



## Yearly Status Report - 2016-2017

### Part A

#### Data of the Institution

|   |   |
|---|---|
| Part A  |   |
| <b>Data of the Institution</b>                |   |
| <b>1. Name of the Institution</b>             | AVILA COLLEGE OF EDUCATION                              |
| Name of the head of the Institution           | Dr Benny Varghese                                       |
| Designation                                   | Principal   |
| Does the Institution function from own campus | Yes   |
| Phone no/Alternate Phone no.                  | 04843080412   |
| Mobile no.                                    | 9495736389  |
| Registered Email                              | avilacollegeedakochi@gmail.com                          |
| Alternate Email                               | bennyvarghesemadappilly@gmail.com                       |
| Address                                       | Aquinas Grounds, Edacochin, Cochin 10, Kerala, S. India |
| City/Town                                     | Cochin  |
| State/UT                                      | Kerala  |
| Pincode                                       | 682010  |

| <b>2. Institutional Status</b>         |                                 |
|--|---------------------------------|
| Affiliated / Constituent               | <b>Affiliated</b>               |
| Type of Institution                    | <b>Co-education</b>             |
| Location                               | <b>Semi-urban</b>               |
| Financial Status                       | <b>Self financed</b>            |
| Name of the IQAC co-ordinator/Director | <b>Dr Josen George</b>          |
| Phone no/Alternate Phone no.           | <b>04822242982</b>              |
| Mobile no.                             | <b>9495467577</b>               |
| Registered Email                       | <b>dr.josengeorge@gmail.com</b> |
| Alternate Email                        | <b>iqacavila@gmail.com</b>      |

| <b>3. Website Address</b>  |   |
|--|---|
| Web-link of the AQAR: (Previous Academic Year)                           | <a href="https://www.avilacollege.co.in/AvIOAC.html">_https://www.avilacollege.co.in/AvIOAC.html</a>  |
| <b>4. Whether Academic Calendar prepared during the year</b>             | <b>Yes</b>  |
| if yes,whether it is uploaded in the institutional website:<br>Weblink : | <a href="https://www.avilacollege.co.in/Files/Av-Calendar%202016-17.pdf">https://www.avilacollege.co.in/Files/Av-Calendar%202016-17.pdf</a> |

**5. Accrediation Details**

| Cycle    | Grade    | CGPA        | Year of Accrediation | Validity           |                    |
|----------|----------|-------------|----------------------|--------------------|--------------------|
|          |          |             |                      | Period From        | Period To          |
| <b>1</b> | <b>B</b> | <b>2.58</b> | <b>2011</b>          | <b>16-Sep-2011</b> | <b>15-Sep-2016</b> |

|   |                    |
|---|--------------------|
| <b>6. Date of Establishment of IQAC</b> | <b>30-Nov-2011</b> |
|---|--------------------|

**7. Internal Quality Assurance System**

| Quality initiatives by IQAC during the year for promoting quality culture |                    |                                       |
|---|--------------------|---------------------------------------|
| Item /Title of the quality initiative by IQAC                             | Date & Duration    | Number of participants/ beneficiaries |
| <b>Environment day</b>  | <b>06-Jun-2016</b> | <b>70</b>                             |

|                       |                  |    |
|-----------------------|------------------|----|
| celebrations          | 1                |    |
| Talent hunt programme | 29-Jul-2016<br>3 | 90 |

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[View Uploaded File](#)

**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

| Institution/Department/ Faculty   | Scheme | Funding Agency | Year of award with duration | Amount |
|-----------------------------------|--------|----------------|-----------------------------|--------|
| No Data Entered/Not Applicable!!! |        |                |                             |        |
| No Files Uploaded !!!             |        |                |                             |        |

**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC

[View Link](#)

**10. Number of IQAC meetings held during the year :**

3

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

No

Upload the minutes of meeting and action taken report

No Files Uploaded !!!

**11. Whether IQAC received funding from any of the funding agency to support its activities during the year?**

No

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

• Preparation of Academic Calendar • Preparation of Supervision diary for Internship • Training Programmer for Communicative English • Publication of Avila Journal of Educational Research -Volume V • Publication of Proceedings of National Seminar with ISBN

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**13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year**

| Plan of Action | Achivements/Outcomes |
|----------------|----------------------|
|                |                      |

|  |  |
|--|--|
| Perform a comprehensive evaluation of current academic procedures, encompassing teaching methodologies, assessment tactics, facilities, and assistance offerings.      | Enhanced Academic Achievement: Improved rates of student success including higher pass rates, increased retention rates, and elevated satisfaction levels with the learning journey. Enhanced performance both in internal and external assessments, as well as in university examinations.                                |
| Set explicit goals and benchmarks for improving quality across multiple areas, including student assistance services, research endeavors, and institutional resources. | Enriched Teaching-Learning Environment: Implementation of inventive teaching methodologies, incorporation of technology-driven learning resources, and active involvement of students in the educational process. Favorable reviews from students regarding the caliber of teaching, course content, and support services. |
| Motivate faculty to participate in research endeavors and publish their academic work to enhance scholarly contributions.  | Publication of Volume V of the Avila Journal of Educational Research and Proceedings of a National Seminar with ISBN accreditation.  |
| Introduce initiatives to boost student support amenities, such as counseling, mentoring, career advice, and extracurricular opportunities.                             | Creation of Supervision logs for Internship oversight and monitoring of practice teaching sessions by respective faculty members.  |
| Enhance internal quality assurance mechanisms through consistent monitoring, assessment, and feedback systems.   | Elevated employability rates among alumni, coupled with increased job placement prospects and commendations from employers regarding the competence of graduates.  |
| No Files Uploaded !!!  |  |

|   |             |
|---|-------------|
| 14. Whether AQAR was placed before statutory body ?   | No          |
| 15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ? | No          |
| 16. Whether institutional data submitted to AISHE:  | Yes         |
| Year of Submission  | 2018        |
| Date of Submission  | 08-Jun-2018 |
| 17. Does the Institution have Management Information System ?   | No          |

Part B

**CRITERION I – CURRICULAR ASPECTS**

## 1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Avila College of Education holds a lofty vision to become a centre of excellence in teacher education which will provide opportunities for study and research to maximum number of students belonging to the marginalized sections of society. Our unwavering commitment is to realize this vision through molding the next generation of teachers equipped with both academic competence and essential life skills. Our aim is to foster professional competence, adaptability, and dedication among our students, preparing them to confront the challenges of tomorrow and to inspire and foster children's perpetual thirst for knowledge. As an affiliated institution of Mahatma Gandhi University, our curriculum aligns with the university's framework, ensuring relevance and quality. The process of curriculum development and revision rests with the university, with active involvement from our faculty in shaping the educational landscape. The B.Ed. programme curriculum embodies our institution's vision and mission, integrating academic knowledge, practical skills, personality development, and ethical values. Various teaching methodologies such as discussions, demonstrations, seminars, and ICT-based learning are employed to enrich the learning experience. Regular consultations and evaluations occur at the staff level to ensure alignment with academic objectives. Diverse activities throughout the academic year enhance students' overall development. Induction programmes provide platforms for sharing insights and refining curriculum strategies. Through this holistic approach, the curriculum transaction is effectively realized, culminating in the provision of a Competency Profile and recorded class demonstrations upon course completion, ensuring graduates are well-prepared for their professional journey ahead.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate                               | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|---|-----------------|-----------------------|----------|--|-------------------|
| <b>No Data Entered/Not Applicable !!!</b> |                 |                       |          |  |                   |

## 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course                          | Programme Specialization | Dates of Introduction |
|---|--------------------------|-----------------------|
| <b>No Data Entered/Not Applicable !!!</b> |                          |                       |
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|--------------------------|---|
| BEd                              | Nil                      | Nil   |
| MEd                              | Nil                      | Nil   |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

| Certificate                               | Diploma Course |
|---|----------------|
| <b>No Data Entered/Not Applicable !!!</b> |                |

## 1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

|   |                      |                             |
|---|----------------------|-----------------------------|
| Value Added Courses                       | Date of Introduction | Number of Students Enrolled |
| <b>No Data Entered/Not Applicable !!!</b> |                      |                             |
| No file uploaded.                         |                      |                             |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization        | No. of students enrolled for Field Projects / Internships |
|-------------------------|---------------------------------|---|
| BEd                     | School Induction                | 81  |
| BEd                     | School Internship               | 72  |
| BEd                     | Educational Psychology Projects | 81  |
| BEd                     | Projects on Social Issues       | 81  |
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

|           |     |
|-----------|-----|
| Students  | Yes |
| Teachers  | Yes |
| Employers | Yes |
| Alumni    | Yes |
| Parents   | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?  
(maximum 500 words)

**Feedback Obtained**

Feedback collection in our college encompasses various dimensions, focusing particularly on the curricular aspects of teacher education which are prioritized. One crucial dimension is the institutional uniqueness of curricular transactions, alongside the effective utilization of institutional resources. Additionally, alignment of the curriculum with local community needs and conditions is thoroughly examined, as well as considerations for the diverse student categories and their respective needs. The feedback process also evaluates whether student choices are tailored to their circumstances and if the institution can accommodate a variety of student needs effectively. Global relevance of the curriculum, as well as instructional planning, management, and evaluation skills, are also scrutinized. After gathering feedback from stakeholders such as students, teachers, alumni, parents, and practice teaching schools, a detailed report including an Action Taken Report is compiled annually. Discussions within the Staff Council and Internal Quality Assurance Cell aim to address identified deficiencies and enhance positive aspects. Feedback sessions occur after examinations, extracurricular activities, and organizational events to assess the realization of objectives. Structured feedback is obtained from various stakeholders through formal channels like Parents-Teacher Association (PTA) meetings and Alumni meetings. Employers feedback also contributes to institutional improvement efforts. Furthermore, feedback from teaching practice schools and teacher trainees helps evaluate current teacher education curriculum and enhance teaching competence. A feedback form is provided to students to assess curriculum transaction and teaching-learning experiences, with subsequent evaluation and corrective actions taken in staff meetings. The college website also facilitates feedback

collection from students regarding curriculum transaction and development, aiding continuous improvement efforts. Overall, feedback from diverse stakeholders plays a pivotal role in refining institutional practices and policies, fostering ongoing development and improvement.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|-----------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| BEd                   | Teacher Education        | 100                       | 110                            | 97                |
| MEd                   | Teacher Education        | 50                        | 0                              | 0                 |

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### 2.2 – Catering to Student Diversity

#### 2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
| 2016 | 97  | 0   | 16  | 0   | 4  |

### 2.3 – Teaching - Learning Process

#### 2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|----------------------------|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 18                         | 16  | 3                                 | 3                                | 1                          | 3                               |

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#### 2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Our institution implements mentoring programmes which foster a collaborative, power-free partnership between individuals seeking mutual growth. Typically, one individual possesses greater skills, experiences, and wisdom, although mentoring extends beyond mere advice-giving or sharing personal experiences in specific areas or situations. The primary aim of mentoring is to address day-to-day academic challenges faced by students. We have established a student mentoring system that operates effectively within our institution, fostering a conducive learning environment and providing support for extracurricular activities. Students can readily approach teachers for assistance in both academic and non-academic pursuits. In our system, the first-year batch comprised 97 students, the second-year batch also had 72 students for B.Ed, and an additional 4 students were enrolled in M.Ed courses. These students were distributed among various faculty members for mentoring sessions, with a mentor-to-student ratio of 1:11. Faculty members guide student-teachers, identify their strengths and weaknesses through informal interactions, and offer necessary academic counseling. Mentors empower students to tackle their academic, personal, emotional, and spiritual challenges. Each faculty member is assigned mentoring duties, with dedicated mentoring periods scheduled weekly for M.Ed and B.Ed programmes. Our faculty members establish trusted relationships focused on academic and career development, actively listening to students and posing questions to aid in understanding situations or problems. As mentors, faculty members

leverage their expertise and knowledge in a facilitative manner to support mentees growth. In our mentoring approach, we consider various dimensions such as personal profiles, academic needs, encountered difficulties, suggestions for enrichment, and the cultivation of professional attributes. Mentors provide academic guidance, share resources, and demonstrate genuine care for students success. They also impart valuable skills such as effective study habits, time management, role preparation, reading comprehension, listening, teaching, organizational skills, and fostering positive relationships through effective communication.

|  |                             |                       |
|--|-----------------------------|-----------------------|
| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
| 173  | 16                          | 1:11                  |

## 2.4 – Teacher Profile and Quality

### 2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 18                          | 13                      | 5                | 5  | 4                        |

### 2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

| Year of Award                             | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---|---|-------------|--|
| <b>No Data Entered/Not Applicable !!!</b> |   |             |  |
| No file uploaded.                         |   |             |  |

## 2.5 – Evaluation Process and Reforms

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

| Programme Name    | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|-------------------|----------------|----------------|--|---|
| BEd               | EDU            | IV Sem         | 03/04/2017   | 18/07/2018  |
| No file uploaded. |                |                |  |   |

### 2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Student evaluations in both B.Ed and M.Ed programmes are conducted continuously through various activities such as assignments, seminars, projects, quizzes, debates, brainstorming sessions, and more. These activities are assessed objectively, not only by teachers but also through peer and self-evaluation mechanisms. Faculty members utilize spreadsheets to systematically evaluate each student based on predefined criteria, with hard copies of evaluation records maintained for future reference. Comprehensive evaluation records are meticulously prepared by faculty members, incorporating components such as assignments/seminars, papers, and attendance. Participation in sports and cultural events is also internally assessed, with marks included in a course called common practical work. This encompasses diverse projects related to learning profiles, school visits, social issues, assessment methodologies, and community engagement activities. ICT tools are employed for various purposes, including the preparation of question papers, evaluation schedules, grade sheets, and analysis of results. Internal assessments are submitted online to the university through designated examination portals. ICT-based video evaluation is utilized for assessing micro-teaching classes, while overall



supervision of teaching, learning, and other activities is conducted by the principal through video cameras and public announcement systems. Furthermore, criteria for evaluation may include the use of ICT for presentations and assignments, ensuring students timely submission of tasks. Teachers provide prompt evaluation and feedback on students activities, facilitating continuous improvement. Students are also encouraged to engage in peer evaluation, promoting self-assessment and accountability. All student activities, ranging from club assemblies to cultural events, are given due consideration in the evaluation process, fostering holistic development and recognizing diverse talents and contributions.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

In accordance with the norms set by Mahatma Gandhi University, our institution follows an academic calendar to ensure the effective functioning of both scholastic and co-scholastic activities. The staff council convenes to discuss the details of the academic calendar, and a programme coordinator prepares a draft based on the committees discussions. This draft is then presented to the staff council for feedback, and after incorporating suggestions, the final draft is approved by the staff in a meeting held at the beginning of the academic year. The academic calendar includes various components such as the college profile, vision, mission, objectives, management structure, governing body details, staff information, and the structure of the B.Ed and M.Ed curriculum. It also outlines the scheme of examinations, semester dates, model examination rules, fee structure, co-scholastic activities, student support services, associations, staff responsibilities, and other relevant details. Based on this calendar, plans are made and distributed among students to facilitate the smooth conduct of all academic and co-scholastic activities throughout the academic year. Faculty members are assigned various responsibilities according to the academic plan to ensure its effective implementation.

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://www.avilacollege.co.in/AvResult.html>

2.6.2 – Pass percentage of students

| Programme Code    | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|-------------------|----------------|--------------------------|---|---|-----------------|
| Nil               | BEd            | Teacher Education        | 71  | 71  | 100             |
| Nil               | MEd            | Teacher Education        | 4   | 4   | 100             |
| No file uploaded. |                |                          |   |   |                 |

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

No Data Entered/Not Applicable !!!

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

#### 3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project                     | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|---|----------|----------------------------|------------------------|---------------------------------|
| <b>No Data Entered/Not Applicable !!!</b> |          |                            |                        |                                 |
| No file uploaded.                         |          |                            |                        |                                 |

### 3.2 – Innovation Ecosystem

#### 3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar                 | Name of the Dept. | Date |
|---|-------------------|------|
| <b>No Data Entered/Not Applicable !!!</b> |                   |      |

#### 3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation                   | Name of Awardee | Awarding Agency | Date of award | Category |
|---|-----------------|-----------------|---------------|----------|
| <b>No Data Entered/Not Applicable !!!</b> |                 |                 |               |          |
| No file uploaded.                         |                 |                 |               |          |

#### 3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center                         | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|---|------|--------------|----------------------|--------------------|----------------------|
| <b>No Data Entered/Not Applicable !!!</b> |      |              |                      |                    |                      |
| No file uploaded.                         |      |              |                      |                    |                      |

### 3.3 – Research Publications and Awards

#### 3.3.1 – Incentive to the teachers who receive recognition/awards

| State                                     | National | International |
|---|----------|---------------|
| <b>No Data Entered/Not Applicable !!!</b> |          |               |

#### 3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department                    | Number of PhD's Awarded |
|---|-------------------------|
| <b>No Data Entered/Not Applicable !!!</b> |                         |

#### 3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type                                      | Department | Number of Publication | Average Impact Factor (if any) |
|---|------------|-----------------------|--------------------------------|
| <b>No Data Entered/Not Applicable !!!</b> |            |                       |                                |
| No file uploaded.                         |            |                       |                                |

#### 3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department                                | Number of Publication |
|---|-----------------------|
| <b>No Data Entered/Not Applicable !!!</b> |                       |
| No file uploaded.                         |                       |

#### 3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the | Name of | Title of journal | Year of | Citation Index | Institutional | Number of |
|--------------|---------|------------------|---------|----------------|---------------|-----------|
|--------------|---------|------------------|---------|----------------|---------------|-----------|

| Paper                                     | Author |  | publication |  | affiliation as mentioned in the publication | citations excluding self citation |
|---|--------|--|-------------|--|---|-----------------------------------|
| <b>No Data Entered/Not Applicable !!!</b> |        |  |             |  |   |                                   |
| No file uploaded.                         |        |  |             |  |   |                                   |

### 3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper                        | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|---|----------------|------------------|---------------------|---------|---|---|
| <b>No Data Entered/Not Applicable !!!</b> |                |                  |                     |         |   |   |
| No file uploaded.                         |                |                  |                     |         |   |   |

### 3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty                         | International | National | State | Local |
|---|---------------|----------|-------|-------|
| <b>No Data Entered/Not Applicable !!!</b> |               |          |       |       |
| No file uploaded.                         |               |          |       |       |

## 3.4 – Extension Activities

### 3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities  | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|--------------------------|--|--|--|
| AIDS awareness programme | College Union/Community                      | 10   | 160  |
| Care for the Poor        | Students/Sehion Preshitha Sangham            | 8  | 70   |
| No file uploaded.        |  |  |  |

### 3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity                      | Award/Recognition | Awarding Bodies | Number of students Benefited |
|---|-------------------|-----------------|------------------------------|
| <b>No Data Entered/Not Applicable !!!</b> |                   |                 |                              |
| No file uploaded.                         |                   |                 |                              |

### 3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme       | Organising unit/Agency/collaborating agency | Name of the activity  | Number of teachers participated in such activities | Number of students participated in such activities |
|--------------------------|---|-----------------------|--|--|
| AIDS Awareness Programme | Avila College of Education                  | Street play and Rally | 10   | 70   |
| Medical Camp             | Vasan Eye care Hospital, Thevara, Cochin    | Eye testing           | 11   | 90   |
| Relief Settlement        | Corporation of Cochin                       | Visiting destitutes,  | 10   | 72   |

|                   |  |  |    |     |
|-------------------|--|--|----|-----|
| Visit             | Relief Settlement                      | providing snacks, dress, and buying hand made products |    |     |
| Care for Poor     | Sehion Preshitha Sangam, Palluruthy    | Providing food packets to the poor people and beggers  | 8  | 160 |
| Study Kits        | Co operating Schools                   | Giving Study kits for needy students                   | 10 | 72  |
| Beach Cleaning    | Students of Avila College of Education | Cleaning of Fort Kochi Beach                           | 8  | 70  |
| No file uploaded. |  |  |    |     |

### 3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity                 | Participant | Source of financial support | Duration |
|------------------------------------|-------------|-----------------------------|----------|
| No Data Entered/Not Applicable !!! |             |                             |          |
| No file uploaded.                  |             |                             |          |

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details  | Duration From | Duration To | Participant              |
|-------------------|----------------------|--|---------------|-------------|--------------------------|
| Internship        | MEd Internship       | SDPY TTI Palluruthy, Our Ladys Institute of Teacher Education, Thoppumpady   | 01/11/2016    | 11/11/2016  | MEd Students             |
| Internship        | MEd Internship       | SDPY HSS Palluruthy  | 14/11/2016    | 25/11/2016  | MEd Students             |
| Induction         | BEd Induction        | St. John De Britto AIBHS, Fort Cochin St. Mary's Anglo Indian High School, Fort Cochin Santa Cruz High School, Fort Cochin Santa Cruz H S School, Fort | 30/01/2017    | 17/02/2017  | II Semester BEd Students |

|            |                   |   |            |            |                                 |
|------------|-------------------|---|------------|------------|---------------------------------|
|            |                   | Cochin TDHS,<br>Mattancherry<br>EM Govt.<br>High<br>School,Veli,<br>FortCochin<br>St. Louis H<br>S Mundamveli<br>Our Lady   |            |            |                                 |
| Internship | BEd<br>Internship | St. John<br>De Britto<br>AIBHS, Fort<br>Cochin St.<br>Mary's Anglo<br>Indian High<br>School, Fort<br>Cochin Santa<br>Cruz High<br>School, Fort<br>Cochin Santa<br>Cruz H S<br>School, Fort<br>Cochin TDHS,<br>Mattancherry<br>EM Govt.<br>High<br>School,Veli,<br>FortCochin<br>St. Louis H<br>S Mundamveli<br>Our Lady | 27/06/2016 | 07/10/2016 | III<br>Semester BEd<br>Students |

[View File](#)

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation                              | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|---|--------------------|--------------------|---|
| <b>No Data Entered/Not Applicable !!!</b> |                    |                    |   |
| No file uploaded.                         |                    |                    |   |

**CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 – Physical Facilities**

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| <b>No Data Entered/Not Applicable !!!</b>        |  |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities                | Existing or Newly Added |
|---------------------------|-------------------------|
| Campus Area               | Existing                |
| <a href="#">View File</a> |                         |

**4.2 – Library as a Learning Resource**

#### 4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or partially) | Version | Year of automation |
|---------------------------|---|---------|--------------------|
| KOHA                      | Partially                                 | 3       | 2016               |

#### 4.2.2 – Library Services

| Library Service Type | Existing |     | Newly Added |     | Total |     |
|----------------------|----------|-----|-------------|-----|-------|-----|
|                      |          |     |             |     |       |     |
| Text Books           | 8397     | Nil | Nil         | Nil | 8397  | Nil |
| Reference Books      | 2128     | Nil | Nil         | Nil | 2128  | Nil |
| Journals             | 53       | Nil | Nil         | Nil | 53    | Nil |
| CD & Video           | 381      | Nil | Nil         | Nil | 381   | Nil |
| Others (specify)     | Nil      | Nil | Nil         | Nil | Nil   | Nil |
| No file uploaded.    |          |     |             |     |       |     |

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher                | Name of the Module | Platform on which module is developed | Date of launching e-content |
|------------------------------------|--------------------|---------------------------------------|-----------------------------|
| No Data Entered/Not Applicable !!! |                    |                                       |                             |
| No file uploaded.                  |                    |                                       |                             |

#### 4.3 – IT Infrastructure

##### 4.3.1 – Technology Upgradation (overall)

| Type     | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/ GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|----------------------------------|--------|
| Existing | 7               | 0            | 2        | 3                | 0                | 3      | 0           | 0                                | 0      |
| Added    | 0               | 0            | 0        | 0                | 0                | 0      | 0           | 0                                | 0      |
| Total    | 7               | 0            | 2        | 3                | 0                | 3      | 0           | 0                                | 0      |

##### 4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

|                 |
|-----------------|
| 65.3 MBPS/ GBPS |
|-----------------|

##### 4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|--|--|
| No Data Entered/Not Applicable !!!         |  |

#### 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

|   |  |  |  |
|---|--|--|--|
| Assigned Budget on academic facilities    | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
| <b>No Data Entered/Not Applicable !!!</b> |  |  |  |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The college maintains the quality of its teaching-learning process by implementing appropriate policies and procedures for utilizing its infrastructure facilities effectively. These facilities, along with other learning resources, are utilized efficiently to cater to the needs of students, faculty, and administrative staff. The college boasts well-equipped infrastructure including computer labs, networked computers, printing facilities, visualizers, printers, LCD projectors, interactive boards, whiteboards, and green boards. Both students and faculty maintain personal and subject-specific blogs for uploading e-content. The use of LCD and LED projectors, as well as interactive boards, enhances classroom teaching and learning experiences, making them more comfortable and comprehensive. Furthermore, all classrooms are equipped with computers and LCD projectors. In the M.Ed. program, students utilize SPSS licensed software available in the library for analyzing and interpreting their thesis data. The library plays a crucial role in supporting the academic needs of students, research scholars, and faculty by providing a wide range of information resources such as books, journals, periodicals, CDs, proceedings, reference books, project reports, Braille collections, and theses. The library's collection includes organized theses of M.Ed. students, publications of teachers, subscribed and open-access e-journals, digitized books, educational articles, commission reports, and question papers of B.Ed. and M.Ed. programs. Laboratory facilities are also optimally utilized by both students and faculty. These include computer labs, multimedia labs, technology labs, psychology labs, and science labs. Additionally, the college's physical and health department actively encourages student participation in various activities such as yoga, aerobics, and sports. Thus, the college ensures the effective utilization of its infrastructure and resources to enhance the teaching-learning experience and support the academic and extracurricular needs of its community members.

## **CRITERION V – STUDENT SUPPORT AND PROGRESSION**

### **5.1 – Student Support**

#### 5.1.1 – Scholarships and Financial Support

|                                      | Name/Title of the scheme | Number of students | Amount in Rupees |
|--------------------------------------|--------------------------|--------------------|------------------|
| Financial Support from institution   | Nil                      | Nil                | Nil              |
| Financial Support from Other Sources |                          |                    |                  |
| a) National                          | Fisheries Grant          | 2                  | 62000            |
| b) International                     | Nil                      | Nil                | Nil              |
| No file uploaded.                    |                          |                    |                  |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability | Date of implementation | Number of students | Agencies involved |
|------------------------|------------------------|--------------------|-------------------|
|------------------------|------------------------|--------------------|-------------------|

|   |  |          |  |
|---|--|----------|--|
| enhancement scheme                        |  | enrolled |  |
| <b>No Data Entered/Not Applicable !!!</b> |  |          |  |
| <b>No file uploaded.</b>                  |  |          |  |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year                                      | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|---|--------------------|--|--|--|---------------------------|
| <b>No Data Entered/Not Applicable !!!</b> |                    |  |  |  |                           |
| <b>No file uploaded.</b>                  |                    |  |  |  |                           |

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 0                         | 0                              | Nil   |

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus                                 |                                 |                           | Off campus                    |                                 |                           |
|---|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited             | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| <b>No Data Entered/Not Applicable !!!</b> |                                 |                           |                               |                                 |                           |
| <b>No file uploaded.</b>                  |                                 |                           |                               |                                 |                           |

5.2.2 – Student progression to higher education in percentage during the year

| Year                     | Number of students enrolling into higher education | Programme graduated from | Department graduated from | Name of institution joined | Name of programme admitted to |
|--------------------------|--|--------------------------|---------------------------|----------------------------|-------------------------------|
| 2017                     | 4  | PG                       | Education                 | Avila College of Education | MED                           |
| <b>No file uploaded.</b> |  |                          |                           |                            |                               |

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items                    | Number of students selected/ qualifying |
|--------------------------|---|
| NET                      | 2                                       |
| SET                      | 12                                      |
| <b>No file uploaded.</b> |   |

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity    | Level       | Number of Participants |
|-------------|-------------|------------------------|
| Sports meet | Institution | 70                     |



|                   |             |    |
|-------------------|-------------|----|
| Arts fest         | Institution | 70 |
| No file uploaded. |             |    |

### 5.3 – Student Participation and Activities

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

| Year                               | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|------------------------------------|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| No Data Entered/Not Applicable !!! |                         |                        |                             |                               |                   |                     |
| No file uploaded.                  |                         |                        |                             |                               |                   |                     |

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Activity of Student Council: The Student Council serves as a vital link between the student body and the administration, advocating for student interests and organizing various events and initiatives to enhance student life. Through their activities, the Student Council promotes community engagement, leadership development, and collaboration among students. Whether its organizing social events, community service projects, or voicing student concerns to the administration, the Student Council plays a pivotal role in shaping the campus experience for students. Representation on Academic Administrative Bodies/Committees: Representation of students on academic and administrative bodies/committees ensures that student voices are heard and considered in decision-making processes that directly impact their academic and overall university experience. Having student representatives on committees such as curriculum development, disciplinary, and policy-making committees ensures that student perspectives, concerns, and needs are taken into account when important decisions are made. It also promotes transparency, accountability, and a sense of ownership among students regarding institutional policies and practices.

### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

|                                    |
|------------------------------------|
| No Data Entered/Not Applicable !!! |
|------------------------------------|

5.4.2 – No. of enrolled Alumni:

|                                    |
|------------------------------------|
| No Data Entered/Not Applicable !!! |
|------------------------------------|

5.4.3 – Alumni contribution during the year (in Rupees) :

|                                    |
|------------------------------------|
| No Data Entered/Not Applicable !!! |
|------------------------------------|

5.4.4 – Meetings/activities organized by Alumni Association :

|                                    |
|------------------------------------|
| No Data Entered/Not Applicable !!! |
|------------------------------------|

## CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The institution employs a decentralized and participative approach to decision-making for efficient management. The highest administrative authority is the

Governing Body, consisting of the Patron, Manager, Principal, senior faculty, and retired faculty nominees, which convenes as required. During these meetings, the Principal presents the college activity report for review and discussion, with valuable suggestions provided. Below this, the College Council, comprising the Principal and faculty members, operates. The Principal, faculty, and staff form holding regular meetings to address academic and non-academic matters. The Student Union, composed of elected student representatives, works closely with a faculty-appointed Student Advisor to facilitate communication with the faculty. Academic event scheduling and committee assignments are tentatively set at the beginning of the academic year under Principal-led faculty meetings. Faculty members are responsible for various committees and clubs, both academic and non-academic. Administrative staff also contributes to committee memberships. The Student Union organizes events with guidance from the Staff Advisor. Associations such as the PTA and Alumni provide financial and expert support to the college.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

## 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type  | Details   |
|--|---|
| Library, ICT and Physical Infrastructure / Instrumentation | Institutional strategies for enhancing library, ICT, and physical facilities encompass a multi-faceted approach aimed at creating an optimal learning environment. This involves continuous improvement in library services, including collection diversification, information literacy programs, and ensuring convenient access to resources. Upgrading ICT infrastructure involves maintaining robust connectivity, updating hardware and software, and implementing cybersecurity measures. Concurrently, improvements in physical facilities focus on regular maintenance, ensuring accessibility for all, and promoting environmental sustainability. User feedback mechanisms play a crucial role, enabling institutions to gather insights for refining services and engaging the campus community in decision-making processes. Through these strategies, institutions aim to cultivate an environment conducive to academic success, innovation, and holistic student development. |
| Admission of Students                                      | Transparent Admission Criteria: Clearly communicating admission requirements, including academic qualifications, standardized test scores, and any additional criteria, to prospective students. Transparency fosters trust and enables applicants to   |

assess their eligibility accurately.

**Holistic Evaluation:** Moving beyond academic metrics to consider a range of factors such as extracurricular activities, leadership experience, community involvement, and personal essays. This holistic approach provides a more comprehensive understanding of applicants potential and contributions to campus life.

**Diversity Initiatives:** Actively recruiting and supporting students from diverse backgrounds, including underrepresented minorities, first-generation college students, and international students. Institutions may implement outreach programs, scholarships, and partnerships with community organizations to enhance diversity and inclusivity.

Teaching and Learning

**Assessment and Feedback:** Implementing effective assessment strategies and providing timely, constructive feedback to students is crucial for their learning. This involves designing assessments that align with learning objectives, using diverse assessment methods, and providing feedback that helps students understand their strengths and areas for improvement.

**Technology Integration:** Leveraging educational technology tools can enhance teaching effectiveness and student engagement. This includes using multimedia resources and communication platforms to create dynamic learning environments.

**Student Support Services:** Providing comprehensive support services for students, including academic advising, counselling, and access to resources, helps ensure their success. This support is especially important for students from underrepresented backgrounds or those facing academic challenges.

Curriculum Development

As our college operates as an affiliated institution, we adhere to the curriculum established by the university. In this regard, the university extends invitations to our faculty to partake in curriculum revision workshops. Our entire faculty actively engages in the review process of the two-year B.Ed. and M.Ed. programs. Furthermore, our faculty have authored books covering various aspects of education, which have been acknowledged as reference materials by

|                            |  |
|----------------------------|--|
|                            | the university.  |
| Research and Development   | The institution fosters a culture where faculty members are encouraged to serve as valuable resources within their respective fields. As a testament to their expertise and commitment to research and scholarship, two faculty members hold the position of Ph.D. Research Guides. Besides three faculty members including Principal possess guide ship at IGNOU for post graduate degree and diploma programmes in Education.  |
| Examination and Evaluation | <p>Standardized Assessment Practices: Implementing standardized procedures for exam creation, administration, and grading helps maintain consistency and fairness across different courses and instructors. This may involve developing clear guidelines for question design and exam proctoring protocols. Continuous Assessment: Moving away from relying solely on high-stakes exams toward a more diversified approach to assessment can provide a more comprehensive view of student learning. Incorporating formative assessments, quizzes, projects, presentations, and other methods throughout the course allows for on-going feedback and adjustment of teaching strategies. Transparent Evaluation Criteria: Communicating clear and transparent evaluation criteria to students helps them understand how their performance will be assessed and what is expected of them. Providing detailed rubrics or grading guidelines for assignments and exams can guide students in meeting learning objectives and can reduce ambiguity and complaints regarding grading decisions.</p> |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governance area        | Details   |
|--------------------------|---|
| Administration           | Information from University level are conveyed to all the members of the college through e-mail.  |
| Planning and Development | The institution operates within a partially digitalized framework, blending traditional and digital methods for record-keeping and reporting purposes. Planning-related documents, encompassing both academic and administrative aspects, are |

preserved in both written and digital formats. This hybrid approach ensures the retention of critical documents while harnessing the advantages of digital storage for streamlined access and efficient record management. By maintaining planning documents in both written and digital formats, the institution strikes a balance between the familiarity and reliability of traditional record-keeping methods and the convenience and accessibility offered by digital technologies. This approach enables stakeholders to access important information with ease while safeguarding against potential risks associated with sole reliance on digital platforms. Overall, the institution benefits from the flexibility and adaptability afforded by its partially digitalized framework, optimizing its record-keeping processes to meet the evolving needs of its academic and administrative operations.

Finance and Accounts

The finance and accounts department adopts a hybrid approach, utilizing both traditional paper-based methods and computerized systems to manage financial records. This strategy offers flexibility and accessibility in handling financial data. Paper-based records consist of physical copies of invoices, receipts, financial statements, and other essential documents. These records are typically organized in files or ledgers for easy retrieval and storage, providing a tangible backup for critical financial information. In parallel, computerized accounting systems are employed to streamline various processes such as bookkeeping, payroll management, and financial reporting. These systems utilize software programs to record transactions, generate financial reports, and maintain electronic databases of financial information, enhancing efficiency and accuracy. By leveraging both paper and computer-based methods, the finance and accounts department ensures the accuracy, efficiency, and security of financial data. This approach enables the institution to effectively manage its financial operations while complying with regulatory requirements. Additionally, it facilitates convenient access to financial information through

|                               |   |
|-------------------------------|---|
|                               | digital platforms, enhancing overall transparency and accountability.   |
| Examination                   | <p>Internal marks are published following the guidelines outlined by the university's rules and regulations.</p> <p>The academic calendar includes the dates for university exams and semester examinations. Moreover, to bolster security and monitoring measures during examinations, closed-circuit television (CCTV) cameras are installed in the examination hall. These cameras are integrated with the university portal to provide enhanced surveillance and oversight during examination periods.</p>  |
| Student Admission and Support | <p>Every day, as admissions are conducted based on merit, detailed information about these admissions is meticulously recorded and uploaded to the university's centralized database.</p> <p>This database acts as a central repository for all admissions-related data, ensuring accuracy, transparency, and alignment with university regulations. Timely uploading of this information facilitates seamless communication and data sharing with the university, enabling effective monitoring and management of the admission process. Furthermore, maintaining comprehensive records supports the institution's commitment to accountability and adherence to university protocols, while also providing valuable data for future reference and analysis.</p> |

### 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year                                      | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|---|-----------------|--|--|-------------------|
| <b>No Data Entered/Not Applicable !!!</b> |                 |  |  |                   |
| No file uploaded.                         |                 |  |  |                   |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|------|--|---|-----------|---------|---|---|
|------|--|---|-----------|---------|---|---|

No Data Entered/Not Applicable !!!

No file uploaded.

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|---------------------------------|-----------|---------|----------|
| No Data Entered/Not Applicable !!!              |                                 |           |         |          |
| No file uploaded.                               |                                 |           |         |          |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching  |           | Non-teaching |           |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent    | Full Time |
| 5         | 5         | 2            | 2         |

6.3.5 – Welfare schemes for

| Teaching                           | Non-teaching | Students |
|------------------------------------|--------------|----------|
| No Data Entered/Not Applicable !!! |              |          |

## 6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The institution conducts regular internal and external financial audits to ensure transparency, accuracy, and compliance with financial regulations and standards. Internal audits are conducted by an independent team within the institution to review financial records, internal controls, and procedures. External audits are carried out by a third-party auditing firm to provide an objective assessment of the institutions financial statements and practices. These audits help identify any discrepancies, errors, or potential areas for improvement, ensuring the institutions financial integrity and accountability. Additionally, they provide stakeholders with confidence in the institutions financial management and decision-making processes.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|---------|
| No Data Entered/Not Applicable !!!                       |                               |         |
| No file uploaded.  |                               |         |

6.4.3 – Total corpus fund generated

No Data Entered/Not Applicable !!!

## 6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type     | External |            | Internal |            |
|----------------|----------|------------|----------|------------|
|                | Yes/No   | Agency     | Yes/No   | Authority  |
| Academic       | Yes      | University | Yes      | Principal  |
| Administrative | No       | Nill       | Yes      | Management |



6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

**Fundraising Activities:** The PTA often coordinates fundraising efforts to support various initiatives within the institution. These funds may be used to purchase educational materials, improve facilities, or support extracurricular activities. **Advocacy and Communication:** The PTA serves as a platform for parents to voice their concerns and suggestions regarding their childrens education. They may advocate for improvements in school policies, facilities, or curriculum based on the feedback received from parents. **Support for Students:** The PTA may provide support to students in various forms, such as scholarships, awards, or grants to help with educational expenses or participation in extracurricular activities.

6.5.3 – Development programmes for support staff (at least three)

No Data Entered/Not Applicable !!!

6.5.4 – Post Accreditation initiative(s) (mention at least three)

No Data Entered/Not Applicable !!!

6.5.5 – Internal Quality Assurance System Details

|  |     |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b)Participation in NIRF                | No  |
| c)ISO certification                    | No  |
| d)NBA or any other quality audit       | No  |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year              | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|-------------------|------------------------------------|-------------------------|---------------|-------------|------------------------|
| 2016              | Yoga practice                      | 05/07/2016              | 05/07/2016    | 05/07/2016  | 70                     |
| 2016              | Environmen tal day celebrations    | 06/06/2016              | Nil           | Nil         | 70                     |
| No file uploaded. |                                    |                         |               |             |                        |

**CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To  | Number of Participants |      |
|------------------------|-------------|------------|------------------------|------|
|                        |             |            | Female                 | Male |
| Women's Day celebrated | 08/03/2017  | 08/03/2017 | 160                    | 10   |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

The college implements sustainable practices, maintaining a plastic-free campus and adhering to the principles of Reduce, Reuse, and Recycle (the three Rs) for managing waste. Both students and faculty members are strongly encouraged to bring lunch boxes to minimize solid waste generation. Guided by the Science Club, the institution undertakes various green initiatives such as rainwater



harvesting, organizing awareness programs, conducting poster designing competitions, commemorating World Environment Day, and participating in campus and local clean-up efforts. Additionally, herbal gardening is promoted on campus. The colleges infrastructure is designed to optimize natural lighting and ventilation, reducing reliance on electricity. Energy-efficient CFL and LED lights are utilized throughout the campus. Over 90 of students utilize public transportation, while staff members engage in carpooling to minimize carbon emissions.

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|-----------------|--------|-------------------------|
| Rest Rooms      | Yes    | Nil                     |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date       | Duration | Name of initiative             | Issues addressed   | Number of participating students and staff |
|------|--|--|------------|----------|--------------------------------|--|--|
| 2016 | Nil  | 1  | 02/12/2016 | 1        | Visit to Palluruthy Settlement | Engaged with destitute, provided sweets, and bought their own products | 75   |

No file uploaded.

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title    | Date of publication | Follow up(max 100 words)  |
|----------|---------------------|---|
| Calendar | 10/07/2017          | Code of Conduct for Students: The Manager and the Principal oversee the implementation of the prescribed code of conduct and values for students, with faculty monitoring and support from the student union and leaders. Students are expected to follow rules and regulations outlined in the Handbook, wear ID cards, demonstrate punctuality, respect, compassion, participation, discipline, environmental consciousness, and social commitment. |

### 7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity                             | Duration From | Duration To | Number of participants |
|--------------------------------------|---------------|-------------|------------------------|
| Morning assembly                     | 01/08/2016    | 31/03/2017  | 100                    |
| National Environment day celebration | 06/06/2016    | 06/06/2016  | 75                     |
| Independence day celebrations        | 15/08/2016    | 15/08/2016  | 160                    |
| Gandhi jayanthi                      | 03/10/2016    | 03/10/2016  | 160                    |
| No file uploaded.                    |               |             |                        |

### 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

**Waste Management:** In solid waste management, emphasis is placed on the three Rs: Reduce, Reuse, and Recycle. Two types of solid wastes, biodegradable and non-biodegradable, are addressed. Biodegradable waste is allowed to degrade or decompose in designated large pits. Non-biodegradable wastes, such as plastics, are prohibited on the college campus, which has been designated as a plastic-free zone. Throughout the campus, dustbins are provided to facilitate proper waste disposal. Discouragement of plastic bag usage within the campus premises is also enforced, and littering is strictly prohibited. The college has a well-established drainage system to manage liquid waste effectively. Rainwater harvesting systems

**Creating green spaces with native plants**

**Energy Conservation Measures:** To reduce energy consumption and carbon footprint, the institution adopts energy-efficient practices such as using LED lighting, optimizing heating, ventilation, and air conditioning (HVAC) systems, and promoting awareness campaigns to encourage energy-saving behaviors among students and staff.

**Promotion of Sustainable Transportation:** The institution encourages the use of sustainable transportation options by providing bike racks, promoting carpooling among students and staff, and incentivizing the use of public transportation. This reduces vehicular emissions and promotes a cleaner campus environment.

## 7.2 – Best Practices

### 7.2.1 – Describe at least two institutional best practices

1. **Morning assembly** Institution conducts daily morning assembly. The morning assembly serves as a crucial ritual within the educational institution, providing an opportunity for students and staff to come together, reflect, and set a positive tone for the day ahead. Inclusive practices that embrace diversity and promote understanding among different religious traditions are essential components of a harmonious and respectful educational environment. Incorporating readings from three holy books—the Bible, the Bhagavad Gita, and the Quran—into the morning assembly exemplifies a commitment to religious pluralism, fostering mutual respect, empathy, and interfaith dialogue among students and staff. The Bible, revered by Christians worldwide as the sacred text containing the teachings and narratives central to their faith, offers valuable insights on morality, compassion, and human resilience. Readings from the Bible during the morning assembly may include passages from the Old Testament, such as Psalms, Proverbs, or the teachings of Jesus Christ from the New Testament, emphasizing themes of love, forgiveness, and social justice. These readings can inspire individuals to embody the values of kindness, integrity, and service to others in their daily lives. The Bhagavad Gita, a revered scripture in Hinduism, forms a significant philosophical discourse within the epic Mahabharata, imparting profound wisdom on duty, righteousness, and spiritual enlightenment. Extracts from the Bhagavad Gita shared during the

morning assembly may explore concepts such as karma, dharma, and the pursuit of self-realization through devotion and righteous action. These readings encourage individuals to cultivate inner strength, resilience, and a sense of purpose, guiding them towards a life of balance, harmony, and inner peace. The Quran, regarded by Muslims as the divine revelation conveyed to Prophet Muhammad, offers guidance on faith, morality, and social conduct, shaping the spiritual and ethical framework of Islamic civilization. Selections from the Quran recited during the morning assembly may include verses highlighting the attributes of Gods mercy, justice, and compassion, as well as exhortations to uphold righteousness, humility, and solidarity with the marginalized. These readings promote reverence for the divine, ethical conduct, and a sense of communal responsibility grounded in the principles of compassion and justice. By incorporating readings from the Bible, the Bhagavad Gita, and the Quran into the morning assembly, educational institutions embrace religious diversity and promote understanding and respect for different faith traditions. This inclusive practice fosters a sense of belonging and unity among students and staff, transcending religious differences and fostering a shared commitment to moral and spiritual values that enrich the educational experience. Moreover, it nurtures an environment where individuals of diverse backgrounds can coexist harmoniously, fostering empathy, dialogue, and mutual appreciation for the richness of humanity's religious tapestry. In doing so, the morning assembly becomes not only a ritual of collective reflection but also a celebration of the universal human quest for meaning, purpose, and connection with the divine.

2. Care for Poor Programme The students of the institution actively participate in a noble initiative by collecting funds and donating them to Sehiyon Ootusala, an establishment dedicated to providing food for the destitute and impoverished individuals living on the streets. This philanthropic endeavour reflects the students deep sense of compassion and social responsibility towards those in need within their community. By pooling their resources together, the students demonstrate solidarity and empathy towards the less fortunate, recognizing the importance of extending a helping hand to those who are marginalized and vulnerable. Furthermore, the students go beyond mere financial contributions by actively engaging in hands-on volunteer work at Sehiyon Ootusala. They eagerly assist the staff of this establishment in serving meals to the beneficiaries on a rotational basis. This direct involvement allows the students to witness first-hand the impact of their efforts and forge meaningful connections with the individuals they are serving. Through their participation in serving food, the students not only provide nourishment to the hungry but also offer companionship, warmth, and dignity to those who may feel marginalized or forgotten by society. This collaborative effort between the institutions students and Sehiyon Ootusala exemplifies the power of community-driven initiatives in addressing issues of hunger and poverty. By working together towards a common goal, the students not only contribute to alleviating immediate needs but also foster a spirit of empathy, solidarity, and civic engagement among themselves. Moreover, their involvement in such humanitarian endeavours instills in them valuable life lessons about compassion, empathy, and the importance of giving back to society. Ultimately, this partnership serves as a testament to the transformative impact that collective action and altruism can have in creating a more inclusive and compassionate society.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The vision of Avila College of Education is to build up a centre of excellence in teacher education which will provide opportunities for study and research accessible to maximum number of students belonging to marginalised sections of society. In accordance to the vision, the college recognizes the importance of teacher eligibility tests in securing jobs within the educational sector and thus provides comprehensive training to its students to excel in competitive exams such as K-TET, SET, and NET. These tests are crucial for candidates aspiring to teach at various levels, from lower primary to higher secondary and vocational higher secondary schools, as well as undergraduate and graduate levels of college education. To facilitate effective preparation for these exams, the college allocates one hour each day for dedicated study sessions.

During this time, students utilize resources provided by the institution, including guidance from teachers, access to previous exam question banks in the college library, and structured study materials. Teachers actively support students in improving their answering skills, providing guidance on exam preparation strategies, and monitoring their progress through class tests, oral examinations, and group discussions. To enhance collaborative learning and peer support, students engage in group study sessions, utilizing the peer tutoring technique to reinforce their understanding of key concepts. Students from different academic backgrounds collaborate, with those from science streams providing assistance to their peers in arts streams and vice versa. This approach not only aids in exam preparation but also fosters a supportive learning environment where students can learn from each others strengths and experiences.

Provide the weblink of the institution

## 8.Future Plans of Actions for Next Academic Year

The mission of our institution:

- Create a team of mentors/ facilitators equipped with knowledge and skills necessary to incorporate modern techniques and strategies in teacher education.
- Generate committed and competent teachers who give utmost importance to values.
- Uplift the socially and educationally backward sections of the society.
- Strengthen the minorities and make them self-sufficient through education.

Each academic year, our Institutional Quality Assurance Cell (IQAC) devises an action plan aligned with the vision of our institution, aiming to provide an environment conducive to student learning. The upcoming years plans focus on several key aspects. Firstly, we intend to enhance our teacher education programme by introducing an induction programme facilitating the transformation of our students into adept educators. Additionally, we aim to implement Life Oriented Education, empowering students to address socially relevant issues and take on responsibilities. To foster social skills, we plan to increase opportunities for social interaction and community-oriented outreach activities. One significant initiative is the "Food for poor" project, designed to support impoverished persons in our locality and promote community engagement. Furthermore, our institution prioritizes faculty involvement in curricular development programmes, research practices, and educational endeavors across various levels and sectors. We encourage faculty members to organize and participate in seminars, workshops, curriculum development activities, and publish research articles in recognized journals. Additionally, we motivate them to present papers at national and international seminars. In line with our commitment to values, we continue to celebrate days of international significance and aim to strengthen ties with industrialists, Parent-Teacher Associations (PTA), and endorse eco-friendly practices among student teachers. To enhance the capabilities of our students, we plan to introduce various skill development activities. We also intend to offer coaching classes for competitive exams, inviting more firms to provide placement services for our

students. Our institution remains dedicated to its mission continually striving to enrich the learning experience and empower our students and faculty to excel in their respective fields.