sensitize students and employees to the

importance of inclusivity and to address issues related to discrimination, prejudice, and stereotypes. These sessions facilitate open discussions and promote a deeper understanding of constitutional obligations, human rights, and the role of individuals in upholding them. The curriculum is designed to incorporate modules or courses that explore themes of diversity, social justice, and inclusivity.

The institution also encourages active student participation in community service and outreach programs, where students have the opportunity to engage with marginalized communities and contribute to their well-being. These initiatives aim to instill a sense of empathy, social responsibility, and a commitment to justice and equality. Faculty and staff members undergo regular training and development programs to enhance their understanding of diversity, inclusivity, and constitutional obligations. These programs equip them with the necessary skills and knowledge to create an inclusive learning and working environment, where every individual feels respected, valued, and supported.

Moreover, policies and guidelines are in place to address any instances of discrimination, harassment, or bias. Grievance redressal mechanisms ensure that concerns related to diversity and inclusivity are promptly and fairly addressed. Through these institutional efforts and initiatives, the institution aims to nurture a culture of inclusivity, tolerance, and harmony, where individuals from diverse backgrounds can thrive, learn, and contribute to society while upholding their constitutional obligations and respecting the rights, values, duties, and responsibilities of citizens.

For the purpose of spreading awareness of Indian citizens' fundamental obligations and rights, the faculty of various departments have organized a variety of academic and extracurricular activities. The students enthusiastically participated in numerous academic programmes, such as seminars, conferences, expert talks, etc., which enhanced their knowledge of these topics. Various events, including poster-making contests, etc. It is highly regarded to organize yearly competitions on various current legal issues. Our college has organized student-focused events like essay competitions and oration poster contests, among others, which have consistently attracted a significant amount of participation from students and raised their awareness of various facets of Indian citizenship. As a student representative of the parliament speaker, one of our college students, Mrs. Vidyashree of II M.Sc. Maths, expressed her views in the parliament. The concept of diversity and sensitization, which has always been predominantly concentrated by the management for an inclusive environment, enables a sense of the responsibilities of citizens.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:****1. Title of the Practice: WordPower Improv**

**2. Objectives of the Practice:** The program cultivates language skills, critical thinking, academic performance, and a passion for lifelong learning. It boosts confidence, fosters effective communication, enhances cognition through word analysis, and empowers individuals to embrace diverse perspectives and cultural awareness.

**3. The Context:** The institute faced a challenge with vocabulary collection and correction, requiring substantial human effort. To address this, students were assigned specific topics to find related words. Collaboration and training among faculty members streamlined evaluation and reduced burden. These efforts enhanced academic growth and linguistic proficiency while maintaining integrity.

**4. The Practice:** The implementation of the vocabulary writing practice encountered various challenges that required specific resources to overcome. One significant obstacle arose from the collection and correction of individual word submissions. Identifying duplications or copied works proved difficult, necessitating substantial human labour. To address this, the involvement of trained staff or volunteers would be advantageous in managing the workload and ensuring the authenticity of submissions. Providing consistent monitoring and constructive feedback to participants posed a challenge. This required designated faculty members or language instructors, along with suitable reference materials and language learning resources, to facilitate engagement and progress. Additionally, considering the language barriers faced by approximately 80% of the students who originated from semi-urban and rural areas, where Tamil was the medium of instruction, was essential. Initially, these students encountered difficulties in grasping unfamiliar words and their contextual meanings. However, as the practice progressed, they found it increasingly helpful in enhancing their vocabulary.

**5. Evidence of Success:** The implementation of vocabulary writing has been highly successful, as evidenced by the institution's performance against set targets and benchmarks. Regular assessments and evaluations have shown significant improvements in language skills and vocabulary acquisition among both students and faculty members. Participants have demonstrated enhanced communication abilities and critical thinking skills through the effective analysis and application of new words. Academic performance has seen a notable increase, with participants achieving higher grades and displaying a deeper understanding of the subject matter. The practice has also boosted participants' confidence levels, enabling them to express thoughts and ideas with clarity.

**6. Problems Encountered and Resources Required:** The major problem encountered while practising is the lack of human resources to check the duplicity of the words. Few may simply copy-write what others had written. To overcome that, we had given topics to students as per the subjects. Students can use their own textbooks as resources, by writing the words from the textbooks they can learn their subjects efficiently. The forte of the program is, to let the students learn vocabulary based on their subjects, finding new words and tracing their meanings can help the students to understand the keywords and the concepts which are related to their core/allied courses. Students can visit the library to get the course-related content and read newspapers to know the contemporary vocabulary.

**1. Title of the Practice: V-Care**

**2. Objectives of the Practice:** The forte of the practice is upbringing the neighbouring village and its inhabitants, enlightening them academically, and knowing about various welfare schemes by the State and Central Governments for uplifting the people's lives. Every department of the institution adopts a village which requires assistance from various perspectives such as health and sanitation, educational guidance, awareness of social issues, and knowing the rights and duties of a citizen. The major purpose of this practice is to connect the bridges between innocent and ignorant people into responsible and resourceful citizens of India.

**3. The Context:** The implementation of the V-Care program at our college encountered several challenges. Gaining permission and support from the villagers requires efforts to build trust and establish effective communication. Financial constraints posed difficulties in allocating resources for campaigns, workshops, and addressing social issues. Another challenge was the availability of manpower, as recruiting volunteers and staff members who could use time and effort proved to be a task. Additionally, logistical obstacles like transportation and infrastructure limitations had to be overcome.

**4. The Practice:** The V-Care program encountered several challenges that required the allocation of appropriate resources for effective resolution. Building trust and establishing a rapport with the community necessitated dedicated efforts and time. Financial limitations posed another challenge, encompassing the provision of transportation, organization of awareness programs, and procurement of necessary materials for the maintenance of holy places. Additionally, ensuring an adequate workforce to carry out activities requires careful coordination and the involvement of students and faculty. The effectiveness of the awareness programs relied on the availability of resources such as informative materials, orators, and engaging presentations. Overcoming these challenges necessitates the allocation of sufficient resources, including financial support, the appointment of a dedicated in-charge, informative materials, and collaborations with local-organizations. By addressing, the institution can successfully navigate the encountered challenges and ensure the implementation of the V-Care program, resulting in increased awareness and positive change in the adopted villages.

**5. Evidence of Success:** The V-Care program has demonstrated remarkable success through its implementation, with tangible evidence of its positive impact on the adopted villages. The program has effectively achieved its objectives, as evidenced by the increased participation and engagement of villagers in program activities, reflecting ownership and empowerment. The awareness programs on literacy, healthcare, and education have significantly enhanced the villagers' knowledge and understanding. The positive feedback received from community members further validates the program's effectiveness. The collaborative efforts of students, faculty, and villagers highlight the program's success in fostering the villages.

**6. Problems Encountered and Resources Required:** During the implementation of the V-Care program, various challenges were encountered, and the identification of resources was essential to address them. Obtaining permission and support from villagers posed a challenge, necessitating efforts to build trust and establish strong community relationships. Financial constraints for organising awareness campaigns, providing materials, and facilitating transportation. Coordination of human resources and logistical arrangements was necessary. Partnerships with local authorities, and corporate-entities could provide resources and support. Challenges overcome with the active collaboration of the villagers, faculty and students.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

The Annai Vailankanni Arts and Science College, located in the picturesque delta region of Tamil Nadu, exemplifies institutional distinctiveness by embracing the rich religious tapestry that characterises the area. The delta region, comprising cities such as Thanjavur, Nagapattinam, and Tiruvarur, has a long-standing history of religious diversity and inclusivity. According to the recently available census given by the Indian Government, Hinduism is the dominant religion with 86.28% of the population, followed by Islam at 7.93%, and Christianity at 5.57%. The region is also home to smaller communities practising Jainism, Sikhism, Buddhism, and other religions. This vibrant cultural mix, as reflected in the religious population data, has contributed to a tolerant and accepting atmosphere, where people of various faiths coexist harmoniously. In Thanjavur, the cultural capital of the delta region, one can witness this diversity in the multitude of temples, mosques, and churches that dot the landscape.

The Brihadeeswarar Temple, a magnificent architectural dedicated to Lord Shiva, stands as a testament to the region's deep-rooted Hindu heritage. The region also boasts revered Muslim shrines such as the Nagore Dargah and the Kayalpatnam mosque, which attract devotees from far and wide. Christian traditions are well-represented with churches like the Basilica of Our Lady of Good Health in Velankanni, drawing pilgrims and worshippers from across the country. This multi-faith harmony is not limited to religious spaces alone; it permeates the daily lives of the region's residents, who celebrate festivals, share traditions, and engage in interfaith dialogue with mutual respect. Our college, nestled in the heart of this religiously diverse region, mirrors the inclusive spirit of its surroundings. The college nurtures an environment where students of different religious backgrounds come together, learn from one another, and develop a deep appreciation for the diverse cultural heritage of the delta region. By embracing and promoting religious harmony, the college prepares students to become global citizens who value diversity and are equipped to contribute positively to society.

The college's commitment to religious harmony extends beyond mere celebration. It provides students with a dedicated prayer hall, reflecting its determination to accommodate diverse religious practices and foster an inclusive environment. The presence of a prayer hall enables students to practice their respective faiths comfortably and without hindrance. This commitment to religious inclusivity not only promotes a sense of belonging but also encourages students to embrace their religious identities while studying at the institution. By providing a space for spiritual reflection and worship, the college demonstrates its respect for religious diversity and contributes to the overall well-being and personal development of its students.

In addition to promoting religious harmony, our college is distinctive in its dedication to serving students from rural and semi-urban backgrounds, many of whom are first-generation learners. These students face unique challenges in accessing quality education due to limited resources and opportunities in their home communities. Recognizing the importance of addressing these challenges, the institution has implemented various programs and initiatives to provide tailored support and guidance. By bridging the gap between rural and urban educational opportunities, the college ensures that students from all backgrounds have equal access to quality education, promoting social mobility and contributing to the overall development of the community.

One of the notable characteristics that sets the institution apart is its integration of advanced teaching technologies. The college has embraced smart boards and interactive boards. These innovative tools allow for dynamic presentations, multimedia integration, and interactive activities, fostering greater student engagement and participation. Through the use of technology, the college creates a stimulating learning environment that encourages critical thinking, collaboration, and problem-solving skills. Additionally, the incorporation of digital resources and online learning platforms expands educational opportunities beyond the confines of the physical classroom, providing and enabling self-paced learning.

Furthermore, our college demonstrates its commitment to educational advancement by actively embracing central government initiatives and educational innovations. The college has integrated platforms like INFLIBNET, SWAYAM, and N-LIST into its academic programs. INFLIBNET (Information and Library Network) provides access to a wide range of e-resources and facilitates interlibrary loan services, enhancing the research capabilities of both faculty and students. SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) offers online courses from renowned institutions and allows students to earn credits for their academic pursuits. N-LIST (National Library and Information Services Infrastructure for Scholarly Content) provides access to e-resources and databases, enabling students to access scholarly journals, articles, and research materials. By incorporating these initiatives, Annai Vailankanni Arts and Science College ensures that its students have access to state-of-the-art resources, enabling them to stay abreast of the latest developments in their respective fields.

The success of the College can be measured by its track record in securing placements for its students in top multinational companies. The college's strong industry connections, collaboration with corporate partners, and focus on practical training and skill development contribute to the employability of its graduates. Students are provided with internship opportunities, industry exposure, and career guidance to enhance their job readiness. The college also conducts placement drives, inviting top companies to recruit students from various disciplines. The success of its graduates in securing positions in renowned companies such as TCS, Wipro, Godrej, and others is a testament to the college's commitment to producing competent and job-ready professionals.

Our college has a comprehensive policy that prioritizes gender equality and equity, recognizing the importance of creating an inclusive and empowering environment for all students, including transgender individuals. The college is committed to fostering a culture that respects and upholds the rights and dignity of every individual, regardless of their gender identity. In line with this commitment, the college actively promotes awareness and understanding of gender-related issues and conducts various activities to address gender disparities and promote equality. It includes sensitization workshops, guest lectures, and panel discussions that aim to educate the college community about gender issues and the importance of gender equality. By embracing gender equality and equity as core principles, AVASC creates an environment where all students can thrive and contribute to society, regardless of their gender identity.

<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



## 5. CONCLUSION

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### **Additional Information :**

The college has installed AVASC Informatics Centre with a dedicated Server with a hard disk of 14 TB, RAM 128 GB with 30Mbps speed of unlimited data access with firewall protection of 800 concurrent users at a time. The overall campus server is optical fibre optic connectivity of 100 Mbps, the website with edu. in domain with free Wi-Fi & ERP. To facilitate and provide opportunities from outside, the institution has signed many MOUs. One such is the prestigious membership with ICT Academy, working through the Centre of Excellence (Palo Alto, UI path and ORACLE), Faculty Development Programs/ Professional Development Program. Student Skill Development and Industry Institution Interaction. LMS improves students' knowledge from Swayam and NPTEL portals. The library has 13928 books using DEWEY decimal classification, 16 magazines & journals, five daily newspapers, 200 back volumes, and question banks. Under N-List, the students can access 2,50,872 e-books and 6529 e-journals through INFLIBNET. Nirmal software is in use in both the science and arts block libraries. Dynamic and energetic well-qualified teachers with NET/SET and Ph.D. The college supports students to apply for scholarships provided by the Government of Tamil Nadu and India. Besides, the college management offers scholarships Bishop's SC/ST Minorities. Merit scholarships for the hostellers and meritorious sports students. Moreover, the management encouraged the students with distinctive sports and athletic caliber with 50 to 100% waiver in this academic year (2021-22).

### **Concluding Remarks :**

Annai Vailankanni Arts and Science College is an emerging institution in Thanjavur, focusing on educational excellence and futures skills by catering to the needs of rural students in this region.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :222</p> <p>Remark : As per data template excluding the repetition of the programs, the value has been updated</p>																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>779</td> <td>745</td> <td>937</td> <td>975</td> <td>947</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>779</td> <td>745</td> <td>937</td> <td>975</td> <td>947</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1200</td> <td>1196</td> <td>1244</td> <td>1291</td> <td>1185</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1200</td> <td>1196</td> <td>1244</td> <td>1291</td> <td>1184</td> </tr> </tbody> </table> <p>Remark : HEI Input has been considered , however Portal not accepting the changed input so value of 2017-18 has been reduced by 1</p>	2021-22	2020-21	2019-20	2018-19	2017-18	779	745	937	975	947	2021-22	2020-21	2019-20	2018-19	2017-18	779	745	937	975	947	2021-22	2020-21	2019-20	2018-19	2017-18	1200	1196	1244	1291	1185	2021-22	2020-21	2019-20	2018-19	2017-18	1200	1196	1244	1291	1184
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2.4.2	<p><b>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</b></p> <p><b>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</b></p> <p>Answer before DVV Verification:</p>																																								

2021-22	2020-21	2019-20	2018-19	2017-18
75	71	69	55	40

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
73	71	69	55	40

3.3.1 **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	21	27	23	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	23	16	04	02

3.4.3 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.**

**3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	23	35	23	34

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	12	13	16	21

Remark : Values have been updated as per HEI clarification response

3.5.1 **Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

Answer before DVV Verification : 85

Answer After DVV Verification :72

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	1	21	4	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	01	18	04	04

Remark : participation certificates , local awards, intercollegiate awards have not been considered and value updated accordingly .

**5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	18	35	38	57

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
09	16	20	24	25

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
84	66	116	72	68

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
77	57	101	68	67

Remark : Same faculty provided with the financial assistance multiple times in a year has been counted as once only and values updated accordingly.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2295</td> <td>2433</td> <td>2524</td> <td>2364</td> <td>2147</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2276</td> <td>2423</td> <td>2515</td> <td>2357</td> <td>2143</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2295	2433	2524	2364	2147	2021-22	2020-21	2019-20	2018-19	2017-18	2276	2423	2515	2357	2143
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2276	2423	2515	2357	2143																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 221</p> <p>Answer after DVV Verification : 215</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>153</td> <td>149</td> <td>149</td> <td>132</td> <td>117</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>143</td> <td>146</td> <td>146</td> <td>129</td> <td>114</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	153	149	149	132	117	2021-22	2020-21	2019-20	2018-19	2017-18	143	146	146	129	114
2021-22	2020-21	2019-20	2018-19	2017-18																	
153	149	149	132	117																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
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3.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>281.80</td> <td>156.71</td> <td>251.96</td> <td>236.68</td> <td>242.05</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	281.80	156.71	251.96	236.68	242.05	2021-22	2020-21	2019-20	2018-19	2017-18					
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Self Study Report of ANNAI VAILANKANNI ARTS AND SCIENCE COLLEGE

2021-22	2020-21	2019-20	2018-19	2017-18
275.07	151.46	245.19	233.47	238.74