



Yearly Status Report - 2018-2019

Part A

Data of the Institution

Part A	
Data of the Institution	
1. Name of the Institution	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

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

3. Website Address	
Web-link of the AQAR: (Previous Academic Year)	_https://www.avilacollege.co.in/AvMandatory.html
4. Whether Academic Calendar prepared during the year	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	https://www.avilacollege.co.in/AvIQAC.html

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B	2.58	2011	16-Sep-2011	15-Sep-2016

6. Date of Establishment of IQAC	30-Nov-2011
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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
Yoga Class - Theory and	09-Aug-2018	95

Practicals	1	
Communicative English Class	07-Sep-2018 1	95
Publication of Avila Journal of Educational Research VII Volume	01-Dec-2018 1	200

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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

Yes

Upload the minutes of meeting and action taken report

[View Uploaded File](#)

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)

Implementation of Quality Improvement Initiatives: IQAC could have spearheaded various quality improvement projects aimed at enhancing teaching learning processes, student support services, and infrastructure development within the institution. Monitoring and Evaluation of Academic Programmes: IQAC conducts regular reviews and assessments of academic programmes to ensure alignment with learning outcomes and student needs. Facilitation of Accreditation Processes: IQAC plays a key role in preparing the institution for accreditation assessments. During the current year, IQAC focused on aligning institutional practices with accreditation criteria, and collecting data for assessment. Promotion of Research and Innovation: IQAC encouraged research and innovation activities among faculty and students. Enhancement of Student Support Services: IQAC focused on improving

student support services such as counselling, career guidance, placement assistance, and extracurricular activities.

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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	Achievements/Outcomes
<p>Perform a comprehensive evaluation of current academic procedures, encompassing instructional techniques, evaluation methods, facilities, and assistance provisions. Set definitive goals and benchmarks for elevating quality across diverse domains such as student assistance services, research endeavors, and institutional facilities. Motivate faculty to actively participate in research undertakings and scholarly publications to augment their academic impact. Enact strategies to enrich student assistance services, including counseling, mentoring, career counseling, and extracurricular engagements. Enhance internal protocols for ensuring quality through consistent monitoring, assessment, and feedback mechanisms.</p>	<p>1. Enhanced Academic Achievement: Improved success rates, heightened retention rates, and heightened student satisfaction with the overall educational experience. Enhanced performance in both internal and external evaluations, including university examinations. 2. Improved Teaching Learning Environment: Implementation of innovative pedagogical approaches, integration of technology enhanced learning resources, and active involvement of students in the educational process. Favourable reviews from students concerning the caliber of instruction, curriculum content, and academic support services. 3. Publication of Avila Journal of Educational Research - Volume VI 4. Continuous and comprehensive evaluation 5. Increased employability rates among alumni, accompanied by expanded job placement prospects and favourable feedback from employers regarding the competency of BEd graduates.</p>
<p>Make meaningful contributions to society and foster social awareness among staff and students.</p>	<p>Engaged in numerous outreach activities, including active participation in flood relief efforts following the Kerala floods.</p>
<p>Focus on the holistic development of students.</p>	<p>Organized a range of activities during the association period, such as competitions, arts festivals, sports meets, drama workshops, short film production, script writing, documentary filming, and E-content creation.</p>
<p>Publish Journal</p>	<p>VII edition of Avila Journal of Educational Research published</p>
<p>View Uploaded File</p>	

14. Whether AQAR was placed before statutory body ?

No

<p>15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?</p>	<p>No</p>
<p>16. Whether institutional data submitted to AISHE:</p>	<p>Yes</p>
<p>Year of Submission</p>	<p>2019</p>
<p>Date of Submission</p>	<p>14-Feb-2019</p>
<p>17. Does the Institution have Management Information System ?</p>	<p>Yes</p>
<p>If yes, give a brief descripton and a list of modules currently operational (maximum 500 words)</p>	<p>Human and physical resources are efficiently managed to support the institution's smooth functioning. Decisions regarding human, financial, and academic matters are made based on recommendations from various bodies and committees. Stakeholder feedback is gathered through feedback forms, and decisions are made based on grassrootslevel input. Faculty members propose action plans deemed essential for quality sustenance or excellence, which are submitted to the planning committee. The Internal Quality Assurance cell approves submitted proposals and makes necessary modifications. Management values and fulfils recommendations, providing additional resources as needed and requested to create and sustain a conducive environment for learning and development. Information is systematically disseminated through various channels. The college communicates details about curricular and cocurricular activities through the academic calendar, bulletin boards, and WhatsApp groups. Learning resources are shared with students via easily accessible platforms like Google Classroom and blogs, offering relevant materials efficiently. Furthermore, students are sensitized to communityrelated activities, environmental concerns, scientific advancements, humanitarian issues, and future challenges. The democratic management strategy fosters a sense of growth and collaboration among individuals within the institution.</p>

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 aspires to excel in teacher education, offering inclusive opportunities for study and research to marginalized students. We are steadfastly committed to shaping the next generation of teachers who possess both academic excellence and essential life skills. Our goal is to cultivate professional competence, adaptability, and dedication among our students, preparing them to face future challenges and nurturing a lifelong love for learning in children. Affiliated with Mahatma Gandhi University, our curriculum adheres to the university's standards, ensuring relevance and excellence. While the university oversees curriculum development and revisions, our faculty actively contributes to shaping the educational landscape. The B.Ed. program curriculum embodies our institution's vision and mission, integrating academic knowledge, practical skills, personality development, and ethical values. We utilize various teaching methodologies, including discussions, demonstrations, seminars, and ICT-based learning, to enrich the learning experience. Regular consultations and evaluations at the staff level ensure alignment with academic objectives. Throughout the academic year, diverse activities promote students' overall development. Induction programs provide platforms for exchanging insights and refining curriculum strategies. Through this comprehensive 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
Nil	Nil	Nil	Nil	Nil	Nil

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
No file uploaded.		

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	Elementary Education Guidance and Counselling	02/07/2018
MEd	Inclusive Education Guidance and Counselling	Nil

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

	Certificate	Diploma Course

Number of Students

0

0

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
Nil	Nil	Nil
No file uploaded.		

1.3.2 – Field Projects / Internships undertaken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	School Induction	100
BEd	School Internship	94
BEd	Educational Psychology Projects	100
BEd	Projects on Social Issues	100
No file uploaded.		

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 at our college is comprehensive, with a primary focus on the curricular aspects of teacher education. We prioritize assessing the institutional uniqueness of curricular transactions and the efficient utilization of resources. Moreover, we thoroughly evaluate the alignment of the curriculum with local community needs and the diverse requirements of our student body. This process includes examining whether student choices are adapted to their circumstances and if the institution effectively caters to a variety of student needs. We also scrutinize the global relevance of the curriculum and the skills related to instructional planning, management, and evaluation. Feedback is gathered from stakeholders such as students, teachers, alumni, parents, and practice teaching schools. This feedback is consolidated into a detailed report, including an Action Taken Report, 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 evaluate the achievement of objectives. Structured feedback is obtained through formal channels like Parents-Teacher Association (PTA) meetings and Alumni meetings, as well as from employers. Additionally, feedback from teaching practice schools and teacher trainees helps evaluate the current teacher education curriculum and improve teaching competence. Students are provided with feedback forms 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, supporting continuous improvement efforts. Overall, feedback from diverse stakeholders plays a crucial 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	104	100
MEd	Teacher Education	50	7	6

[View Uploaded File](#)

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
2018	194	14	15	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
15	14	3	3	1	3

[View File of ICT Tools and resources](#)

No file uploaded.

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

The institution has implemented a robust mentoring program aimed at providing comprehensive support to its students. Within this framework, teachers take on the role of mentors, guiding small groups of students, known as mentees, throughout the academic year. These mentors meticulously develop individualized support plans tailored to each student's needs, drawing insights from detailed student profiles. They maintain thorough records of interactions and progress, ensuring continuity and allowing for a comprehensive overview of the mentees' development. Scheduled meetings between mentors and mentees are strategically arranged during non-academic hours, such as lunch breaks or before/after class sessions. During these sessions, mentors address both academic challenges and personal issues, fostering a supportive environment for mentees to thrive. As the academic year draws to a close, mentors engage in a reflective assessment of the mentoring process, evaluating its effectiveness and identifying areas for improvement. These insights gleaned from evaluations serve as valuable input for strategic planning, allowing the institution to adapt and evolve in response to the changing needs of its students. Furthermore, the support provided by mentors extends beyond the students' tenure at the institution. Mentors offer guidance and assistance in various areas, including career placements, further

education pursuits, and addressing personal challenges. Leveraging their experience and expertise, faculty mentors provide personalized guidance, nurturing both academic excellence and personal growth in mentees.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
208	15	1:14

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	15	0	1	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
Nil	Nil	Nil	Nil
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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	BEd	IV	23/04/2018	20/06/2018
No file uploaded.				

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

The institution diligently adheres to the evaluation standards mandated by Mahatma Gandhi University for both Internal and External Evaluation processes. The academic schedule includes specific time slots dedicated to evaluation, facilitating internal and external assessment procedures. This punctuality assists educators in closely monitoring and assessing student progress, enabling timely feedback for their improvement. Oversight of Internal Examinations and Assessment is conducted by the College Academic Coordinator, ensuring compliance with University guidelines. Preparatory examinations following university patterns precede main exams, providing valuable feedback to students for enhancement. Internal evaluation components such as class tests and practicums are aligned with University directives to ensure consistency in assessments. The Principal oversees all phases of internal assessment, from administration to mark publication. Preparatory teaching sessions involving students from affiliated schools are meticulously organized, while mock oral examinations prepare students for external evaluations. An attendance monitoring system is in place, supported by mentoring and tutoring programs to address academic or personal concerns. Grievance resolution follows a three-tier system advocated by the University, effectively resolving assessment-related issues. Semester-wise and annual results undergo quantitative analysis to inform instructional improvements. Continuous student feedback drives ongoing enhancements to the evaluation system. Evaluation encompasses a range

of activities, including class tests and practical assessments, evaluated not only by teachers but also through peer and self-assessment. Faculty members maintain systematic records of student evaluations.

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

The Staff Council, working in collaboration with the IQAC (Internal Quality Assurance Cell), is tasked with formulating the academic calendar to align with the University Calendar. A thorough consideration is given to include all necessary academic details, ensuring sufficient time for the completion of each course. Adhering to the norms set by Mahatma Gandhi University, the staff council deliberates on the specifics of the academic calendar, with the programme coordinator drafting the proposed plan. Once feedback and suggestions are incorporated, the final version is approved during a meeting at the commencement of the academic year. The Academic Calendar comprises comprehensive information such as the college profile, vision, mission, and objectives, along with the structure of the B. Ed curriculum, examination schedules, rules, fee structures, and support services. Additionally, it delineates co-curricular activities, the involvement of IQAC, staff duties, and academic events, ensuring the smooth execution of all activities. Faculty members are assigned specific responsibilities in accordance with the academic plan. This meticulously prepared calendar is then distributed among students to serve as a guide throughout the academic year, fostering an environment conducive to learning.

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/Files/BEd-Curriculum-2015.pdf>

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
BEd	BEd	Teacher Education	92	92	100
M.Ed	MEd	Teacher Education	8	8	100

[View Uploaded File](#)

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)

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

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
No Data Entered/Not Applicable !!!				

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
Nil		

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
Nil	Nil	Nil	Nil	Nil
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
Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

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

Name of the Department	Number of PhD's Awarded
0	0

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)
Nil	Nil	0	Nil
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
Nil	0
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 Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Nil	Nil	Nil	Nil	Nil	Nil	Nil
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
Nil	Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.						

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

Number of Faculty	International	National	State	Local
No Data Entered/Not Applicable !!!				
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
Care for Poor	Sehion Preshitha Sangham, Edakochi	10	90
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
Nil	Nil	Nil	Nil
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	90
Relief Settlement Visit	Corporation of Cochin Relief Settlement	Visiting destitutes, providing snacks, dress, and buying hand made products	10	90
Care for Poor	Sehion Preshitha Sangham, Edakochi	Providing food for destitutes	10	90
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
Nil	Nil	Nil	Nil
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	Nil	Nil	MEd Students
Internship	MEd Internship	SDPY HSS Palluruthy	Nil	Nil	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 Cochin TDHS, Mattancherry EM Govt. High School, Veli, Fort Cochin St. Louis H S Mundamveli Our Lady	Nil	Nil	II Semester BEd Students
Internship	BEd Internship	St. John De Britto AIBHS, Fort Cochin St. Mary's Anglo Indian High School, Fort Cochin Santa Cruz High School, Fort	Nil	Nil	III Semester BEd Students

Cochin Santa Cruz H S School, Fort Cochin TDHS, Mattancherry EM Govt. High School, Veli, Fort Cochin St. Louis H S Mundamveli Our Lady

[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
Nil	Nil	Nil	Nil
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
0	0

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
No Data Entered/Not Applicable !!!	
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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

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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
Nil	Nil	Nil	Nil
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	8	0	3	0	0	3	0	0	0
Added	0	0	0	0	0	0	0	0	0
Total	8	0	3	0	0	3	0	0	0

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

1000 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
Nil	Nil

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
1.28	1.28	5.65	5.65

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)

Effective management of physical, academic, and support facilities within educational institutions relies on well-defined procedures and policies. These include regular inspections and maintenance schedules to ensure optimal functioning of laboratories, libraries, sports complexes, computers, and classrooms. Asset management systems help track equipment condition and lifecycle, aiding in budgeting for replacements. Utilization policies encompass centralized booking systems for facility usage and guidelines to allocate resources fairly. Academic facilities like laboratories and libraries have specific protocols for safety, equipment usage, and access. Classrooms are set up with standard configurations and updated technology. Support facilities, such as sports complexes and computer labs, follow usage guidelines and receive regular maintenance. Budgeting involves allocating resources based on identified needs and sustainability initiatives. Feedback mechanisms, including

surveys and feedback sessions, enable continuous improvement of facility management practices based on stakeholder input. These measures collectively enhance the learning environment and support academic and extracurricular activities within the institution.

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

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	For Top Scorers in the University Exam	4	2250
Financial Support from Other Sources			
a) National	fisheries grant	3	91000
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 enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Nil	Nil	Nil	Nil
No file uploaded.			

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
Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.					

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	Nil	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
Nil	Nil	Nil	Nil	Nil	Nil

No file uploaded.

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

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2018	19	Nil	Nil	Nil	Nil
2019	15	Nil	Nil	Nil	Nil

No file uploaded.

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
SET	3
Any Other	15

No file uploaded.

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

Activity	Level	Number of Participants
File uploaded	Nil	Nil

[View File](#)

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)

The Student Council plays a vital role in representing the student body and fostering student engagement within the institution. Its primary functions involve advocating for student interests, organizing events, and providing a platform for student voice in academic and administrative matters. One of the key responsibilities of the Student Council is to ensure effective representation of students on academic and administrative bodies or committees within the institution. This representation is crucial as it allows students to have a direct say in decision-making processes that impact their academic experiences and campus life. In terms of academic representation, student council members often sit on academic committees such as curriculum review boards, where they contribute student perspectives on course offerings, program development, and educational policies. They act as liaisons between students and faculty, conveying concerns, feedback, and suggestions to improve the quality of education. This involvement ensures that students have a meaningful role in shaping their academic environment and curriculum. On the administrative side, student council members participate in committees related to campus facilities, student services, and campus governance. They provide insights into student needs and preferences, advocating for improvements in

areas such as campus safety, housing, dining services, and extracurricular activities. By actively participating in administrative committees, students can influence decisions that affect campus life and contribute to a more inclusive and student-centered environment. Moreover, the Student Council plays a crucial role in fostering communication and collaboration between students, faculty, and administration. They organize town hall meetings, forums, and feedback sessions to gather input from the student body and communicate outcomes of committee discussions and decisions. This transparency helps build trust and accountability within the institutions governance structure. Overall, the activity of the Student Council in representing students on academic and administrative bodies is essential for promoting student engagement, ensuring student welfare, and enhancing the overall quality of the educational experience. It empowers students to have a direct impact on their learning environment and prepares them for active citizenship and leadership beyond their academic years.

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 adopts a decentralized and participative approach to decision-making, facilitating efficient management across various levels of administration. At the apex of the administrative hierarchy lies the Governing Body, comprising the Patron, Manager, Principal, senior faculty, and retired faculty nominees, convening as necessary. These meetings serve as platforms for the Principal to present the college activity report, fostering review and discussion with valuable input from attendees. Subsequently, the College Council, comprised of the Principal and faculty members, oversees operational matters. Regular meetings among the Principal, faculty, and staff address both academic and non-academic affairs, ensuring comprehensive management. The Student Union, consisting of elected student representatives, collaborates closely with a faculty-appointed Student Advisor to facilitate effective communication with faculty members. Academic event scheduling and committee assignments are established during Principal-led faculty meetings at the beginning of the academic year, involving faculty members in various academic and non-academic committees and clubs. Administrative staff also play a pivotal role in committee memberships, contributing to the institutions holistic functioning. The Student Union organizes events with guidance from the Staff Advisor, enhancing student engagement and involvement. Additionally,

associations such as the Parent-Teacher Association (PTA) and Alumni provide both financial assistance and expert support to the college, further enriching its educational endeavors and fostering a sense of community involvement. Overall, this decentralized and participative approach ensures comprehensive management and effective collaboration across various stakeholders, ultimately enhancing the institutions operations and fostering a conducive learning environment.

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	<p>Institutional strategies for enhancing library, ICT, and physical facilities adopt a multifaceted approach aimed at fostering an optimal learning environment. Continuous improvement in library services involves diversifying collections, implementing information literacy programs, and ensuring seamless access to resources. Upgrading ICT infrastructure prioritizes robust connectivity, updating hardware and software, and bolstering cybersecurity measures. Simultaneously, enhancements in physical facilities prioritize regular maintenance, promoting accessibility for all, and fostering environmental sustainability. User feedback mechanisms are integral, 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.</p>
Human Resource Management	<p>The institution places significant emphasis on the professional development of teacher educators through various research activities and initiatives. This includes offering opportunities for research guidance, participation in research committees, and providing research-based consultancy services. These endeavors are aimed at enhancing the expertise and skills of teacher educators, enabling them to remain updated with current educational trends and make meaningful contributions to the field. Moreover, the institution prioritizes</p>

the training of new-generation teachers to effectively impart societal values and address emerging educational challenges. This involves equipping student teachers with the requisite knowledge and skills to navigate contemporary educational issues and adapt to evolving educational landscapes. Furthermore, the institution facilitates opportunities for both faculty and student teachers to participate in various examinations and promotional activities, thereby fostering their professional development and career advancement in the field of education. These collective initiatives contribute to the overall enhancement of teaching quality and educational outcomes within the institution and its affiliated schools.

Industry Interaction / Collaboration

The institution places significant importance on collaborating closely with cooperating schools to facilitate school induction and internship experiences for its students. This collaborative partnership plays a pivotal role in providing aspiring educators with invaluable hands-on training and exposure to real-world classroom environments. During the school induction phase, students are immersed in the policies, procedures, and culture of the cooperating schools. This introductory period offers students a comprehensive understanding of the educational philosophies and practices embraced by these institutions, thus preparing them for their subsequent internship experiences. Internships, also known as teaching practice or field experiences, represent a critical stage wherein students apply theoretical knowledge gained in their coursework to actual teaching scenarios. Guided by experienced mentor teachers, interns progressively assume teaching responsibilities, acquiring practical skills and insights into effective classroom management, lesson planning, and student engagement. Throughout these immersive experiences, the institution maintains close communication with cooperating schools to ensure that student interns receive adequate support and supervision. Collaborative efforts may include joint

training sessions, regular progress meetings, and opportunities for reflection and feedback, fostering a culture of continuous improvement and professional growth. By nurturing partnerships with cooperating schools, the institution enhances the quality of its teacher education programs and equips future educators with the requisite skills to excel in their careers. Moreover, this collaborative approach strengthens ties between the institution and the broader educational community, promoting mutual learning and professional development.

Admission of Students

Every day, as admissions are handled based on merit, the particulars of these admissions are meticulously recorded and subsequently uploaded to the university's centralized database. This database functions as a central hub for all admissions-related data, ensuring precision, transparency, and adherence to university regulations. Through the prompt uploading of this information, the institution enables seamless communication and data exchange with the university, facilitating streamlined monitoring and management of the admission process. Furthermore, this practice aids in maintaining thorough records for future reference and analysis, aligning with the institution's dedication to accountability and compliance with university protocols.

Curriculum Development

As an affiliated institution, our college adheres to the curriculum set forth by the university. To ensure alignment with the evolving educational landscape, the university regularly invites our faculty members to participate in curriculum revision workshops. These workshops provide a platform for collaborative input and feedback from our faculty members, enabling them to contribute to the enhancement of educational programs. Our entire faculty actively participates in the review process of the two-year B.Ed. and M.Ed. programs, demonstrating our commitment to quality education and continuous improvement. This collective effort ensures that our programs remain relevant and effective in meeting the needs of students and the demands of the educational sector.

Moreover, our faculty members have made significant contributions to the field of education through their scholarly endeavors. They have authored books covering various aspects of education, which have been recognized by the university as reference materials. This acknowledgment reflects the expertise and dedication of our faculty members in advancing knowledge and scholarship in the field of education. Overall, our colleges active involvement in curriculum revision and scholarly activities underscores our commitment to academic excellence and continuous improvement in delivering quality education to our students.

Teaching and Learning

Assessment and Feedback: Ensuring effective assessment strategies and delivering timely, constructive feedback are integral to student learning. This entails designing assessments that align with learning objectives and employing diverse assessment methods to evaluate student progress comprehensively. Additionally, providing feedback that is specific, actionable, and supportive enables students to understand their strengths and areas for improvement, fostering their growth and development.

Technology Integration: Integrating educational technology tools into teaching practices can significantly enhance teaching effectiveness and student engagement. By leveraging multimedia resources, interactive simulations, and communication platforms, educators can create dynamic and interactive learning environments that cater to diverse learning styles and preferences. Moreover, technology integration facilitates collaborative learning opportunities and allows for personalized instruction, enhancing the overall learning experience for students.

Student Support Services: Offering comprehensive support services for students is essential to ensuring their success and well-being. This includes providing academic advising, counseling services, and access to resources such as tutoring and academic workshops. These support services are particularly crucial for students from underrepresented backgrounds or those facing academic challenges, as they help address barriers to learning and

promote equity and inclusivity within the educational environment. By prioritizing student support services, institutions can empower students to overcome obstacles and achieve their academic and personal goals.

Examination and Evaluation

Standardized Assessment Practices: Establishing standardized procedures for exam creation, administration, and grading is essential for ensuring consistency and fairness across different courses and instructors. This may entail developing clear guidelines for question design, exam proctoring protocols, and grading criteria. By adhering to standardized practices, institutions can uphold academic integrity and promote equity in assessment outcomes.

Continuous Assessment: Moving beyond reliance on high-stakes exams towards a diversified approach to assessment is beneficial for gaining a comprehensive understanding of student learning. Incorporating formative assessments, quizzes, projects, presentations, and other assessment methods throughout the course allows for ongoing feedback and adjustment of teaching strategies. This approach fosters a more holistic evaluation of student progress and promotes deeper learning experiences.

Transparent Evaluation Criteria: Communicating clear and transparent evaluation criteria to students is crucial for promoting understanding and accountability in the assessment process. Providing detailed rubrics or grading guidelines for assignments and exams helps students understand how their performance will be evaluated and what is expected of them. This transparency reduces ambiguity and complaints regarding grading decisions, empowering students to take ownership of their learning and strive towards meeting learning objectives effectively.

Research and Development

The institution nurtures a culture that encourages faculty members to become valuable resources within their respective fields. This commitment to academic excellence is exemplified by the appointment of two faculty members as Ph.D. Research Guides, showcasing their expertise and dedication to research and scholarship. Additionally,

three faculty members, including the Principal, serve as guides at IGNOU for postgraduate degree and diploma programs in Education. These appointments underscore the institutions recognition of its facultys scholarly contributions and their role in guiding and shaping the academic pursuits of students. By fostering a supportive environment that values research and mentorship, the institution empowers faculty members to make significant contributions to their disciplines and enhances the overall academic reputation and standing of the institution.

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

E-governance area	Details
<p>Planning and Development</p>	<p>The institution adopts a partially digitalized framework, combining traditional and digital methods for record-keeping and reporting purposes. Planning-related documents, covering academic and administrative aspects, are preserved in both written and digital formats. This hybrid approach ensures the preservation of vital documents while leveraging the advantages of digital storage for streamlined access and efficient record management. Maintaining planning documents in both written and digital formats allows the institution to balance the familiarity and reliability of traditional record-keeping methods with the convenience and accessibility offered by digital technologies. This approach enables stakeholders to access important information easily while mitigating potential risks associated with solely relying on digital platforms. Overall, the institution benefits from the flexibility and adaptability of its partially digitalized framework, optimizing its record-keeping processes to meet the evolving needs of its academic and administrative operations.</p>
<p>Administration</p>	<p>Conveying information from the university level to all members of the college through email is a fundamental practice in ensuring effective communication and dissemination of important updates and announcements. Email serves as a ubiquitous and efficient means of communication,</p>

allowing university administrators to reach a wide audience within the college community promptly. Through email, information such as policy changes, academic updates, event notifications, and administrative announcements can be efficiently distributed to faculty, staff, students, and other relevant stakeholders. Moreover, email provides a documented record of communication, enabling recipients to refer back to important messages as needed. This ensures clarity and accountability in conveying information, as well as facilitates transparency within the college community.

Finance and Accounts

The finance and accounts department employs a hybrid approach, utilizing both traditional paper-based methods and computerized systems to manage financial records effectively. This strategy offers a balance between the reliability of traditional methods and the efficiency of digital systems. Paper-based records encompass physical copies of invoices, receipts, financial statements, and other essential documents. These records are organized in files or ledgers for easy retrieval and storage, providing a tangible backup for critical financial information. This ensures that important documents are readily accessible and can serve as a physical reference if needed. Simultaneously, computerized accounting systems are utilized to streamline various processes such as bookkeeping, payroll management, and financial reporting. These systems leverage software programs to record transactions, generate financial reports, and maintain electronic databases of financial information. This enhances efficiency and accuracy in managing financial data, reducing the potential for errors associated with manual processes. By integrating 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 within the institution.

Student Admission and Support

Every day, as admissions are processed based on merit, thorough details regarding these admissions are diligently recorded and subsequently uploaded to the university's centralized database. This database serves as a centralized repository for all admissions-related data, ensuring precision, transparency, and compliance with university regulations. The prompt uploading of this information facilitates smooth communication and data exchange with the university, enabling efficient monitoring and management of the admission process. Furthermore, the maintenance of comprehensive records reinforces the institution's dedication to accountability and adherence to university protocols. Additionally, these records serve as valuable data for future reference and analysis, aiding in the evaluation and enhancement of the admissions process over time. By upholding meticulous record-keeping practices, the institution strengthens its commitment to transparency, integrity, and excellence in admissions procedures.

Examination

Internal marks are published in accordance with the guidelines specified by the university's rules and regulations, ensuring adherence to standardized assessment practices. Additionally, the academic calendar includes the dates for university exams and semester examinations, enabling students and faculty to prepare and plan accordingly. To enhance security and monitoring measures during examinations, closed-circuit television (CCTV) cameras are installed in the examination hall. These cameras are strategically positioned and integrated with the university portal to provide comprehensive surveillance and oversight during examination periods. This integration allows for real-time monitoring and enables administrators to ensure the integrity and fairness of the examination process. By implementing these measures, the institution demonstrates its commitment to upholding academic integrity,

maintaining transparency, and safeguarding the examination process against any potential misconduct or irregularities.

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
Nil	Nil	Nil	Nil	Nil
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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 !!!						
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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
Nil	Nil	Nil	Nil	Nil
No file uploaded.				

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
2	2	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
PF, ESI	PF, ESI	Nil

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 maintains a rigorous system of financial oversight through regular internal and external audits, aimed at upholding transparency, accuracy, and compliance with financial regulations and standards. Internal audits are conducted by an independent team within the institution, tasked with reviewing financial records, internal controls, and procedures. These audits

ensure that financial operations are conducted in accordance with established protocols and identify any potential areas for improvement or discrepancies. External audits are conducted by a third-party auditing firm, providing an objective assessment of the institutions financial statements and practices. These audits serve to validate the accuracy of financial reporting and provide stakeholders with assurance regarding the institutions financial integrity and accountability. By engaging external auditors, the institution demonstrates its commitment to transparency and accountability in financial management. Overall, these audits play a vital role in maintaining the institutions financial health and credibility. They help identify areas for improvement, mitigate risks, and instill confidence among stakeholders in the institutions financial management processes and decision-making.

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
Nil	Nil	Nil
No file uploaded.		

6.4.3 – Total corpus fund generated

0

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	Nil	Yes	Management

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

The Parent-Teacher Association (PTA) plays a pivotal role in supporting various initiatives within the institution through fundraising activities, advocacy, communication, and providing support to students. Fundraising Activities: The PTA coordinates fundraising efforts to generate funds for the institution. These funds are utilized to purchase educational materials, enhance facilities, and support extracurricular activities, enriching the overall learning experience for students. Advocacy and Communication: The PTA serves as a platform for parents to voice their concerns and suggestions regarding their childrens education. It facilitates open communication between parents, teachers, and school administration, fostering a collaborative approach to address issues and implement positive changes. Based on the feedback received from parents, the PTA may advocate for improvements in school policies, facilities, or curriculum, ensuring that the institution remains responsive to the needs of its stakeholders. Support for Students: The PTA extends support to students in various forms to enhance their educational experience. This may include offering scholarships, awards, or grants to assist with educational expenses or facilitate participation in extracurricular activities. By providing financial assistance and recognition, the PTA contributes to the holistic development and success of students within the institution.

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

Nil

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

Journal Publication - Avila Journal of Educational Research Maintaining Eco-friendly Campus Publication of Articles in International Journals by Staff members

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
2018	Aids Day Awareness Programme	03/12/2018	Nil	Nil	90
2018	Environmental day celebrations	05/06/2018	Nil	Nil	180
2018	Yoga Practice	06/08/2018	Nil	Nil	Nil
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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
Womens day celebrations	08/03/2018	Nil	80	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 is dedicated to sustainability, as shown by its proactive adoption of eco-friendly practices aimed at reducing its environmental impact. A key aspect of this commitment is maintaining a plastic-free campus to minimize plastic pollution and promote a healthier environment. Following the principles of Reduce, Reuse, and Recycle (the three Rs), the college encourages students and faculty to adopt sustainable habits like using reusable lunch boxes to significantly cut down on solid waste generation. Led by the enthusiastic efforts of the Science Club, the institution undertakes various green initiatives to instil environmental consciousness and stewardship among its community. These initiatives include practical measures such as rainwater harvesting and educational activities like organizing awareness programs and poster design competitions. By celebrating events like World Environment Day and actively participating in clean-up activities, the college cultivates a culture of environmental responsibility and collective action. Furthermore, promoting herbal gardening not only enhances the campus aesthetic appeal but

also contributes to biodiversity and ecological balance. The colleges infrastructure is designed to maximize natural lighting and ventilation, reducing reliance on electricity and promoting energy efficiency. This commitment to sustainable infrastructure is supported by the widespread use of energy-efficient CFL and LED lights across the campus. Additionally, the college community is committed to sustainable transportation practices, with many students using public transportation and staff members carpooling to minimize carbon emissions. Through these efforts, the college aims to create an environment that not only supports academic excellence but also prioritizes environmental stewardship, inspiring future generations to be responsible custodians of the planet.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	Nil
Provision for lift	Yes	Nil
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
2018	1	1	03/12/2018	1	AIDS Awareness programme	Lack of awareness about AIDS	100
2019	1	1	Nil	5	Care for Poor	Poverty	100

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)
Academic Calendar	Nil	Under the guidance of the Manager and Principal, faculty members, supported by the student union, oversee the enforcement of a specific code of conduct and values for students. Compliance with the guidelines detailed in the Handbook is mandatory, which includes requirements such as wearing ID cards, showing punctuality, demonstrating respect, compassion, participation,

discipline, environmental consciousness, and social commitment. This collective endeavor is designed to nurture a culture of accountability, respect, and civic involvement among students. The goal is to create a learning atmosphere that supports comprehensive development and encourages positive contributions to society.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Morning assembly	04/06/2018	29/03/2019	100
National Environment day celebration	05/06/2018	Nil	100
Independence day celebrations	15/08/2018	Nil	160
Gandhi jayanthi	02/10/2018	Nil	160
Onam Celebrations	Nil	Nil	160
No file uploaded.			

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

The college prioritizes effective waste management through the principles of Reduce, Reuse, and Recycle (the three Rs). Solid waste is categorized into biodegradable and non-biodegradable types. Biodegradable waste is processed in designated large pits, while non-biodegradable materials like plastics are strictly prohibited on campus to maintain a plastic-free environment. Dustbins are strategically located throughout the campus to encourage proper waste disposal, with measures in place to discourage plastic bag use and littering. For liquid waste management, the college utilizes a well-established drainage system and rainwater harvesting infrastructure to efficiently handle liquid waste and harness rainwater for various purposes. Rainwater harvesting involves collecting and storing rainwater from surfaces like rooftops, roads, and open areas, which is then stored in tanks for future use. To reduce energy consumption and carbon emissions, the institution implements energy-efficient practices such as using LED lighting, optimizing HVAC systems, and conducting awareness campaigns to promote energy conservation among students and staff. Promoting sustainable transportation options is also a key initiative for the college, with efforts including providing bike racks, encouraging carpooling, and incentivizing the use of public transportation. These measures aim to reduce vehicular emissions and create a cleaner campus environment while promoting eco-friendly commuting practices.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

The morning assembly at the institution serves as a meaningful daily ritual for students and staff, providing a space for unity, reflection, and positivity as they begin their day. It incorporates inclusive practices by featuring readings

from religious texts such as the Bible, the Bhagavad Gita, and the Quran. This approach promotes religious pluralism, mutual respect, and interfaith dialogue, emphasizing universal values of morality, resilience, and spiritual enlightenment. The readings encourage individuals to embody virtues like kindness, integrity, and service, fostering unity, empathy, and appreciation for diverse faith traditions within the school community. In addition to promoting religious diversity, the institutions morning assembly also extends into compassionate action through initiatives like the Care for Poor Programme. Students actively participate in fundraising efforts for Sehiyon Ootusala, an organization dedicated to providing food for the destitute. This philanthropic endeavor demonstrates students solidarity and empathy towards marginalized individuals, with students also volunteering directly at Sehiyon Ootusala by serving meals and offering companionship to those in need. Through these community-driven initiatives, students not only address poverty but also cultivate empathy, solidarity, and civic engagement. Their involvement in such activities provides valuable life lessons about compassion, empathy, and social responsibility, contributing to the development of a more inclusive and compassionate society within and beyond the school environment.

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

Avila College of Education is committed to becoming a leading institution for teacher education, with a focus on providing accessible study and research opportunities for marginalized students. Central to this mission is the recognition of the importance of teacher eligibility tests in securing employment within the educational sector. The college places significant emphasis on preparing students for exams such as K-TET, SET, and NET, which are essential for securing teaching positions across different education levels. To support effective exam preparation, the college dedicates one hour daily to study sessions specifically tailored for these exams. During these sessions, students benefit from institution-provided resources including teacher guidance, exam question banks, and structured study materials. Teachers actively engage in assisting students to improve their answering skills, monitor progress through assessments, and facilitate collaborative peer learning sessions. This comprehensive approach not only enhances students readiness for the exams but also fosters a supportive and collaborative learning environment. It promotes mutual learning and skill reinforcement among students from diverse academic backgrounds, ensuring that all aspiring teachers are equipped with the knowledge and capabilities necessary to succeed in the educational sector. Through these efforts, Avila College of Education strives to contribute to the development of a skilled and competent teaching workforce, particularly among marginalized student populations.

Provide the weblink of the institution

<https://www.avilacollege.co.in/AvVision&Mission.html>

8.Future Plans of Actions for Next Academic Year

The mission of our institution is diverse, aiming to provide mentors and facilitators with contemporary teaching methods, cultivate dedicated educators who prioritize ethical values, uplift marginalized groups both socially and educationally, and empower minorities through education. Each academic year, our Institutional Quality Assurance Cell (IQAC) formulates action plans aligned with

this mission to foster a supportive learning environment. Our upcoming initiatives concentrate on improving our teacher education program by implementing induction programs, integrating Life Oriented Education, and expanding opportunities for social interaction and community involvement. Projects like the Food for Poor project exemplify our dedication to community engagement. Moreover, we prioritize faculty engagement in research, seminars, and curriculum enhancement, fostering a culture of continual advancement. Our institution also underscores values through celebrations of international days and advocates for eco-friendly practices. Activities focused on skill development and competitive exam coaching are designed to bolster student capabilities and facilitate employment prospects. Driven by our mission, we consistently endeavor to enrich the educational journey and empower both our students and faculty for success.