Yearly Status Report - 2019-2020

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/Files/AVILA-AQAR-2018-19.pdf

4. Whether Academic Calendar prepared during the year

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/Files/AVILA-CALENDAR-2019-20.pdf

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

6. Date of Establishment of IQAC	**30-Nov-2011**

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
No Data Entered/Not Applicable!!!		

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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)

Organizing the Academic Schedule Preparation of Academic calendar Volume VII of the Avila Journal of Educational Research

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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
Conduct a thorough assessment of existing academic processes, including Improved Academic Performance:	**Higher pass rates, increased retention rates, teaching learning methods, assessment strategies, and support services.**
Perform a comprehensive evaluation of current academic procedures,	**Enhanced Academic Achievement: Improved rates of student success including**

encompassing teaching methodologies, assessment tactics, facilities, and assistance offerings.	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.
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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	2020
Date of Submission	09-Mar-2020
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 is dedicated to becoming a beacon of excellence in teacher education, aiming to offer educational opportunities to a maximum number of students from marginalized communities. Our steadfast commitment is to shape the next generation of teachers, equipping them with both academic proficiency and essential life skills. We strive to nurture professional competence, adaptability, and dedication among our students, preparing them to tackle the challenges of tomorrow and ignite a perpetual thirst for knowledge in children. As an affiliated institution of Mahatma Gandhi University, our curriculum is aligned with the university's framework, ensuring its relevance and quality. While the university oversees curriculum development and revision, our faculty actively contributes to shaping the educational landscape. The B.Ed. program curriculum reflects our institution's vision and mission,

integrating academic knowledge, practical skills, personality development, and ethical values. To enrich the learning experience, we employ various teaching methodologies such as discussions, demonstrations, seminars, and ICT-based learning. Regular consultations and evaluations at the staff level ensure alignment with academic objectives. Throughout the academic year, diverse activities are organized to enhance students' overall development. Induction programs serve as platforms for sharing insights and refining curriculum strategies. Through this holistic approach, we effectively realize curriculum transactions, culminating in the provision of a Competency Profile and recorded class demonstrations upon course completion, ensuring our 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/entreprene urship	Skill Development
No Data Entered/Not Applicable !!!					

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 !!!		
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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
No Data Entered/Not Applicable !!!		

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year		
	Certificate	Diploma Course
No Data Entered/Not Applicable !!!		

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
No Data Entered/Not Applicable !!!		
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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	97
BEd	School Internship	100
BEd	Educational Psychology Projects	97
BEd	Projects on Social Issues	97
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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 focuses on curricular aspects of teacher education, prioritizing institutional uniqueness, resource utilization, and alignment with local community needs. We assess student choices, global relevance, and instructional skills. Stakeholder feedback from students, teachers, alumni, parents, and practice teaching schools is compiled annually, with discussions aiming to address deficiencies. Feedback sessions occur post-examinations and extracurricular activities. Formal channels like PTA meetings and Alumni meetings gather structured feedback. Employers input and feedback from teaching practice schools help evaluate the curriculum. Students provide feedback via forms, with subsequent actions discussed in staff meetings. The college website aids continuous improvement efforts. Overall, stakeholder feedback is pivotal for refining institutional practices and policies.

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	102	97
MEd	TEACHER EDUCATION	50	4	2
[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
2019	200	8	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 Tools and resources	Number of ICT enabled	Numberof smart classrooms	E-resources and techniques used

	ICT (LMS, e-Resources)	available	Classrooms			
15	13	3	3	1	3

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

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

In the credit and semester system, every teacher assumes the role of a mentor for students in each semester. Teachers meticulously document student assignments and maintain comprehensive records of academic performance, encompassing ongoing assessments, participation in orientation,end semester exams school internships, and cultural engagements. Mentors provide both academic and personal support, offering counseling to ensure students overall well-being during their academic journey. They actively intervene to assist students in tackling real-life challenges, fostering holistic development through diverse programmes and regular interactions. The institution ensures an enabling environment for individual growth and development through this mentorship system, encouraging students to seek guidance from teachers for educational and personal matters alike. This mentorship process facilitates effective communication, enhancing understanding of institutional policies and professional expectations. It has proven effective in closing the gap between teachers and students, fostering the acquisition of professional and personal skills tailored to each students strengths. The mentorship programme also plays a pivotal role in guiding students career paths, providing support and awareness for further education and employment prospects. Encouraging students to enhance their academic performance and engage in professional activities such as seminars, conferences, and workshops is a key aspect. Structured and informal meetings between mentors and mentees ensure efficient communication and operation. Additionally, instructors responsible for core subjects make themselves available for personalized counseling sessions with students from all elective disciplines, utilizing various mediums including phone calls, online meetings, and virtual discussion platforms.

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
No Data Entered/Not Applicable !!!			
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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	B.Ed	IV	27/07/2020	04/11/2020

MEd	M.Ed	IV	22/10/2020	23/05/2021

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

The institution follows the guidelines and regulations for continuous assessment set by the NCTE and Mahatma Gandhi University. It strictly adheres to continuous and comprehensive evaluation methods and provides feedback to both students and parents on progress and areas needing improvement. Student teacher performance is evaluated through a combination of internal and external assessment processes, in line with university standards. Each theory course undergoes assessment through both Internal or In Semester Assessment (ISA) and External or End Semester Assessment (ESA), while practical courses are internally assessed. Standardization of assessments is overseen by an external examination board established by the university. Alongside written exams, internal assessment includes marks for practicums and internal tests for B.Ed. and M.Ed. programs. All components of theory courses, such as seminars, projects, learning material preparation, and assignments, are considered for internal evaluation. Continuous and Comprehensive Evaluation Process is employed to assess student performance and progress, with results made available to students before university examinations. Students compile portfolios showcasing practical work and its internal assessment, serving as evidence of ongoing assessments, received feedback, and areas of improvement. Micro teaching classes and Criticism sessions help students develop skills and address weaknesses, with evaluation during school internships contributing to the internal assessment process. Students conduct Self Assessments based on set criteria during their studies, aiding in self-reflection and understanding of Programme outcome, programme specific outcome, and course outcome. Teacher-made class tests are administered upon completion of syllabus modules, with internal exams conducted at semester ends to prepare students for external examinations. Individualized support is provided to students in need throughout tasks, with feedback given to parents on progress and remedial measures taken. Annual Parent-Teacher Association (PTA) meetings cater to students with diverse backgrounds and needs.

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

The collaboration between the Staff Council and the IQAC (Internal Quality Assurance Cell) results in the formulation of the academic calendar, aligning it with the University Calendar. Every essential academic detail is carefully considered to allow ample time for the completion of each course. Following the guidelines of Mahatma Gandhi University, the staff council discusses the specifics of the academic calendar, with the programme coordinator drafting the initial plan. Feedback and suggestions are incorporated, leading to the final version being approved at the onset of the academic year during a meeting. The Academic Calendar encompasses comprehensive information such as college profile, vision, mission, and objectives, along with the structure of the B. Ed curriculum, examination schedules, rules, fee structures, and support services. It also outlines co-curricular activities, involvement of IQAC, staff duties, and academic events to ensure smooth execution of all activities. Faculty members are assigned specific responsibilities in line with the academic plan. This meticulously prepared calendar is then distributed among students to act as a reference throughout the academic year, creating 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)

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
B.Ed	BEd	TEACHER EDUCATION	100	100	100
M.Ed	MEd	TEACHER EDUCATION	6	6	100

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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
No Data Entered/Not Applicable !!!				
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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
No Data Entered/Not Applicable !!!		

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
No Data Entered/Not Applicable !!!				
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
No Data Entered/Not Applicable !!!		

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)	
Name of the Department	Number of PhD's Awarded
No Data Entered/Not Applicable !!!	

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)
No Data Entered/Not Applicable !!!			
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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
No Data Entered/Not Applicable !!!	
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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
No Data Entered/Not Applicable !!!						
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
No Data Entered/Not Applicable !!!						
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
Visit to Cottolengo Special School Fort Kohi, Fort Kochi, Ernakulam - 682001	SISTERS OF ST JOSEPH COTTOLENGO - a Non-Governmental Organization	8	95
Care for the Poor	Students/Sehion	10	95

Preshitha Sangham		
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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
No Data Entered/Not Applicable !!!			
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 activites	Number of students participated in such activites
AIDS Awareness Programme	Avila College of Education	Street play and Rally	11	92
Visit to Cottolengo Special School Fort Kohi, Fort Kochi, Ernakulam - 682001	SISTERS OF ST JOSEPH COTTOLENGO - a Non-Governmental Organization	Visiting mentally challenged destitutes, providing snacks, dress, and buying hand made products	7	95
Paper Cover making	Students of avila college of Education	Prepared eco-friendly paper covers and distributed them among small scale street merchants	2	95
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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 !!!			
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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 HSS Palluruthy	Nill	Nill	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, FortCochin St. Louis H S Mundamveli Our Lady	Nill	Nill	II Semester BEd 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
No Data Entered/Not Applicable !!!			
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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
No Data Entered/Not Applicable !!!	

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
No Data Entered/Not Applicable !!!	
[View File](#)	

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 patially)	Version	Year of automation
KOHA	**Partially**	**3**	**2016**

4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total

Text Books	**8397**	**Nill**	**Nill**	**Nill**	**8397**	**Nill**
Reference Books	**2436**	**Nill**	**Nill**	**Nill**	**2436**	**Nill**
Journals	**41**	**Nill**	**Nill**	**Nill**	**41**	**Nill**
CD & Video	**200**	**Nill**	**Nill**	**Nill**	**200**	**Nill**

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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

No Data Entered/Not Applicable !!!

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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	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Added	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**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 incurredon maintenance of physical facilites

No Data Entered/Not Applicable !!!

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)

PROCEDURES AND POLICIES FOR MAINTAINING AND UTILIZING PHYSICAL, ACADEMIC AND SUPPORT FACILITIES Effective teaching and learning processes are ensured through the implementation of appropriate policies and procedures regarding the

use of the college's infrastructure. The college's facilities are utilized adeptly for educational purposes, catering to the needs of students, faculty, and administrative staff. The institution boasts well-equipped amenities including computer labs, Wi-Fi access, networked computers, printing services, visualizers, LCD projectors, and interactive board. Both students and faculty maintain personal and subject-specific blogs to share educational content. Technology like LCD projectors enriches classroom experiences, facilitating more comfortable and comprehensive learning. M.Ed. students of the college utilize software, available in the library, for data analysis related to their thesis work. The library caters to the academic requirements of students, researchers, and faculty by providing a wide array of resources including books, journals, CDs, periodicals, proceedings, reference materials, project reports, and theses. The library maintains organized collections of M.Ed. theses, teachers' publications, journals, open-access e-journals, and educational articles and periodicals. Laboratory facilities such as technology lab, psychology lab, and science lab are efficiently utilized by both students and faculty. Additionally, the college's physical and health department actively promotes student participation in activities like yoga, aerobics, and sports.

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	Nill	Nill	Nill
Financial Support from Other Sources			
a) National	fisheries grand	2	62000
b)International	Nill	Nill	Nill
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 implemetation	Number of students enrolled	Agencies involved
No Data Entered/Not Applicable !!!			
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 passedin the comp. exam	Number of studentsp placed
No Data Entered/Not Applicable !!!					
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
No Data Entered/Not Applicable !!!		

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
No Data Entered/Not Applicable !!!					
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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
No Data Entered/Not Applicable !!!					
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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
No Data Entered/Not Applicable !!!	
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
No Data Entered/Not Applicable !!!		
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 !!!						
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

No Data Entered/Not Applicable !!!

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 decision-making approach, facilitating efficient management across different administrative levels. At the top of the hierarchy is the Governing Body, comprising the Patron, Manager, Principal, senior faculty, and retired faculty nominees. They convene as needed to discuss college activities, allowing for valuable input from attendees. The College Council, consisting of the Principal and faculty members, oversees day-to-day operations. Regular meetings involving the Principal, faculty, and staff cover both academic and non-academic matters, ensuring thorough management. The Student Union, led by elected representatives, works closely with a faculty-appointed Student Advisor to maintain effective communication with faculty. Academic event scheduling and committee assignments are determined during Principal-led faculty meetings at the start of the academic year, engaging faculty in various committees and clubs. Administrative staff also contribute to committee memberships, supporting the institutions overall functioning. The Student Union collaborates with a Staff Advisor to organize events, boosting student engagement. Additionally, associations like the Parent-Teacher Association (PTA) and Alumni provide financial assistance and expert support, enriching educational efforts and fostering community involvement. Overall, this decentralized approach promotes effective collaboration among stakeholders, enhancing institutional operations and creating 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
Curriculum Development	As an affiliated institution, our college follows the curriculum established by the university. To ensure our programs stay relevant, the university regularly invites our faculty to curriculum revision workshops. Here, faculty provide collaborative input and feedback, enriching educational programs. Our entire faculty engages in reviewing the B.Ed. and M.Ed. programs, showcasing

	our dedication to quality education and progress. This collective effort guarantees our programs meet student needs and industry standards. Additionally, our faculty contributes significantly to education through scholarly work. Their authored books are recognized by the university as reference materials, showcasing their expertise and commitment to advancing educational knowledge. These activities highlight our colleges commitment to academic excellence and ongoing enhancement in delivering top-notch education to our students.
Teaching and Learning	Effective assessment and feedback are crucial components of student learning. This involves creating assessments aligned with learning objectives and utilizing various assessment methods to comprehensively evaluate student progress. Additionally, providing specific, actionable feedback helps students identify strengths and areas for improvement, fostering their growth. Integrating educational technology into teaching practices can greatly enhance effectiveness and engagement. Multimedia resources, interactive simulations, and communication platforms create dynamic learning environments catering to diverse preferences. Technology also enables collaborative learning and personalized instruction, improving the overall learning experience. Comprehensive student support services are vital for student success and well-being. Academic advising, counseling, tutoring, and workshops help address barriers to learning, especially for underrepresented or struggling students. Prioritizing these services promotes equity and inclusivity, empowering students to overcome obstacles and achieve their goals.
Examination and Evaluation	Standardized assessment practices are vital for maintaining consistency and fairness across courses and instructors. This involves establishing clear guidelines for exam creation, administration, and grading, including question design, proctoring protocols, and grading criteria. By adhering to these standards, institutions can uphold academic integrity and ensure equitable assessment outcomes. Moving

	towards continuous assessment methods goes beyond relying solely on high-stakes exams. Incorporating formative assessments, quizzes, projects, presentations, and other methods throughout the course provides ongoing feedback and allows for adjustments in teaching strategies. This approach promotes a more holistic understanding of student progress and fosters deeper learning experiences. Transparent evaluation criteria are essential for promoting understanding and accountability in the assessment process. Providing detailed rubrics or grading guidelines helps students understand how their performance will be evaluated and what is expected of them. This transparency reduces ambiguity and empowers students to take ownership of their learning, ultimately leading to more effective achievement of learning objectives.
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 a faculty member as Ph.D. Research Guide at Bharathiyar University Coimbatore, showcasing their expertise and dedication to research and scholarship. Additionally, three faculty members, including the Principal, serve as guides at Indira Gandhi National open university for postgraduate degree and diploma programs in Education. These appointments highlight the institutions recognition of its faculty's 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.
Library, ICT and Physical Infrastructure / Instrumentation	Institutions employ multifaceted strategies to enhance library, ICT, and physical facilities, fostering an optimal learning environment. Improving 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. Enhancements in physical facilities prioritize regular maintenance, accessibility for all, and environmental sustainability. User feedback mechanisms enable institutions to refine services and engage the campus community in decision-making. These strategies aim to cultivate an environment conducive to academic success, innovation, and holistic student development.
Human Resource Management	The institution places a strong focus on the professional development of teacher educators through diverse research activities and initiatives. This includes offering guidance, involvement in research committees, and providing consultancy services. These efforts aim to enhance the expertise of educators, keeping them abreast of current educational trends and enabling them to contribute meaningfully to the field. Additionally, the institution prioritizes training new-generation teachers to instill societal values and address emerging educational challenges effectively. This involves equipping student teachers with knowledge and skills to navigate contemporary issues and adapt to changing educational landscapes. Furthermore, the institution provides opportunities for faculty and student teachers to participate in examinations and promotional activities, fostering their professional growth and career advancement. These collective initiatives contribute to improving teaching quality and educational outcomes within the institution and its affiliated schools.
Industry Interaction / Collaboration	The institution places great emphasis on close collaboration with cooperating schools to facilitate school induction and internship experiences for its students. This partnership is crucial in providing aspiring educators with practical training and exposure to real-world classroom settings. During the school induction phase, students familiarize themselves with the policies, procedures, and culture of the cooperating schools. This period

	offers them a deep understanding of the educational philosophies and practices embraced by these institutions, preparing them for subsequent internship experiences. Internships, also known as teaching practice or field experiences, are pivotal stages where students apply theoretical knowledge to actual teaching scenarios. Under the guidance of experienced mentor teachers, interns gradually take on teaching responsibilities, gaining practical skills in classroom management, lesson planning, and student engagement. The institution maintains close communication with cooperating schools to ensure 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 essential skills for 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	Each day, admissions based on merit are meticulously recorded and uploaded to the universitys centralized database. This database serves as a hub for all admissions-related data, ensuring accuracy, transparency, and compliance with university regulations. By promptly uploading this information, the institution facilitates seamless communication and data exchange with the university, streamlining monitoring and management of the admission process. Additionally, this practice helps maintain comprehensive records for future reference and analysis, aligning with the institutions commitment to accountability and adherence to university protocols.

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

E-governace area	Details
Planning and Development	The institution has adopted a partially digitalized framework,

	integrating traditional and digital methods for record-keeping and reporting. 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 formats allows the institution to balance the familiarity and reliability of traditional 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.
Administration	Utilizing email to convey information from the university level to all members of the college is essential for effective communication and dissemination of important updates and announcements. Email serves as a ubiquitous and efficient means of communication, enabling university administrators to promptly reach a wide audience within the college community. 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, allowing 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, combining traditional paper-based methods with computerized systems to effectively manage financial records. This strategy offers a balance between the

	reliability of traditional methods and the efficiency of digital systems. Paper-based records consist of 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 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, 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, admissions based on merit undergo thorough processing, with detailed information meticulously recorded and subsequently uploaded to the universitys centralized database. This database acts as a centralized repository for all admissions-related data, ensuring accuracy, transparency, and compliance with university regulations. The timely uploading of this information facilitates seamless communication and data exchange with the university, enabling efficient monitoring and management of the admission process. Moreover, maintaining comprehensive records underscores the institutions dedication to accountability and adherence to university protocols. These records also serve as valuable data for future reference and analysis, aiding in the

Examination	Internal marks are published in accordance with the guidelines specified by the universitys 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
No Data Entered/Not Applicable !!!				
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
1	1	1	1

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 upholds a robust system of financial oversight through regular internal and external audits, ensuring transparency, accuracy, and compliance with financial regulations and standards. Internal audits are conducted by an independent team within the institution, reviewing financial records, internal controls, and procedures to ensure adherence to established protocols and identify areas for improvement or discrepancies. External audits, performed by a third-party auditing firm, provide an objective assessment of the institutions financial statements and practices. These audits validate the accuracy of financial reporting and offer stakeholders assurance regarding the institutions financial integrity and accountability. Engaging external auditors demonstrates the institutions commitment to transparency and accountability in financial management. Overall, these audits are crucial for maintaining the institutions financial health and credibility. They 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
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)

The Parent-Teacher Association (PTA) plays a vital role in supporting various initiatives within the institution through fundraising activities, advocacy, communication, and student support. Fundraising Activities: The PTA coordinates fundraising efforts to generate funds for the institution. These funds are used to purchase educational materials, improve facilities, and support extracurricular activities, enriching the overall learning experience for students. Advocacy and Communication: The PTA provides a platform for parents to voice concerns and suggestions regarding their childrens education. It fosters open communication between parents, teachers, and school administration, facilitating collaboration to address issues and implement positive changes. Based on parent feedback, the PTA may advocate for improvements in school policies, facilities, or curriculum, ensuring the institution remains responsive to stakeholder needs. Support for Students: The PTA offers support to students in various forms to enhance their educational experience. This may include scholarships, awards, or grants to assist with educational expenses or 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)

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
2019	Aids Day Celebration	01/12/2019	Nill	Nill	180
2019	Environmental day celebrations	05/06/2019	Nill	Nill	180
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
Womens day celebrations	**09/03/2020**	**Nill**	**180**	**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
Environmental consciousness and sustainability are crucial considerations for institutions aiming to reduce their carbon footprint and promote eco-friendly practices. Some initiatives in this realm could include: Energy Efficiency Measures: Conducting energy audits to identify areas of inefficiency and implementing measures such as LED lighting, and energy-efficient appliances upgrades to reduce energy consumption. Waste Reduction and Recycling Programs: Establishing comprehensive waste reduction and recycling programs to minimize landfill waste and promote a circular economy. This could involve organizing recycling stations, composting organic waste, and encouraging the use of reusable materials. Sustainable Transportation: Encouraging sustainable transportation options such as biking, walking, carpooling, and public transit to reduce emissions from commuting. Providing bike racks, pedestrian-friendly pathways, and incentives for alternative transportation methods can further promote sustainability. Green Building Practices: Incorporating green building principles into new construction and renovation projects, including energy-efficient design, sustainable materials, and water-saving features like low-flow fixtures and rainwater harvesting systems. Environmental Education and Awareness: Offering educational programs, workshops, and events to raise awareness about environmental issues and inspire action among students, faculty, and staff. This could include sustainability-themed courses, guest lectures, and campus-wide campaigns.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	**Yes**	**0**
Provision for lift	**Yes**	**Nill**
Rest Rooms	**Yes**	**Nill**

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
No Data Entered/Not Applicable !!!							
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)
No Data Entered/Not Applicable !!!		

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
No Data Entered/Not Applicable !!!			

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

Waste Management: In waste management, the focus lies on the three Rs: Reduce, Reuse, and Recycle. The college addresses two types of solid waste: biodegradable and non-biodegradable. Biodegradable waste undergoes degradation in designated large pits, while non-biodegradable materials like plastics are strictly prohibited on campus, ensuring a plastic-free environment. Dustbins are strategically placed across the campus to facilitate proper waste disposal, with stringent measures in place to discourage plastic bag usage and littering. Liquid Waste Management: The college boasts a well-established drainage system to effectively manage liquid waste. Additionally, rainwater harvesting systems are in place to utilize natural resources efficiently. Rain Water Harvesting: Rainwater harvesting is a method used to collect and store rainwater for future use. This sustainable practice involves the capture and storage of rainwater from surfaces like rooftops, roads, and open areas. The collected rainwater is stored in tanks and used for various purposes. Energy Conservation Measures: To mitigate energy consumption and reduce carbon emissions, the institution adopts energy-efficient practices. This includes the widespread use of LED lighting, optimization of HVAC systems, and awareness campaigns promoting energy-saving behaviors among students and staff. Promotion of Sustainable Transportation: Encouraging sustainable transportation options is a priority for the college. Initiatives such as providing bike racks, promoting carpooling, and incentivizing the use of public transportation contribute to reducing vehicular emissions and fostering a cleaner campus environment.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Morning Assembly: The institution conducts a daily morning assembly, serving as a pivotal ritual for students and staff to unite, reflect, and foster positivity for the day ahead. Inclusive practices, incorporating readings from the Bible, the Bhagavad Gita, and the Quran, promote religious pluralism, mutual respect, and interfaith dialogue. These readings offer valuable insights on morality, resilience, and spiritual enlightenment, encouraging individuals to embody kindness, integrity, and service. By embracing religious diversity, the morning assembly cultivates unity, empathy, and appreciation for different faith traditions, celebrating the universal quest for meaning and connection with the divine. Care for Poor Programme: Students actively engage in a compassionate initiative, collecting funds for Sehiyon Ootusala, an organization providing food for the destitute. This philanthropic endeavor demonstrates students solidarity and empathy towards marginalized individuals, extending a helping hand to the vulnerable. Additionally, students volunteer at Sehiyon Ootusala, serving meals and offering companionship to those in need. This collaborative effort exemplifies community-driven initiatives in addressing poverty, fostering empathy, solidarity, and civic engagement among students. Through their involvement, students gain valuable life lessons about compassion, empathy, and social responsibility, contributing to 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

8.Future Plans of Actions for Next Academic Year

Our institutions mission is multifaceted, aiming to equip mentors and facilitators with modern teaching approaches, cultivate committed educators who prioritize moral principles, uplift marginalized communities socially and educationally, and empower minority groups through education. Annually, our Institutional Quality Assurance Cell (IQAC) develops action plans in line with this mission to nurture a supportive learning environment. Our forthcoming efforts focus on enhancing our teacher education program through the introduction of orientation programs, integration of Life Oriented Education, and broadening opportunities for social interaction and community engagement. Initiatives such as the Food for Poor project epitomize our commitment to community involvement. Additionally, we emphasize faculty involvement in research, seminars, and curriculum enrichment, fostering a culture of continuous improvement. Our institution also promotes values through observance of international days and advocates for environmentally friendly practices. Activities centered on skill development and coaching for competitive exams are aimed at strengthening student competencies and enhancing employment prospects. Guided by our mission, we consistently strive to enhance the educational experience and empower both our students and faculty for success.