



## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		<b>AVILA COLLEGE OF EDUCATION</b>
• Name of the Head of the institution	<b>Dr Benny Varghese</b>	
• Designation	<b>Principal</b>	
• Does the institution function from its own campus?	<b>Yes</b>	
• Phone no./Alternate phone no.	<b>04843080412</b>	
• Mobile No:	<b>9495736389</b>	
• Registered e-mail	<b>avilacollegeedakochi@gmail.com</b>	
• Alternate e-mail	<b>bennyvarghesemadappilly@gmail.com</b>	
• Address	<b>Aquinas Grounds, Edacochin, Cochin 10, Kerala, S. India</b>	
• City/Town	<b>Cochin</b>	
• State/UT	<b>kerala</b>	
• Pin Code	<b>682010</b>	
<b>2.Institutional status</b>		
• Affiliated / Constitution Colleges	<b>Affiliated</b>	
• Type of Institution	<b>Co-education</b>	
• Location	<b>Semi-Urban</b>	

• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>MAHATMA GANDHI UNIVERSITY, KOTTAYAM</b>				
• Name of the IQAC Coordinator	<b>Dr Josen George</b>				
• Phone No.	<b>04822242982</b>				
• Alternate phone No.	<b>9495467577</b>				
• Mobile					
• IQAC e-mail address	<b>dr.josengeorge@gmail.com</b>				
• Alternate e-mail address	<b>iqacavila@gmail.com</b>				
<b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>					
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.avilacollege.co.in/AvAcademicCalendar.html">https://www.avilacollege.co.in/AvAcademicCalendar.html</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.58</b>	<b>2011</b>	<b>16/09/2011</b>	<b>15/09/2016</b>
<b>6.Date of Establishment of IQAC</b>			<b>30/11/2011</b>		
<b>7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,</b>					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Yes</b>		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		

<b>9.No. of IQAC meetings held during the year</b>	<b>3</b>
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>	<a href="#">View File</a>
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>	
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
Ensured academic excellence for BEd and MEd programmes. Students secured good results for B.Ed. and M.Ed. Many students cleared TET and SET	
During the Covid 19 pandemic, student teachers provided online tuition for needy school students	
Facilitated content transaction through online platforms by all the teachers. Co-curricular activities were also conducted through online platforms	
Conducted assessment (CCE) in online mode such as google form	
Equipped students for taking classes using different online platforms.	
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year</b>	

Plan of Action	Achievements/Outcomes
To equip teacher educators to handle classes through various online platforms by arranging a training session by IT expert.	All the teachers were able to take classes regularly making use of online platforms
To enable student teachers to prepare video lessons and to conduct online evaluation	All the student teachers prepared video lessons and conducted practice teaching in online mode
To conduct evaluation (academic and non-academic) as a part of CCE through online platforms	Successfully conducted evaluation (academic and non-academic) as a part of CCE through online platforms
To enable student teachers to provide online tuition for needy school students during the Covid 19 pandemic,	Student teachers provided online tuition for needy school students during the Covid 19 pandemic period

**13. Whether the AQAR was placed before statutory body?**

No

- Name of the statutory body

Name	Date of meeting(s)
Nil	Nil

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2020-21	23/02/2022

**15. Multidisciplinary / interdisciplinary**

A multi-disciplinary approach has been incorporated into Teacher Education Programme with the aim of overall development of student teachers. Currently, the integration encompasses Arts, Science, Commerce, and Education disciplines, making the programme multi-disciplinary. Courses like Language across Curriculum, Art in Education (including Music, Dance, Drama, Paintings, Drawing, etc.), and Physical and Health Education are interdisciplinary. The primary aim of these courses is to blend them together for the effective and

efficient development of student teachers, fostering their commitment and responsibility for the future.

#### **16.Academic bank of credits (ABC):**

Avila College of Education functions under the affiliation of Mahatma Gandhi University, Kottayam, and therefore adheres to the university's curriculum and norms. As per the CBCS Regulation 2017 of Mahatma Gandhi University, the Credit Transfer and Accumulation system can be implemented in the programme. This system involves acknowledging, recognizing, and accepting credits earned by students for programs or courses completed at other institutions. Through the Credit Transfer Scheme, students enrolled in a programme at one university can continue their education at another university without interruption. However, the Academic Bank of Credit, as outlined in the New Economic Policy of 2020, has not been fully implemented in the university or its affiliated colleges.

#### **17.Skill development:**

The institution provides skill development programs to enhance various aspects of teaching and interpersonal skills: **Microteaching Sessions:** Microteaching is a highly effective method for teacher training where educators practice teaching in a controlled environment with small groups of peers. The institution organizes regular microteaching sessions where aspiring teachers can hone their pedagogical skills, receive feedback from peers and mentors, and refine their teaching techniques. These sessions cover aspects such as lesson planning, classroom management, effective communication, and student engagement strategies. **Training in Online Teaching:** With the increasing demand for online education, the institution offers specialized training programs to equip educators with the skills and knowledge needed to facilitate effective online learning experiences. These training sessions cover topics such as using learning management systems (LMS), creating engaging multimedia content, facilitating virtual discussions, and assessing student learning in an online environment. **By mastering online teaching techniques, educators can adapt to the evolving landscape of education and deliver high-quality instruction in virtual settings.** **Preparation of Video Lessons:** The institution provides training and resources for educators to create engaging and informative video lessons. Through workshops and hands-on tutorials, teachers learn how to script, film, edit, and produce instructional videos that effectively communicate key concepts and engage students visually and auditory. **By incorporating video lessons into their teaching repertoire, educators can cater to diverse learning styles and enhance student understanding and retention of course material.**

**Co-Curricular Activities for Interpersonal Skills:** In addition to academic coursework, the institution offers a variety of co-curricular activities aimed at developing students' interpersonal skills. These activities include group projects, team-building exercises, leadership workshops, cultural events, and community service initiatives. By participating in these activities, students enhance their communication skills, teamwork abilities, conflict resolution skills, and cultural competence, preparing them for success in both academic and professional settings.

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

The curriculum for prospective teachers is carefully crafted to incorporate Indian knowledge, fostering a deeper understanding and appreciation of our cultural and educational heritage. Students engage in experiences aimed at comprehending the nature of education as a discipline, its interrelation with other disciplines, and the fundamental aspects of the Indian constitution and its impact on education. They critically analyse contemporary issues in India and study the visions, goals, and recommendations of various post-independence commissions that have shaped our current education system. Moreover, students are encouraged to uphold cultural, social, political, and moral values intrinsic to Indian society. Community living camps are organized to sensitize participants to civic sense and social skills as outlined in the Indian constitution, enhancing their awareness of the rights and responsibilities of good citizenship. The curriculum focuses on Indian literature, performing arts, and their historical evolution. Students explore classical music, classical and folk dances, as well as the development of drama and folk theatre throughout India's history. Topics such as the significance of national symbols like the National Anthem and National Song in fostering national integration, and the role of teachers in instilling cultural values in students, are integrated across various subject areas, emphasizing interdisciplinary connections and overarching concepts.

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Avila College of Education, affiliated to Mahatma Gandhi University, Kottayam, offers two year B.Ed programme along with various courses within it, all following the curriculum designed by the university. We carefully evaluate the programme outcomes (POs) and various course outcomes (COs) and ensure that students are informed about them. Each course has specific outcomes and evaluation criteria. The B.Ed. curriculum emphasizes techno-pedagogical richness and evidence-based experiential learning. We endeavour to implement this approach

in alignment with the specified POs and COs. The principal, along with faculty members, class teachers, mentors, course coordinators, and program coordinators, actively informs students about these outcomes and stresses the importance of achieving them. Various channels such as the website, academic calendar/handbook, classrooms, induction programs, PTA meetings, faculty gatherings, and alumni meetings are utilized for the attainment and dissemination of program outcomes (POs) and course outcomes (COs). Several mechanisms are employed to communicate learning outcomes to both teachers and students. These include describing POs to first-year students during induction, periodic observation and measurement of programme and course outcomes, discussing the significance of learning outcomes in IQAC and staff meetings, and conducting a variety of curricular, co-curricular, and pedagogical activities to achieve these outcomes. The institution monitors and documents the progressive development of students' cognitive and professional abilities, utilizing this information for further improvements. Teaching competency is assessed during internships based on predefined criteria. Reports are generated to analyse the outcomes of various activities conducted at the college level to achieve POs and COs. Student performance in examinations throughout the semester is used to evaluate the attainment of POs. Upon completion of the program, each student receives a competency profile reflecting their overall performance and achievements.

#### **20.Distance education/online education:**

The lockdown in the advent of COVID-19 pandemic has necessitated the development of a comprehensive online education programme by the institution. Our institution has adopted various mechanisms to deliver course content via online platforms. Over the span of two semesters, students successfully completed the regular B.Ed. curricula online. During the pandemic, classes were conducted through platforms such as Google Classroom and Google Meet. Our institution promotes the use of ICT-enabled tools, including online resources, for effective teaching and learning processes. Classrooms equipped with projectors are available in the college. Faculty members utilize various ICT-enabled tools for curriculum transaction. Online tests were also administered to evaluate students. To facilitate online teaching, teachers employ a range of online tools such as Google Meet, YouTube, and blogs. Additionally, WhatsApp serves as a platform for disseminating course-related information and messages. Students enhance their ICT skills through pedagogical seminar presentations, individual student teacher courses, and E-content development.

### **Extended Profile**

<b>1.Programme</b>	
1.1 Number of courses offered by the institution across all programs during the year	<b>16</b>
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
<b>2.Student</b>	
2.1 Number of students during the year	<b>211</b>
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	<b>25</b>
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.3 Number of outgoing/ final year students during the year	<b>98</b>
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
<b>3.Academic</b>	
3.1 Number of full time teachers during the year	<b>15</b>
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
3.2	<b>20</b>



Number of Sanctioned posts during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	
4.1 Total number of Classrooms and Seminar halls	23
4.2 Total expenditure excluding salary during the year (INR in lakhs)	16.90919
4.3 Total number of computers on campus for academic purposes	8
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curricular Planning and Implementation</b>	
1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process	
<p>The college, along with its entire staff, assumes responsibility for implementing the curriculum designed by the university. The Internal Quality Assurance Cell (IQAC) establishes guidelines at the beginning of each year. Faculty members, guided by the principal, assess the previous year's activities, form committees, and develop timetables, handbooks, and calendars. The calendar committee devises a comprehensive schedule, incorporating important dates, examinations, holidays, and other events. Freshers are introduced to the BEd program, the college, and its objectives through an orientation programme. Regular staff meetings and open discussions facilitate smooth operation. IQAC and faculty convene at the start of each semester and during emergencies. Clubs and committees organize activities periodically. Informal meetings address resource allocation, problem-solving, and disciplinary matters. Notices and WhatsApp messages disseminate updates and decisions. Meetings cover various topics, including annual planning, academic schedules, examinations, events, accreditation preparation, and staff recognition and advancement.</p>	

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link for Additional information	<a href="https://www.avilacollege.co.in/AvAcademicCalendar.html">https://www.avilacollege.co.in/AvAcademicCalendar.html</a>

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The institution strictly adheres to the academic calendar, which includes the schedule for Continuous Internal Evaluation (CIE). CIE is an integral component of the educational process, allowing for on-going assessment and feedback to enhance student learning outcomes. The academic calendar outlines specific timelines and procedures for conducting CIE, ensuring consistency and fairness across all programs and departments. Faculty members are provided with guidelines and resources to effectively implement CIE, fostering a conducive learning environment. Students are informed of CIE expectations and timelines at the beginning of each academic term, enabling them to adequately prepare and engage in the evaluation process. Class tests are regularly conducted and assignments are corrected on time. Regular monitoring and review mechanisms are in place to assess the effectiveness of CIE implementation and make necessary adjustments for continuous improvement. By adhering to the academic calendar and conducting CIE, the institution upholds its commitment to promoting academic excellence and student success.

File Description	Documents
Upload relevant supporting documents	No File Uploaded
Link for Additional information	<a href="https://www.avilacollege.co.in/AvAcademicCalendar.html">https://www.avilacollege.co.in/AvAcademicCalendar.html</a>

**1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University**

D. Any 1 of the above

**Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View File</a>
Any additional information	No File Uploaded

**1.2 - Academic Flexibility**

**1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

2

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

**1.2.2 - Number of Add on /Certificate programs offered during the year**

**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

0

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template )	No File Uploaded

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

0

**1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year**

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	No File Uploaded

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

Teacher guidance on seminar presentations, projects, and other academic tasks, along with expert seminars organized by the college and using library resources to read articles related to teacher education and research papers, significantly enriches the foundational understanding of teacher education.

The pedagogic course involves several activities: preparing and conducting micro-teaching lessons, connecting theory with practice, creating various tools for data collection, developing teaching manuals, incorporating value education and moral classes, conducting achievement and diagnostic tests, engaging in action research, and organizing arts and sports competitions. These activities provide practical knowledge to student teachers.

During induction and internship programs, students actively participate in all school activities, including club events, exhibitions, administering tests, conducting action research, providing remedial teaching, offering first aid training, teaching yoga and aerobics, which collectively provide invaluable hands-on experience.

Reflective journaling and portfolio entries aid in developing metacognition among student teachers. Extension activities such as interacting with the local community and providing counselling services enhance interpersonal skills. Additionally, participating in cultural programs, club activities, value education sessions,

observing important.

File Description	Documents
Any additional information	<a href="#">View File</a>
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	No File Uploaded

### 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

12

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	<a href="#">View File</a>

### 1.3.3 - Number of students undertaking project work/field work/ internships

208

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	<a href="#">View File</a>

### 1.4 - Feedback System

<b>1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni</b>	<b>A. All of the above</b>
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File Description	Documents
URL for stakeholder feedback report	<a href="#">View File</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	No File Uploaded
Any additional information(Upload)	<a href="#">View File</a>

<b>1.4.2 - Feedback process of the Institution may be classified as follows</b>	<b>C. Feedback collected and analyzed</b>
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File Description	Documents
Upload any additional information	<a href="#">View File</a>
URL for feedback report	Nil

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment Number Number of students admitted during the year

##### 2.1.1.1 - Number of sanctioned seats during the year

**150**

File Description	Documents
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

#### 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

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

19

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

**2.2 - Catering to Student Diversity**

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

During the 2020-21 academic year, the college organized various initiatives to evaluate students' readiness for the B.Ed programme and offered support as per their abilities. The admission process involved interviews with students by teachers and the Principal to understand students' enthusiasm and commitment towards the programme. Additionally, teachers verified academic records to ascertain students' past achievements and areas of strength and weakness.

At the beginning of academic year, an online orientation programme was conducted to acquaint students with the programmes and course outcomes. Talent hunt provided a platform for students to showcase their personal and academic accomplishments, aspirations, and talents, facilitating the identification of their strengths.

Optional classes enabled teachers to assess students' subject proficiency, preferred teaching mediums, aptitude, and individual learning needs. Throughout the year, various assessment methods such as assignments, presentations, and class tests were employed to assess students' skills and aptitudes comprehensively.

The college organized diverse academic activities including seminars, projects, workshops, and club engagements to cater to the learning paces and abilities of students. To provide personalized support, mentoring sessions were conducted to help students leverage their strengths, with teachers offering feedback on their performance across different activities. Peer feedback sessions during practical teaching sessions and internships further nurtured students' development.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	<a href="#">View File</a>

### 2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
210	15

File Description	Documents
Any additional information	<a href="#">View File</a>

### 2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Students of diverse abilities are encouraged through effective and relevant learning experiences. Interactive instructional techniques and student centered learning approaches were employed to cultivate higher-order thinking, reasoning, and investigation skills among students. Embracing student-centered methodologies like experiential learning, participative learning, and problem-solving strategies, teachers strive to enhance learning experiences and meet students' educational aspirations.

To achieve this, innovative strategies such as group discussions, pedagogical activities, brainstorming sessions, quizzes, debates, projects, presentations, experiments, seminars, internships, and ICT resources—both online and offline are integrated. These approaches enrich students' learning experiences.

Additionally, we facilitate lectures by invited experts, workshops, to broaden students' knowledge and keep them informed about academic advancements. Google Classrooms, Field studies, role plays, hands-on experiences, and field visits provide practical learning opportunities, while assessment tools and remedial teaching ensure personalized support. Through various initiatives like educational surveys, case studies, blogs, short films, and action research, the college aims to foster a learning environment that nurtures creativity, critical thinking, and entrepreneurship skills among students.



File Description	Documents
Upload any additional information	<a href="#">View File</a>
Link for additional information	<a href="https://drive.google.com/folderview?id=1I1SaBXTX-q7Ez5qysZlkGy3LGvuOvaZN">https://drive.google.com/folderview?id=1I1SaBXTX-q7Ez5qysZlkGy3LGvuOvaZN</a>

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

All the faculty members use a range of ICT tools to enrich their instructional approaches:

Platforms like Google Classroom, whats app, Telegram was used for the management of course materials, quizzes, and assignments. Teachers use various online platforms, including Google Meet, YouTube, and blogs, for delivering engaging lessons.

Communication was facilitated through Whats App groups, and students develop ICT competencies through seminars, videos and E-learning material creation. Class recordings by students particularly micro-teaching sessions, school internship sessions were assessed by teachers to enhance teaching effectiveness. During internships, students document their experiences in blogs, and they are encouraged to record their teaching sessions for self-reflection.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	Nil

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )

2.3.3.1 - Number of mentors

13

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	<a href="#">View File</a>
Circulars pertaining to assigning mentors to mentees	No File Uploaded
mentor/mentee ratio	No File Uploaded

## 2.4 - Teacher Profile and Quality

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

15

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<a href="#">View File</a>
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded

### 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

#### 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

5

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	<a href="#">View File</a>

### 2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

#### 2.4.3.1 - Total experience of full-time teachers

193

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	<a href="#">View File</a>

## 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The college has implemented a continuous and comprehensive evaluation system, directed by faculty meetings with the Principal to ensure its effective execution. During orientation sessions, students are briefed on the continuous internal evaluation process. Work schedules for each semester, including practicals, practicums, class assessments, and in-semester examinations, are finalized in staff meetings at the semester's start, with the schedule distributed to students.

The course coordinator coordinates question paper preparation, adhering to the academic calendar. Teachers maintain attendance records, question papers, answerscripts, and score sheets. Corrected answerscripts are distributed to students for self-evaluation. Students have the opportunity to discuss assessment grievances with teachers, and internal assessment marklists are publicly displayed. Faculty members provide instructions on unique evaluation features for each practicum and practical of each course, offering individual remedial support to students having problems in completing works.

Practical and practicum evaluations are done, considering various criterialike reports, attendance, student involvement, student performance, group skills and timely submission. In the year 2020-21 most of the practicals and practicum was submitted by students through online mode using Google classroom, Blogs, Whatsapp group, You tube channel, Telegram etc. Students are given timely feedback on both practicals and practicum, so that the works, which doesn't meet the standards could be further modified and submitted for re-assessment.

Teaching performance of students are assessed by the faculty and the school teachers using specific criteria to assess teaching competencies. Supervision diary with remarks of both teacher educator and the supervising school teacher is maintained during

**school induction and school internship.**

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	<a href="https://www.avilacollege.co.in/Files/BEd-Curriculum-2015.pdf">https://www.avilacollege.co.in/Files/BEd-Curriculum-2015.pdf</a>

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

By adhering to the curriculum guidelines provided by Mahatma Gandhi University and being transparent about the evaluation procedures, the college ensures that students are aware of how they will be assessed. Having a grievance redressal cell and a mechanism in place for handling examination-related grievances demonstrates a commitment to fairness and transparency in the academic process. Students knowing they can approach various authorities, including teachers, program coordinators, and the principal, for grievance redressal adds to the sense of accountability and support within the institution. Overall, these practices contribute to a conducive learning environment where students can focus on their studies with confidence in the system's fairness.

File Description	Documents
Any additional information	<a href="#">View File</a>
Link for additional information	Nil

**2.6 - Student Performance and Learning Outcomes**

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The institution follows a systematic approach to communicate programme outcomes and course outcomes established by the Board of Studies in Education of Mahatma Gandhi University, Kottayam. This includes introducing programme outcomes (POs) to first-year students during their orientation programme and regularly assessing and measuring learning outcomes. The significance of these outcomes is reiterated to teachers during IQAC and staff meetings, while students are informed about them through multiple channels, such as the institution's academic calendar, student induction programmes,

parent-teacher association meetings and tutorial sessions. Various curricular, co-curricular, and pedagogical activities are conducted to achieve these outcomes, with corresponding reports being prepared for analysis.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	<a href="https://www.avilacollege.co.in/AvBEEd.html">https://www.avilacollege.co.in/AvBEEd.html</a>
Upload COs for all courses (exemplars from Glossary)	<a href="#">View File</a>

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Programme and Course outcomes, envisioned by the Mahatma Gandhi University aim at making the students ready and equipped with knowledge and skill sets required for future. Evaluation of outcomes serves the institution as an effective tool for introspection and improvement. The students are made aware of these during the orientation Programmes for the new students as well as at the beginning of every semester. Students are guided with required mentoring so they achieve the desired outcomes. Evaluation of the stated outcomes is carried out using multiple assessment methodologies. It is carried out regularly during routine teaching, and periodically through internal assessment, through evaluating the university results and student satisfaction survey.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

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

98

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

## 2.7 - Student Satisfaction Survey

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

<https://www.avilacollege.co.in/Files/AVILA-SSS-2020-21.pdf>

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Resource Mobilization for Research

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

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

0

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	No File Uploaded

**3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year**

**3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

0

File Description	Documents
List of research projects and funding details (Data Template)	No File Uploaded
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

### 3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

#### 3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

File Description	Documents
Report of the event	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
List of workshops/seminars during last 5 years (Data Template)	<a href="#">View File</a>

### 3.2 - Research Publications and Awards

#### 3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

##### 3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

0

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	No File Uploaded

#### 3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

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

0

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	No File Uploaded

**3.3 - Extension Activities**

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

**Mask making and distribution:** Students of Avila College have shown remarkable dedication by engaging in mask-making and distribution efforts during the COVID-19 pandemic. Their initiative, providing masks to the public at no cost, reflects a commitment to community welfare and proactive crisis response. By contributing time, skills, and resources, they safeguard public health and support those in need, embodying empathy and solidarity. This grassroots effort underscores the power of collective action in addressing societal challenges, fostering a culture of social responsibility and civic engagement. Their exemplary actions inspire compassion, resilience, and community service.

**Online Tution:** Amidst the pandemic, students also conducted online tuition for needy school students worldwide. Online tuition emerged as a crucial tool for ensuring educational continuity as schools closed. Despite challenges, students accessed quality education through virtual classrooms, video conferencing, and interactive resources, benefiting from personalized support. Innovations in teaching methods, facilitated by online platforms, catered to diverse learning styles and bridged access gaps, especially for remote or resource-limited students. Online tuition's flexibility ensured uninterrupted education for all, reflecting its potential to complement traditional learning and promote lifelong learning in a digital age.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>



**3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year****3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year**

0

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	No File Uploaded
e-copy of the award letters	No File Uploaded

**3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year****3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

2

File Description	Documents
Reports of the event organized	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	<a href="#">View File</a>

**3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year****3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

95

File Description	Documents
Report of the event	No File Uploaded
Any additional information	<a href="#">View File</a>
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	<a href="#">View File</a>

### 3.4 - Collaboration

#### 3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

3

File Description	Documents
e-copies of linkage related Document	<a href="#">View File</a>
Details of linkages with institutions/industries for internship (Data Template)	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

##### 3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

0

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	No File Uploaded
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The management of Avila College of Education has consistently prioritized the provision of top-notch facilities to enhance the teaching and learning experience, aiming for academic brilliance. In addition to the management's efforts, the collective dedication of staff, students, Parent-Teacher Association (PTA), and Alumni works towards nurturing the institution's holistic development. The institution maintains sufficient number of well-equipped facilities, including classrooms, libraries, laboratories, auditoriums, sports amenities, seminar halls, etc., all meeting the standards set by the National Council for Teacher Education (NCTE).

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

The institution meets the basic requirements and extends its support to a wide array of extracurricular activities. It provides ample facilities for cultural enrichment, offering spaces for performances, exhibitions, and artistic endeavours. Sports enthusiasts can rejoice as the college offers both indoor and outdoor gaming facilities, catering to various interests and preferences. Recognizing the importance of holistic well-being, the institution provides yoga practice encouraging individuals to cultivate mindfulness and balance in their lives. Avila College of Education ensures a well-rounded experience by nurturing not only academic growth but also fostering a vibrant and healthy campus culture.

The institution also has a spacious and well-equipped auditorium, serving as a focal point for various events and gatherings. This multipurpose venue accommodates a range of activities, including academic seminars, conferences, cultural performances, and community events. With audio-visual equipment and comfortable seating, the auditorium provides an ideal setting for presentations, lectures, and performances, enhancing the overall learning and cultural experience within the college community. Whether it's hosting distinguished guest speakers or showcasing student talents, the

auditorium plays a vital role in enriching the academic and cultural landscape of Avila College of Education.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

#### 4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

3

##### 4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

3

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

#### 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

##### 4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

16.90919

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>

**4.2 - Library as a Learning Resource****4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

The library is equipped with ILMS KOHA, which automates various functions including OPAC and barcode capabilities, facilitating easy book identification for users. Barcode printers are utilized to produce spine labels and barcodes. Through OPAC services, librarians can conveniently search for bibliographic information on books, theses, CDs, journals, and more.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional Information	Nil

**4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources**

D. Any 1 of the above

File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)	<a href="#">View File</a>

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

0.05870

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

#### 4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)

##### 4.2.4.1 - Number of teachers and students using library per day over last one year

45

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	No File Uploaded

#### 4.3 - IT Infrastructure

##### 4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The institution is equipped and maintained with computers and associated peripherals. Various spaces such as office rooms, staff rooms, classrooms, seminar halls, lecture halls, auditorium and multipurpose halls are all interconnected through Wi-Fi LAN connections. The IT facilities are regularly updated, ensuring that the infrastructure remains current. Both staff and students have access to the internet connection. The institution consistently renews its Wi-Fi connections, with a focus on enhancing connection strength to meet evolving demands.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

##### 4.3.2 - Number of Computers

8

File Description	Documents
Upload any additional information	No File Uploaded
Student – computer ratio	No File Uploaded

#### 4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	No File Uploaded

#### 4.4 - Maintenance of Campus Infrastructure

##### 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

##### 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

15.54419

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	<a href="#">View File</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View File</a>

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

#### 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.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

##### 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

17



File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	<a href="#">View File</a>

### 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

#### 5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

6

File Description	Documents
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View File</a>

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills  
Language and communication skills Life skills  
(Yoga, physical fitness, health and hygiene)  
ICT/computing skills**

B. 3 of the above

File Description	Documents
Link to institutional website	<a href="https://www.avilacollege.co.in/">https://www.avilacollege.co.in/</a>
Any additional information	<a href="#">View File</a>
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View File</a>

<b>5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b>	
28	
<b>5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year</b>	
28	
File Description	Documents
Any additional information	No File Uploaded
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	No File Uploaded
<b>5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>B. Any 3 of the above</b>
File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	No File Uploaded
<b>5.2 - Student Progression</b>	
<b>5.2.1 - Number of placement of outgoing students during the year</b>	
<b>5.2.1.1 - Number of outgoing students placed during the year</b>	

65

File Description	Documents
Self-attested list of students placed	No File Uploaded
Upload any additional information	<a href="#">View File</a>

**5.2.2 - Number of students progressing to higher education during the year****5.2.2.1 - Number of outgoing student progression to higher education**

7

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	<a href="#">View File</a>

**5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)****5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

6

File Description	Documents
Upload supporting data for the same	No File Uploaded
Any additional information	No File Uploaded

**5.3 - Student Participation and Activities****5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

00

File Description	Documents
e-copies of award letters and certificates	No File Uploaded
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	No File Uploaded

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

The institution actively promotes student representation and engagement across a spectrum of administrative, co-curricular, and extracurricular activities. This commitment is demonstrated through established processes and norms that facilitate student involvement in decision-making and leadership roles.

One key aspect is the formation of a student council or similar governing body comprised of elected student representatives. These representatives serve as the voice of the student body and collaborate with faculty and administration to address student concerns, propose initiatives, and contribute to the overall improvement of the institution.

Furthermore, students are given opportunities to participate in various administrative committees and bodies, where their input and perspectives are valued in shaping policies, programs, and services. This involvement helps ensure that student interests and needs are considered in institutional decision-making processes.

In addition to administrative participation, students are encouraged to engage in co-curricular and extracurricular activities that complement their academic pursuits. This may include involvement in clubs, societies, sports teams, cultural events, community service projects, and more. Through these activities, students develop leadership skills, teamwork, creativity, and a sense of civic responsibility.

Overall, the institution prioritizes student representation and

engagement as integral components of its educational mission, fostering a vibrant campus community where students are empowered to contribute actively to their own learning and personal development.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

### 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

#### 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

25

File Description	Documents
Report of the event	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	<a href="#">View File</a>

## 5.4 - Alumni Engagement

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

The alumni association of the institution is actively functioning, serving as a bridge between former students and the institution itself. The association plays a crucial role in maintaining connections, fostering a sense of community, and supporting various initiatives.

Regular meetings of the executive committee are convened to discuss and plan activities, events, and initiatives aimed at engaging alumni and benefiting the alma mater. These meetings serve as platforms for exchanging ideas, strategizing, and making decisions regarding the association's objectives and priorities.

The executive committee, comprised of elected alumni representatives and possibly members of the institution's administration or faculty, oversees the day-to-day operations and long-term planning of the association. They may also be responsible for managing finances, organizing events such as reunions, networking sessions, career development workshops, and fundraising campaigns.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

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

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The vision of the college is to build up a centre of excellence in teacher education which will provide opportunities for study and research accessible to maximum number of students belonging to marginalised sections of society. Governance of the institution is guided by this vision, with a focus on upholding quality and embracing decentralized and participative management. All stakeholders - faculty, staff, students, parents, alumni, and the local community - are involved in decision-making bodies.

Strategic plans are aligned with the college's vision, aiming to develop students as noble professionals and service-minded individuals. These plans encompass academic innovations, social service extension, research outputs, excellence in arts and sports,

spiritual development, and updating faculty expertise. Additionally, eco-friendly attitudes among students are promoted.

Various committees, including academic, administrative, and student support committees, involve representation from different stakeholders to implement plans set at the beginning of each academic year. This inclusive approach ensures comprehensive decision-making and implementation processes within the college community.

File Description	Documents
Paste link for additional information	<a href="https://www.avilacollege.co.in/AvAboutUs.htm">https://www.avilacollege.co.in/AvAboutUs.htm</a> <a href="#">↓</a>
Upload any additional information	No File Uploaded

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

Effective leadership is demonstrated through institutional practices such as decentralization and participative management. Decentralization involves distributing decision-making authority and responsibilities across various levels of the organization, while participative management encourages collaboration and involvement of all stakeholders in decision-making processes.

Decentralization allows for decision-making authority to be delegated to individuals or teams at different levels of the institution. This empowers staff and faculty members to make decisions that are aligned with their expertise and responsibilities. By distributing decision-making power, leaders can ensure that decisions are made by those with the most relevant knowledge and experience, leading to more informed and effective outcomes. Decentralization also fosters a sense of ownership and accountability among staff, as they are directly involved in shaping the direction and policies of the institution.

Participative management complements decentralization by emphasizing collaboration and engagement of all stakeholders in decision-making processes. Leaders actively seek input and feedback from faculty, staff, students, parents, alumni, and the local community. This inclusive approach ensures that decisions reflect the diverse perspectives and interests of the entire institution. Participative management also promotes a culture of transparency and trust, as

stakeholders feel valued and respected for their contributions.

File Description	Documents
Paste link for additional information	<a href="https://www.avilacollege.co.in/AvMandatory.html">https://www.avilacollege.co.in/AvMandatory.html</a>
Upload any additional information	No File Uploaded

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The deployment of the institutional strategic/perspective plan involves translating the goals and objectives outlined in the plan into actionable steps and initiatives that are implemented throughout the organization. Here's how this deployment process typically unfolds:

1. **Alignment with Vision and Mission:** The strategic plan should align closely with the institution's vision and mission. It should reflect the long-term aspirations and values of the institution, guiding all activities and decisions.
2. **Goal Setting:** The strategic plan sets out specific goals and objectives that the institution aims to achieve over a defined period, typically ranging from three to five years. These goals should be SMART (Specific, Measurable, Achievable, Relevant, Time-bound) to provide clarity and focus.
3. **Identification of Key Initiatives:** Once the goals are established, key initiatives and strategies are identified to help achieve them. These initiatives can encompass a wide range of activities, including academic innovations, infrastructure development, faculty training, student support services, community engagement, and more.
4. **Resource Allocation:** Resources, including financial, human, and technological resources, are allocated to support the implementation of the strategic initiatives. This may involve budgeting, staffing decisions, and procurement of necessary tools or equipment.



File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	<a href="https://www.avilacollege.co.in/Avila.html">https://www.avilacollege.co.in/Avila.html</a>
Upload any additional information	No File Uploaded

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

The effectiveness and efficiency of institutional bodies are evident through various factors such as well-defined policies, administrative setup, appointment and service rules, and procedures. Policies serve as guiding principles that outline the institution's objectives and standards, ensuring consistency and alignment with its mission. The administrative setup delineates roles and responsibilities, facilitating smooth operations and decision-making processes. Appointment and service rules establish criteria for hiring, promoting, and evaluating staff, ensuring competence and fairness in personnel management. Procedures outline step-by-step guidelines for carrying out tasks and processes, promoting consistency and adherence to standards. Together, these elements form a cohesive framework that governs the institution's operations, fosters accountability, and enhances organizational effectiveness. Clear policies and rules provide direction and guidance to stakeholders, minimizing ambiguity and promoting transparency. A well-structured administrative setup enables efficient coordination and communication, optimizing resource utilization and promoting collaboration among various departments and units.

File Description	Documents
Paste link for additional information	<a href="https://www.avilacollege.co.in/Avila.html">https://www.avilacollege.co.in/Avila.html</a>
Link to Organogram of the Institution webpage	<a href="https://www.avilacollege.co.in/AvManagement.html">https://www.avilacollege.co.in/AvManagement.html</a>
Upload any additional information	No File Uploaded

**6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support**

**A. All of the above**

Examination	
File Description	Documents
ERP (Enterprise Resource Planning) Document	No File Uploaded
Screen shots of user interfaces	No File Uploaded
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View File</a>
<b>6.3 - Faculty Empowerment Strategies</b>	
6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff	
<p>The institution implements effective welfare measures for both teaching and non-teaching staff, ensuring their well-being and satisfaction. These measures include retirement benefits, professional development opportunities, and workplace safety programs. Additionally, the institution provides support services such as counseling, wellness programs, and flexible work arrangements to promote work-life balance. By prioritizing the welfare of its staff, the institution fosters a positive work environment, enhances employee morale and productivity, and demonstrates its commitment to valuing and supporting its workforce.</p>	
File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>
<b>6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year</b>	
<b>6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year</b>	
0	

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	No File Uploaded

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

**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

0

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	No File Uploaded

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

0

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	No File Uploaded
Details of teachers attending professional development programmes during the year (Data Template)	No File Uploaded

### 6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The institution's performance appraisal system for teaching and non-teaching staff involves regular evaluations to assess their job performance, contributions, and professional development. For teaching staff, evaluations may include classroom observation, student feedback, scholarly achievements, and curriculum development. Non-teaching staff assessments could focus on job responsibilities, teamwork, customer service, and adherence to institutional policies. Performance reviews typically occur annually or semi-annually, providing opportunities for feedback, goal-setting, and professional growth. Appraisal results inform decisions related to promotions, salary adjustments, training needs, and recognition programs. A transparent and fair appraisal process encourages accountability, motivates staff, and contributes to organizational effectiveness by aligning individual performance with institutional goals. Regular feedback and support mechanisms ensure continuous improvement and employee engagement.

File Description	Documents
Paste link for additional information	<a href="https://www.avilacollege.co.in/AvStudentSurvey.html">https://www.avilacollege.co.in/AvStudentSurvey.html</a>
Upload any additional information	<a href="#">View File</a>

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institution conducts regular internal and external financial audits to ensure transparency, accuracy, and compliance with financial regulations. Internal audits are typically performed by an independent internal audit team within the institution. These audits assess financial records, internal controls, and procedures to identify any discrepancies or areas for improvement.

External audits, on the other hand, are conducted by third-party auditing firms or government regulatory agencies. These audits provide an objective assessment of the institution's financial statements and practices, offering assurance to stakeholders regarding financial integrity and compliance.

In settling audit objections, the institution follows a structured mechanism aimed at resolving issues promptly and effectively. Upon receiving audit findings or objections, the relevant department or unit responsible for the area under audit conducts a thorough review of the findings. They then develop a corrective action plan to address identified issues, which may involve rectifying errors, implementing new controls, or enhancing existing procedures.

The institution ensures transparency and accountability throughout the resolution process by documenting all actions taken and communicating updates to relevant stakeholders. Additionally, regular follow-ups are conducted to monitor the implementation of corrective measures and verify compliance with audit recommendations.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	<a href="#">View File</a>

#### **6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)**

##### **6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)**

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	No File Uploaded

#### 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

- 1. Cost Management and Efficiency Measures:** Instituting cost management strategies and efficiency measures can help optimize the use of existing resources. This may involve streamlining administrative processes, reducing unnecessary expenses, renegotiating contracts with vendors, and leveraging technology to automate tasks and improve productivity.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

### 6.5 - Internal Quality Assurance System

#### 6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

The Internal Quality Assurance Cell (IQAC) has played a pivotal role in institutionalizing quality assurance strategies and processes within the institution. As a central body responsible for quality enhancement, the IQAC has implemented various initiatives to ensure continuous improvement and adherence to quality standards.

Firstly, the IQAC establishes and monitors quality benchmarks across all academic and administrative activities. It develops comprehensive quality assurance frameworks, policies, and guidelines to guide the institution in achieving excellence in all endeavors.

Secondly, the IQAC conducts regular internal assessments and audits to evaluate the effectiveness of existing processes and identify areas for improvement. These assessments may include reviews of teaching and learning practices, curriculum design, assessment methods, infrastructure, and support services.

Thirdly, the IQAC fosters a culture of quality consciousness among faculty, staff, and students through capacity building initiatives, workshops, and training programs. It promotes the adoption of best practices and encourages innovation in teaching, research, and governance.

File Description	Documents
Paste link for additional information	<a href="https://www.avilacollege.co.in/AvIQAC.html">https://www.avilacollege.co.in/AvIQAC.html</a>
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The institution periodically reviews its teaching-learning process, operational structures, methodologies, and learning outcomes through the Internal Quality Assurance Cell (IQAC), as per established norms. The IQAC facilitates systematic assessments to identify strengths, weaknesses, and areas for enhancement across various activities.

The review process involves analyzing teaching methodologies, curriculum relevance, assessment practices, infrastructure adequacy, and student support services. Feedback from stakeholders, including faculty, students, alumni, and employers, is solicited and analyzed to gauge satisfaction levels and identify areas for improvement.

Based on these assessments, the institution records incremental improvements in various activities. This may include updates to curriculum design, implementation of innovative teaching strategies, enhancements to learning resources and facilities, and improvements in administrative processes.

The IQAC ensures that these improvements are documented and tracked over time to measure progress and inform future decision-making. By recording incremental improvements, the institution demonstrates its commitment to continuous enhancement and quality assurance in all

aspects of its operations and learning outcomes.

File Description	Documents
Paste link for additional information	<a href="https://www.avilacollege.co.in/AvIOAC.html">https://www.avilacollege.co.in/AvIOAC.html</a>
Upload any additional information	No File Uploaded

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

D. Any 1 of the above

File Description	Documents
Paste web link of Annual reports of Institution	<a href="https://www.avilacollege.co.in/AvIOAC.html">https://www.avilacollege.co.in/AvIOAC.html</a>
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Educational institutions are entrusted with delivering high-quality education and ensuring student safety in today's competitive world. Gender equity is a fundamental value embraced by the institute and its community, evidenced by various initiatives. The Gender Equity Program educates women about their rights and combats gender-based violence, fostering fairness and empowerment. Gender sensitization efforts are ongoing to promote an inclusive society.

The institute prioritizes women's safety through CCTV surveillance,



strict entry protocols, and separate floors for female students. Committees like the Anti-Ragging and Grievance Redressal ensure a supportive environment. The active Women's Cell conducts year-round sensitization programs, while a lady representative advocates for female students in the student union.

Facilities include hostel accommodation, with enrollment and staff composition reflecting gender balance. Counselling services address personal issues, including gender sensitization, and a common room provides rest and first aid for female students.

These measures reflect the institution's commitment to fostering a safe, equitable, and supportive environment for all its members.

File Description	Documents
Annual gender sensitization action plan	<a href="https://www.avilacollege.co.in/AvWomenCell.html">https://www.avilacollege.co.in/AvWomenCell.html</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Nil

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

D. Any 1 of the above

File Description	Documents
Geo tagged Photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of

degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institution has established facilities for managing degradable and non- degradable waste, aligning with its commitment to eco-friendly practices. A two-bin system is implemented segregating paper and plastic waste in line with the institution's green protocol. Solid waste, including paper, plastic, and food waste, is collected and segregated, following the principles of Reduce, Reuse, and Recycle.

Efforts to reduce disposable items include students shifting to reusable lunch boxes and the college purchasing steel plates and glasses for functions, enforcing a ban on disposable items. Cleaning staff ensures campus and classroom cleanliness.

For liquid waste management, rainwater is harvested from rooftops, filtered, and stored for daily consumption by students, teachers, and staff, reducing reliance on external water sources and mitigating drought effects.

E-waste is managed through maintenance, upgrades, and refilling of printer cartridges, promoting the use of refill inkjet cartridges and recharging UPS batteries. Waste bins are strategically placed throughout the campus, and student involvement ensures awareness and dissemination of waste management techniques to the wider community.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	Nil
Any other relevant information	No File Uploaded

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 7.1.5 - Green campus initiatives include

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	<a href="#">View File</a>
Any other relevant documents	No File Uploaded

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

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities**

E. None of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment**

C. Any 2 of the above

with ramps/lifts for easy access to classrooms.  
 Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5.  
 Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

File Description	Documents
Geo tagged photographs / videos of the facilities	<a href="#">View File</a>
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

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

The college was founded with the aim of providing teacher education to underprivileged communities, situated in the semi-urban area of Edakochi. Our mission is to educate marginalized groups, empowering them with quality education to foster progress and prosperity within the local and disadvantaged communities. We also strive to inspire teacher trainees to advocate for the education of students as a means of liberation from ignorance and poverty.

Embracing cultural, regional, linguistic, and communal diversities, the institution celebrates significant cultural and regional events such as Onam and Christmas with extensive student participation. The SC/ST Cell offers support to financially needy students, assisting them in accessing scholarships. Special provisions are made for economically disadvantaged students, ensuring they receive necessary financial aid. Various scholarships from Central and State governments and other organizations are available for deserving students across all categories.

The college is committed to fostering a diverse and inclusive

environment, with students hailing from diverse cultural, religious, social, and economic backgrounds. All college activities are designed to promote unity among participants from varied backgrounds.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

India, as a nation, embraces diversity across various dimensions including culture, society, economy, language, and ethnicity, as enshrined in the Constitution, which ensures equal rights for all citizens regardless of caste, religion, race, or gender. Alongside these rights, citizens have an inherent duty to uphold these rights and prevent their violation. This includes respecting national symbols, adhering to laws, contributing to the nation's welfare through tax payment, and preserving cultural heritage and the environment.

Avila College of Education is committed to equipping students with the knowledge, skills, and values necessary for a balanced livelihood and life. We provide a supportive, safe, accessible, and affordable learning environment, integrating these elements into our value system. Through morning assemblies, students recite the national pledge and anthem to instill national consciousness and patriotism. Participation in cultural, traditional, and value-based programs further reinforces these ideals. Union elections are held to familiarize students with the electoral process and procedures. The celebrations of the institution include:

Gandhi Jayanthi Day Celebration 02-10-2020

Republic Day Celebration 26-01-2021

Independence Day Celebration 15-08-2020

Kerala Piravi Day Celebration 02-11-2020

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized**

D. Any 1 of the above

File Description	Documents
Code of ethics policy document	No File Uploaded
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	No File Uploaded
Any other relevant information	No File Uploaded

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

#### **NATIONAL & INTERNATIONAL COMMEMORATIVE DAYS, EVENTS, FESTIVALS**

Celebrating events and festivals has become integral to fostering cultural understanding and belief systems. These celebrations bridge students from diverse backgrounds, fostering respect and understanding for each other's customs and traditions. The college prioritizes upholding national, democratic, secular, and patriotic values outlined in India's constitution. To instill these values, the college observes national days with reverence and care.

India's renowned festivals and cultural diversity are cherished, with the college promoting the protection, preservation, and

propagation of Indian culture. Various national and local festivals are organized to nurture cultural integrity among students. National Day serves as a vital event worldwide, emphasizing unity, peace, and brotherhood, while International days educate on global issues and celebrate human achievements.

These celebrations not only enrich students' understanding of India's heritage but also cultivate qualities like sensitivity, creativity, and unity. Rooted in moral ethics, the college aims to provide an educational system aligned with its values.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	<a href="#">View File</a>
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

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

Best Practice 1 entails incorporating readings from sacred texts - the Bible, Bhagavad Gita, and Quran - during the morning assembly to promote religious inclusivity, tolerance, and understanding within the educational institution. Stemming from the necessity to foster respect for diverse faiths, the practice aims to cultivate spiritual reflection, personal growth, and a sense of unity among students and staff. Each day, student teachers read verses from these holy books, with explanations provided in English or Malayalam, encouraging individuals to connect with their religious or spiritual beliefs in a supportive environment.

Best Practice 2: Care for the Poor aims to address socioeconomic disparities within the community served by the institution by providing essential support to those in need. Objectives include providing food provisions to Sehion Oottusala in Edakochi for the distribution of noon-meals to the destitute, offering financial assistance to alleviate economic hardships, and fostering interactions with residents of the destitute settlement in

Palluruthy to enhance their well-being. The practice involves students collecting food materials and groceries for meal preparation and distribution, assisting in packing meals, visiting the settlement to provide support and companionship, and organizing a profit-generating "food court cum stationery store" to aid impoverished individuals.

File Description	Documents
Best practices in the Institutional web site	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The institution has consistently demonstrated exceptional academic performance, distinguishing itself in this critical area central to its priority and thrust. Through rigorous academic programs and dedicated faculty, it has achieved remarkable success in nurturing scholarly excellence among its students. High academic standards, innovative teaching methodologies, and a conducive learning environment have contributed to consistently impressive results in examinations and assessments. Moreover, the institution emphasizes holistic development, integrating academic learning with practical skills, critical thinking, and problem-solving abilities. This approach not only ensures academic success but also equips students with the necessary tools to excel in their chosen fields beyond the classroom. Furthermore, the institution fosters a culture of continuous improvement, regularly updating its curriculum and pedagogical practices to align with emerging trends and industry demands. As a result, graduates from the institution are well-prepared to meet the challenges of the modern world and make significant contributions to their respective fields, reflecting the institution's commitment to academic excellence and student success.



File Description	Documents
Appropriate web in the Institutional website	No File Uploaded
Any other relevant information	No File Uploaded

### 7.3.2 - Plan of action for the next academic year

The mission of our institution is multifaceted, aiming to equip mentors and facilitators with modern teaching methods, cultivate committed educators who prioritize ethical principles, uplift socially and educationally marginalized groups, and empower minorities through education. Each academic year, our Institutional Quality Assurance Cell (IQAC) devises action plans in line with this mission to foster a supportive learning atmosphere. Our forthcoming initiatives focus on enhancing our teacher education program through the introduction of induction programs, the integration of Life Oriented Education, and the expansion of opportunities for social interaction and community engagement. Projects such as the Food for Poor project exemplify our commitment to community involvement. Additionally, we emphasize faculty involvement in research, seminars, and curriculum improvement, fostering a culture of continuous progress. Our institution also promotes values through the observance of international days and advocates for eco-friendly practices. Activities geared towards skill development and coaching for competitive exams are aimed at enhancing student capabilities and improving employment prospects. Driven by our mission, we consistently strive to enhance the educational experience and empower both our students and faculty for success.