



## Yearly Status Report - 2017-2018

### Part A

#### Data of the Institution

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

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

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

**5. Accrediation Details**

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

<b>6. Date of Establishment of IQAC</b>	<b>30-Nov-2011</b>
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**7. Internal Quality Assurance System**

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
<b>Communicative English</b>	<b>29-Sep-2016</b>	<b>80</b>

Class	1	
Communicative English Class	17-Aug-2017 1	80

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

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
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**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC

[View Link](#)

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

3

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

Yes

Upload the minutes of meeting and action taken report

[View Uploaded File](#)

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

No

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

Organizing the Academic Schedule  
Creating a Supervision Log for Internship  
Developing a Training Program for Effective Communication in English  
Releasing Volume VI of the Avila Journal of Educational Research

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

Plan of Action	Achivements/Outcomes
Conduct a thorough assessment of existing academic processes, including	Improved Academic Performance: Higher pass rates, increased retention rates,

teaching learning methods, assessment strategies, infrastructure, and support services.	and enhanced student satisfaction with the overall learning experience. Improved performance in internal and external assessments, and university exams.
Conduct a thorough assessment of existing academic processes, including teaching-learning methods, assessment strategies, infrastructure, and support services.	Enhanced Teaching Learning Environment: Adoption of innovative teaching methodologies, integration of technology enhanced learning tools, and active engagement of students in the learning process. Positive feedback from students regarding the quality of teaching, course content, and academic support services.
Strengthen internal mechanisms for quality assurance through regular monitoring, evaluation, and feedback mechanisms.	Higher employability rates among graduates, with increased placement opportunities and positive feedback from employers regarding the quality of graduates.
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<b>14. Whether AQAR was placed before statutory body ?</b>	No
<b>15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?</b>	No
<b>16. Whether institutional data submitted to AISHE:</b>	Yes
Year of Submission	2018
Date of Submission	08-Jun-2018
<b>17. Does the Institution have Management Information System ?</b>	Yes
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	Human and physical resources are efficiently managed to ensure the institution functions smoothly. Decisions concerning human, financial, and academic matters rely on recommendations from diverse bodies and committees. Stakeholder feedback is collected through feedback forms, and decisions are guided by grassroots level input. Faculty members propose action plans aimed at maintaining quality or achieving excellence, which are then submitted to the planning committee. The Internal Quality Assurance cell reviews and adjusts these proposals as

necessary. Management values and implements recommendations, allocating additional resources as needed to foster a conducive environment for learning and development. Information is systematically disseminated through various channels. The college shares details about academic and extracurricular activities through the academic calendar, bulletin boards, and WhatsApp groups. Learning resources are accessible to students through platforms like Google Classroom and blogs, providing materials efficiently. Additionally, students are educated about community engagement, environmental issues, scientific advancements, humanitarian concerns, and future challenges. The democratic management approach nurtures a culture of growth and collaboration among individuals within the institution.

## Part B

### CRITERION I – CURRICULAR ASPECTS

#### 1.1 – Curriculum Planning and Implementation

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

Avila College of Education aspires to excel in teacher education, offering opportunities for study and research to marginalized students. Our steadfast dedication is to shape future teachers who possess both academic prowess and crucial life skills. We aim to cultivate professional competence, adaptability, and dedication in our students, preparing them to tackle tomorrow's challenges and ignite a perpetual thirst for knowledge in children. Affiliated with Mahatma Gandhi University, our curriculum mirrors the university's standards, ensuring relevance and excellence. While the university oversees curriculum development and revisions, our faculty actively contributes to this process. Our B.Ed. program curriculum embodies our institution's vision, integrating academic knowledge, practical skills, personality development, and ethical values. We employ various teaching methods like discussions, demonstrations, seminars, and ICT-based learning to enhance the learning journey. Regular consultations and evaluations ensure alignment with academic goals. Throughout the academic year, diverse activities foster students' holistic development. Induction programs provide platforms for refining curriculum strategies. Through this comprehensive approach, we effectively deliver the curriculum, culminating in a Competency Profile and recorded class demonstrations upon completion, preparing graduates for their professional journey ahead.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

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

#### 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

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

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	Elementary Education	Nil
BEd	Guidance and Counselling	Nil
MEd	Inclusive Education	Nil
MEd	Guidance and Counselling	Nil

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

	Certificate	Diploma Course
Number of Students	0	Nil

**1.3 – Curriculum Enrichment**

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
<b>No Data Entered/Not Applicable !!!</b>		
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	School Induction	94
BEd	School Internship	81
BEd	Educational Psychology Project	94
BEd	Projects on Social Issues	94
No file uploaded.		

**1.4 – Feedback System**

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

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

## Feedback Obtained

Feedback collection in our college is multi-dimensional, with a particular emphasis on the curricular aspects of teacher education. We prioritize evaluating the institutional uniqueness of curricular transactions and the effective utilization of resources. Additionally, we thoroughly examine how well the curriculum aligns with local community needs and conditions, as well as its suitability for diverse student categories. We also assess whether student choices are appropriately tailored to their circumstances and if the institution can effectively meet various student needs. The global relevance of the curriculum and the skills related to instructional planning, management, and evaluation are also scrutinized. We gather feedback from stakeholders such as students, teachers, alumni, parents, and practice teaching schools. This feedback is compiled into a detailed report, including an Action Taken Report, which is reviewed annually. Discussions within the Staff Council and Internal Quality Assurance Cell aim to address identified deficiencies and enhance positive aspects. Feedback sessions are conducted after examinations, extracurricular activities, and organizational events to assess the achievement of objectives. Structured feedback is obtained through formal channels like Parents-Teacher Association (PTA) meetings and Alumni meetings, as well as from employers. Feedback from teaching practice schools and teacher trainees helps evaluate the current teacher education curriculum and improve teaching competence. Students are provided with feedback forms to assess curriculum transaction and teaching-learning experiences, with subsequent evaluation and corrective actions taken in staff meetings. The college website also facilitates feedback collection from students regarding curriculum transaction and development, aiding continuous improvement efforts.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEEd	Teacher Education	100	106	99
MEEd	Teacher Education	50	9	8

[View Uploaded File](#)

### 2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2017	194	8	17	0	4

### 2.3 – Teaching - Learning Process

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

Number of Teachers on Roll	Number of teachers using	ICT Tools and resources	Number of ICT enabled	Number of smart classrooms	E-resources and techniques used
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	ICT (LMS, e-Resources)	available	Classrooms		
17	15	3	3	1	3
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### 2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The institution has a mentoring system aimed at providing comprehensive support to its students. Each teacher, referred to as a mentor, is entrusted with the responsibility of guiding and supporting a small group of students known as mentees. This allocation of mentoring groups is made transparent at the start of each academic year. The mentor-mentee relationship is carefully nurtured to foster academic and personal growth, with mentors taking a keen interest in the wellbeing of their assigned mentees. To initiate the mentoring process, mentors gather detailed student profiles including both academic achievements and personal backgrounds. These profiles serve as a foundational reference for mentors to tailor their support and guidance effectively. Additionally, mentors maintain mentoring sheets, documenting interactions and progress with their mentees over time. It ensures continuity and enables mentors to track the development of their mentees comprehensively. Interactions between mentors and mentees are strategically scheduled within campus confines, typically during non-academic hours such as lunch breaks or before/after class sessions. While academic concerns remain a priority, mentors also address a spectrum of personal issues ranging from family problems to psychological well-being. At the end of each academic year, mentors engage in a reflective analysis of their interactions with mentees, evaluating the efficacy of the mentoring process. This introspective assessment guides the identification of areas for improvement, facilitating continuous refinement of the mentoring framework. Moreover, insights gained from these evaluations inform the institution's strategic planning, enabling the development of targeted programmes to meet evolving student needs. Beyond the academic realm, mentors extend unwavering support to mentees beyond their tenure at the institution. This enduring commitment encompasses assistance with career placements, higher education pursuits, and the resolution of personal challenges. The faculty, collectively entrusted with mentoring duties, embody a wealth of experience and expertise. Through informal interactions and personalized guidance, they identify and address the unique strengths and weaknesses of their mentees. Their approach transcends mere instruction, embracing a holistic perspective that nurtures not only academic excellence but also personal growth and resilience. In essence, the institution's mentoring system serves as a cornerstone of its student support framework, fostering an environment conducive to holistic development. Grounded in principles of confidentiality, professionalism, and continuous improvement, this system exemplifies a commitment to nurturing future generations of scholars and leaders.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
202	17	1:12

## 2.4 – Teacher Profile and Quality

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

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
18	17	1	0	4

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

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
No Data Entered/Not Applicable !!!			
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## 2.5 – Evaluation Process and Reforms

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



the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	B.Ed	II Semester	12/07/2017	04/05/2018
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The institution rigorously upholds the evaluation standards mandated by Mahatma Gandhi University for both Internal and External Evaluation processes. The academic calendar allocates specific time slots for evaluation, facilitating both internal and external assessment procedures. This punctuality aids educators in monitoring and evaluating student progress, offering timely feedback for their development. The College Academic Coordinator oversees Internal Examinations and Assessment, ensuring adherence to University guidelines. Model examinations as per the university patterns, precede main examinations, providing students with feedback for improvement. Various internal evaluation components, including class tests and practicums, align with University directives, ensuring consistency in assessments. The Principal supervises all stages of internal assessment, from conduct to publication of marks. Preparatory teaching sessions, incorporating students from sister schools, are meticulously organized, while mock viva sessions prepare students for external evaluations. Attendance monitoring system is in place, complemented by mentoring and tutoring schemes to address academic or personal issues. Grievance redressal follows a three-tier system advocated by the University, resolving assessment-related issues effectively. Semester-wise and annual results undergo quantitative analysis to inform instructional reforms. Continuous student feedback shapes ongoing evaluation system enhancements. Evaluation encompasses diverse activities, including class tests, practicum and practicals are assessed not only by teachers but also through peer and self-evaluation. The college faculty maintain systematic records of student evaluations.

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

The Staff Council, in collaboration with the IQAC, is responsible for creating the academic calendar in alignment with the University Calendar. Careful consideration is given to include all academic details, ensuring time for each course's completion. Following Mahatma Gandhi University norms, the staff council deliberates on academic calendar specifics, with the programme coordinator drafting the discussed plan. Once suggestions are incorporated, the final draft is approved in a meeting at the beginning of the academic year. The Academic Calendar includes comprehensive details like college profile, vision, mission, and objectives, as well as the structure of the B. Ed curriculum, examination schedules, rules, fee structures, and support services. The calendar also outlines co-scholastic activities, IQAC involvement, staff responsibilities, and academic events, ensuring the smooth functioning of all activities. Faculty members receive designated responsibilities based on the academic plan. This meticulously prepared calendar is then distributed among students to guide them through the academic year, fostering a conducive learning environment.

**2.6 – Student Performance and Learning Outcomes**

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

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

### 2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
BEEd	BEEd	Teacher Education	92	91	98.9
MEEd	MEEd	Teacher Education	4	4	100
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### 2.7 – Student Satisfaction Survey

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

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

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Resource Mobilization for Research

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

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				
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### 3.2 – Innovation Ecosystem

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

Title of workshop/seminar	Name of the Dept.	Date
No Data Entered/Not Applicable !!!		

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

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

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

### 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

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

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

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

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

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

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

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

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

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
<b>No Data Entered/Not Applicable !!!</b>						
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
<b>No Data Entered/Not Applicable !!!</b>						
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
<b>No Data Entered/Not Applicable !!!</b>				
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**3.4 – Extension Activities**

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

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
<b>AIDS awareness programme</b>	<b>College Union/Community</b>	<b>8</b>	<b>180</b>
<b>Care for the Poor</b>	<b>Students/Sehion Preshitha Sangham</b>	<b>10</b>	<b>90</b>
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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
<b>No Data Entered/Not Applicable !!!</b>			
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
AIDS Awareness Programme	Avila College of Education	Street play and Rally	12	180
Relief Settlement Visit	Corporation of Cochin Relief Settlement	Visiting destitutes, providing snacks, dress, and buying hand made products	10	90
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3.5 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
<b>No Data Entered/Not Applicable !!!</b>			
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship	MEd Internship	SDPY HSS Palluruthy	Nil	Nil	MEd Students
Induction	BEd Induction	St. John De Britto AIBHS, Fort Cochin St. Mary's Anglo Indian High School, Fort Cochin Santa Cruz High School, Fort Cochin Santa Cruz H S School, Fort	Nil	Nil	II Sem BEd Students

Cochin TDHS,  
Mattancherry  
EM Govt.  
High  
School, Veli,  
FortCochin  
St. Louis H  
S Mundaveli  
Our Lady

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

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
<b>No Data Entered/Not Applicable !!!</b>			
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#### CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

##### 4.1 – Physical Facilities

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

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

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
<b>No Data Entered/Not Applicable !!!</b>	
<a href="#">View File</a>	

##### 4.2 – Library as a Learning Resource

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

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

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	8397	Nill	Nill	Nill	8397	Nill
Reference Books	2128	Nill	Nill	Nill	2128	Nill
Journals	53	Nill	Nill	Nill	53	Nill
CD & Video	381	Nill	Nill	Nill	381	Nill
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional

(Learning Management System (LMS) etc

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

#### 4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

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

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

<b>No Data Entered/Not Applicable !!!</b>
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4.3.3 – Facility for e-content

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

#### 4.4 – Maintenance of Campus Infrastructure

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

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

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

The college maintains the quality of its teaching-learning process by implementing appropriate policies and procedures for utilizing its infrastructure facilities effectively. These facilities, along with other learning resources, are utilized efficiently to cater to the needs of students, faculty, and administrative staff. The college boasts well-equipped infrastructure including computer labs, networked computers, printing facilities and LCD projectors. Both students and faculty maintain personal and subject-specific blogs for uploading e-content. The use of LCD projectors enhances classroom teaching and learning experiences, making them more comfortable and comprehensive. Furthermore, all classrooms are equipped with computers and LCD projectors. The library plays a crucial role in supporting the academic needs of students, research scholars, and faculty by providing a wide range of information resources such as books, journals, periodicals, CDs, proceedings, reference books, project reports, and theses. The library's collection includes organized theses of M.Ed. students, publications of teachers, subscribed and open-access e-journals, digitized books, educational articles, commission reports, and question papers of B.Ed. and M.Ed. programs.

Laboratory facilities are also optimally utilized by both students and faculty. These include computer labs, multimedia labs, technology labs, psychology labs, and science labs. Additionally, the colleges physical and health department actively encourages student participation in various activities such as yoga, aerobics, and sports. Thus college ensures the effective utilization of its infrastructure and resources to enhance the teaching-learning experience and support the academic and extracurricular needs of its community members.

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

#### 5.1.1 – Scholarships and Financial Support

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

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

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
No Data Entered/Not Applicable !!!			
No file uploaded.			

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

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
No Data Entered/Not Applicable !!!					
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#### 5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
No Data Entered/Not Applicable !!!		

### 5.2 – Student Progression

#### 5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed

No Data Entered/Not Applicable !!!

No file uploaded.

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

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2017	10	Null	Null	Null	Null
2018	15	Null	Null	Null	Null

No file uploaded.

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

Items	Number of students selected/ qualifying
NET	2
SET	8

No file uploaded.

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

Activity	Level	Number of Participants
Cultural	Institutional	180
Sports	Institutional	180

No file uploaded.

5.3 – Student Participation and Activities

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

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

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

No Data Entered/Not Applicable !!!

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

No Data Entered/Not Applicable !!!

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

No Data Entered/Not Applicable !!!



5.4.4 – Meetings/activities organized by Alumni Association :

The Alumni Association plays a vital role in advancing the college through various forms of support services. During the alumni gathering members exchange experiences, and address concerns. Many former students eagerly join this event, offering constructive suggestions for institutional development.

**CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 – Institutional Vision and Leadership**

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

The institution adopts a decentralized and participatory decision-making approach to enhance management efficiency. At the apex of the administrative hierarchy lies the Governing Body, composed of the Patron, Manager, Principal, senior faculty, and retired faculty nominees, convening as needed. During these sessions, the Principal presents the college activity report for review and discussion, eliciting valuable input. Below this tier operates the College Council, comprising the Principal and faculty members. Regular meetings are held among the Principal, faculty, and staff to address both academic and non-academic concerns. The Student Union, comprising elected student representatives, collaborates closely with a faculty-appointed Student Advisor to facilitate communication with the faculty. Academic event scheduling and committee assignments are provisionally determined at the onset of the academic year through Principal-led faculty meetings. Faculty members hold responsibilities across various academic and non-academic committees and clubs, while administrative staff also play a role in committee memberships. The Student Union orchestrates events under the guidance of the Staff Advisor. Furthermore, associations like the PTA and Alumni extend financial and expert support to the college.

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

Partial

**6.2 – Strategy Development and Deployment**

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

Strategy Type	Details
Teaching and Learning	The institution has embraced various modern teaching methodologies and educational technologies to enhance learning experiences. These include integrating Information and Communication Technology (ICT) into teaching practices. Additionally, the institution encourages peer tutoring and web-based learning initiatives, and facilitates communication through class and student blogs. Assignments, social surveys, and projects are used to encourage critical thinking and application of knowledge. Furthermore, the institution provides coaching for competitive exams like TET, SET, and NET, along with offering remedial classes for students who require additional support. To enrich learning experiences, field trips, study tours,

and educational camps are organized to provide practical exposure and hands-on learning opportunities. These initiatives collectively contribute to a dynamic and engaging educational environment within the institution.

Examination and Evaluation

Periodic tests and internal assessments are administered by individual course coordinators, while the college coordinator and principal standardize internal assessment procedures. The institution conducts model, semester, and practical examinations, including unit tests, written and oral assessments, and re-examinations for absentees. Prior to examinations, discussions on previous question papers are held, and internal marks are displayed. Through a structured evaluation process, students are categorized and provided with personalized attention. The examination and evaluation processes align with the academic calendar set forth by the university and government.

Research and Development

The institution cultivates an environment that values faculty members as significant contributors within their areas of expertise. Demonstrating their dedication to research and scholarly pursuits, two faculty members are appointed as Ph.D. Research Guides. Additionally, three faculty members, including the Principal, serve as guides at IGNOU for postgraduate degree and diploma programs in Education. This signifies their commitment to mentoring and supporting students in their academic and research endeavors, further enhancing the institutions reputation for academic excellence and scholarly achievement.

Library, ICT and Physical Infrastructure / Instrumentation

The library is well-equipped with a range of resources and facilities to support career guidance and preparation for competitive examinations. It houses books and journals specifically tailored to these areas, alongside essential equipment such as a barcode printer, barcode reader, photostat machine, and systems for internet browsing and book search. The library maintains newspaper clippings on various subjects for reference purposes.

Admission of Students

Student admissions at the institution

are conducted on a merit basis in accordance with government regulations and policies. A separate list is prepared for reservation/special category applicants, following the Reservation Policy established by the government. The institution also publishes category-wise and merit-wise lists to ensure transparency and fairness in the admission process. As a Minority institution, admissions to the Management Quota are also based on merit, upholding the institutions commitment to fairness and equity in the admission process. This approach ensures that admissions are conducted in accordance with both government regulations and the principles of meritocracy upheld by the institution.

Human Resource Management

The institution places a strong emphasis on the professional development of teacher educators through a range of research activities and initiatives. This includes providing opportunities for research guidance, involvement in research committees, and offering research-based consultancy services. These efforts aim to enhance the expertise and skills of teacher educators, enabling them to stay updated with current educational trends and contribute meaningfully to the field. Furthermore, the institution prioritizes the training of new generation teachers to effectively transmit societal values and address emerging educational challenges. This involves equipping student teachers with the necessary knowledge and skills to navigate contemporary educational issues and adapt to changing educational landscapes. Moreover, the institution provides opportunities for faculty and student teachers to attend various examinations and promotional activities, enabling them to further their professional development and advance their careers in the field of education. These initiatives collectively contribute to the overall enhancement of teaching quality and educational outcomes within the institution and its affiliated schools.

Curriculum Development

As our college operates as an affiliated institution, we adhere to the curriculum established by the university. In this regard, the

university extends invitations to our faculty to partake in curriculum revision workshops. Our entire faculty actively engages in the review process of the two-year B.Ed. and M.Ed. programs. Furthermore, our faculty have authored books covering various aspects of education, which have been acknowledged as reference materials by the university.

Industry Interaction / Collaboration

The institution collaborates closely with cooperating schools to facilitate school induction and internship experiences for its students. This partnership is essential for providing aspiring educators with hands-on training and exposure to real-world classroom environments. During the school induction phase, students are introduced to the policies, procedures, and culture of the cooperating schools. They gain insight into the educational philosophies and practices followed by these institutions, preparing them for their internship experiences.

Internships, often referred to as teaching practice or field experiences, allow students to apply theoretical knowledge gained in their coursework to actual teaching situations. Under the guidance of experienced mentor teachers, interns gradually assume teaching responsibilities, gaining practical skills and insights into effective classroom management, lesson planning, and student engagement. Throughout these experiences, the institution maintains close communication with cooperating schools to ensure that student interns receive adequate support and supervision.

Collaborative efforts between the institution and cooperating schools may include joint training sessions, regular progress meetings, and opportunities for reflection and feedback. By fostering partnerships with cooperating schools, the institution enhances the quality of its teacher education programs and prepares future educators to succeed in their careers. This collaborative approach also strengthens ties between the institution and the broader educational community, promoting mutual learning and professional development.

E-governance area	Details
<p>Planning and Development</p>	<p>The institution operates within a partially digitalized framework, where a combination of traditional and digital methods is utilized for record-keeping and reporting. All planning-related documents, both academic and administrative, are maintained in the form of files, available in both written and digital formats. This hybrid approach allows for the preservation of important documents while also leveraging the benefits of digital storage and accessibility for efficient record management.</p>
<p>Administration</p>	<p>Information from the university level is disseminated to all college members via email.</p>
<p>Examination</p>	<p>Internal marks are published in accordance with the rules and regulations stipulated by the university. The dates for university exams and semester examinations are noted in the academic calendar. Additionally, CCTV cameras are installed in the examination hall and linked with the university portal for enhanced security and monitoring during examinations.</p>
<p>Student Admission and Support</p>	<p>Each day, as admissions are processed based on merit, the details of these admissions are recorded and uploaded to the university's centralized database. This database serves as a repository for all admissions-related information, ensuring accuracy, transparency, and compliance with university regulations. By promptly uploading this data, the institution facilitates continuous communication and data sharing with the university, enabling efficient monitoring and management of the admission process. Additionally, it helps maintain comprehensive records for future reference and analysis, supporting the institution's commitment to accountability and adherence to university protocols.</p>
<p>Finance and Accounts</p>	<p>The finance and accounts department maintains records using both traditional paper-based methods and computerized systems. This hybrid approach allows for flexibility and accessibility in managing financial data. Paper-based records may include physical copies of invoices, receipts,</p>

financial statements, and other important documents. These records are often organized in files or ledgers for easy reference and storage. Simultaneously, computerized accounting systems are utilized to streamline processes such as bookkeeping, payroll management, and financial reporting. Software programs are employed to record transactions, generate financial reports, and maintain electronic databases of financial information. By utilizing both paper and computer-based methods, the finance and accounts department ensures the accuracy, efficiency, and security of financial data while also maintaining the convenience of accessing information through digital platforms. This approach helps the institution effectively manage its financial operations and comply with regulatory requirements.

### 6.3 – Faculty Empowerment Strategies

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

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

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

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
<b>No Data Entered/Not Applicable !!!</b>						
No file uploaded.						

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

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

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
1	1	1	1

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
<b>No Data Entered/Not Applicable !!!</b>		

**6.4 – Financial Management and Resource Mobilization**

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

The institution upholds transparency, accuracy, and compliance with financial regulations and standards through regular internal and external financial audits. Internal audits are conducted by an independent team within the institution, tasked with reviewing financial records, internal controls, and procedures to ensure their effectiveness. External audits are performed by third-party auditing firms to provide an objective assessment of the institutions financial statements and practices. These audits play a crucial role in identifying discrepancies, errors, or areas for improvement, thereby safeguarding the institutions financial integrity and accountability. By addressing any identified issues and implementing necessary improvements, the institution reinforces confidence among stakeholders in its financial management and decision-making processes. Overall, the institutions commitment to conducting regular audits demonstrates its dedication to maintaining high standards of financial governance and accountability.

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

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

6.4.3 – Total corpus fund generated

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

**6.5 – Internal Quality Assurance System**

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	University	Yes	Principal
Administrative	No	Null	Yes	Management

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

The Parent-Teacher Association (PTA) plays a multifaceted role in supporting the institution and its students through various initiatives: **Fundraising Activities:** The PTA organizes fundraising events to gather financial support for different projects within the institution. These funds contribute to purchasing educational materials, enhancing facilities, and backing extracurricular activities, enriching the overall educational experience for students. **Advocacy and Communication:** Serving as a conduit between parents and

the institution, the PTA provides a platform for parents to voice their opinions, concerns, and suggestions regarding their childrens education. Feedback from parents is utilized to advocate for improvements in school policies, facilities, and curriculum, ensuring alignment with the needs and preferences of the student body. Support for Students: The PTA extends support to students through various means, including scholarships, awards, and grants. These financial aids alleviate educational expenses and facilitate participation in extracurricular activities, fostering holistic development and promoting equal opportunities for all students. Through its diverse activities and initiatives, the PTA plays a pivotal role in enhancing the educational environment, fostering collaboration between parents and the institution, and supporting the holistic development of students.

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

No Data Entered/Not Applicable !!!

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

No Data Entered/Not Applicable !!!

6.5.5 – Internal Quality Assurance System Details

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

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2017	Photography exhibition	17/08/2017	Nil	Nil	25
2017	Environmental day celebrations	05/06/2017	Nil	Nil	150
2017	Yoga Practice	05/08/2017	Nil	Nil	150

No file uploaded.

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

**7.1 – Institutional Values and Social Responsibilities**

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

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Womens day celebrations	08/03/2018	08/03/2018	180	10

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

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

The college is deeply committed to sustainability, exemplified by its proactive



adoption of eco-friendly practices and initiatives aimed at reducing its environmental footprint. One of the central tenets of this commitment is the maintenance of a plastic-free campus, reflecting a dedication to minimizing plastic pollution and promoting a healthier environment. In line with the principles of Reduce, Reuse, and Recycle (the three Rs), the college encourages both students and faculty members to embrace sustainable habits such as using reusable lunch boxes, thereby significantly reducing the generation of solid waste. Guided by the enthusiastic efforts of the Science Club, the institution embarks on a range of green initiatives designed to foster environmental consciousness and stewardship among its community members. These initiatives span from practical measures like rainwater harvesting to educational endeavors such as organizing awareness programs and poster design competitions. By commemorating events like World Environment Day and actively participating in campus and local clean-up efforts, the college cultivates a culture of environmental responsibility and collective action. Moreover, the promotion of herbal gardening on campus not only enhances the aesthetic appeal but also contributes to biodiversity and ecological balance. Furthermore, the colleges infrastructure is thoughtfully designed to optimize natural lighting and ventilation, thereby reducing its reliance on electricity and promoting energy efficiency. This commitment to sustainable infrastructure is complemented by the widespread use of energy-efficient CFL and LED lights throughout the campus. Additionally, the college community demonstrates a strong commitment to sustainable transportation practices, with a significant portion of students opting for public transportation and staff members engaging in carpooling to minimize carbon emissions. Through these collective efforts and initiatives, the college strives to create a campus environment that not only fosters academic excellence but also prioritizes environmental stewardship and sustainability, inspiring future generations to become responsible custodians of the planet.

#### 7.1.3 – Differently abled (Divyangjan) friendliness

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

#### 7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2018	Nil	1	26/02/2018	2	Karunal ayam - A home for destitute and mentally challenged	Supplied food items	95

No file uploaded.

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

Title	Date of publication	Follow up(max 100 words)
Calendar	04/08/2017	Under the supervision

of the Manager and Principal, faculty members, along with support from the student union, ensure the implementation of the specified code of conduct and values for students. Compliance with the guidelines outlined in the Handbook is mandatory, including wearing ID cards, demonstrating punctuality, respect, compassion, participation, discipline, environmental consciousness, and social commitment. This collaborative effort aims to cultivate a culture of responsibility, respect, and civic engagement among students, fostering a conducive learning environment that promotes holistic development and positive social contributions.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Morning assembly	05/06/2017	30/03/2018	95
National Environment day celebration	05/06/2017	05/06/2017	95
Independence day celebrations	15/08/2017	15/08/2017	95
Gandhi jayanthi	02/10/2017	02/11/2017	95
Onam Celebrations	30/08/2017	30/08/2017	95
No file uploaded.			

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

**Waste Management:** In waste management, the focus lies on the three Rs: Reduce, Reuse, and Recycle. The college addresses two types of solid waste: biodegradable and non-biodegradable. Biodegradable waste undergoes degradation in designated large pits, while non-biodegradable materials like plastics are strictly prohibited on campus, ensuring a plastic-free environment. Dustbins are strategically placed across the campus to facilitate proper waste disposal, with stringent measures in place to discourage plastic bag usage and littering. **Liquid Waste Management:** The college boasts a well-established drainage system to effectively manage liquid waste. Additionally, rainwater harvesting systems are in place to utilize natural resources efficiently. **Rain Water Harvesting:** Rainwater harvesting is a method used to collect and store rainwater for future

use. This sustainable practice involves the capture and storage of rainwater from surfaces like rooftops, roads, and open areas. The collected rainwater is stored in tanks and used for various purposes. Energy Conservation Measures: To mitigate energy consumption and reduce carbon emissions, the institution adopts energy-efficient practices. This includes the widespread use of LED lighting, optimization of HVAC systems, and awareness campaigns promoting energy-saving behaviors among students and staff. Promotion of Sustainable Transportation: Encouraging sustainable transportation options is a priority for the college. Initiatives such as providing bike racks, promoting carpooling, and incentivizing the use of public transportation contribute to reducing vehicular emissions and fostering a cleaner campus environment.

## 7.2 – Best Practices

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

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

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

## 7.3 – Institutional Distinctiveness

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

Avila College of Education aims to establish a premier center for teacher education, providing accessible study and research opportunities for marginalized students. Aligned with this vision, the college emphasizes the significance of teacher eligibility tests in securing educational sector employment. It offers extensive training for exams like K-TET, SET, and NET, crucial for teaching roles across various education levels. To facilitate effective exam preparation, the college dedicates one hour daily to study sessions. Students utilize institution-provided resources, including teacher guidance, exam question banks, and structured materials. Teachers actively assist students in improving their answering skills, monitoring progress through assessments, and fostering collaborative peer learning sessions. This approach not only enhances exam readiness but also cultivates a supportive learning environment, promoting mutual learning and skill reinforcement among students from diverse academic backgrounds.

Provide the weblink of the institution

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

Our institutions mission is multi-faceted: to equip mentors and facilitators with modern teaching techniques, nurture committed teachers prioritizing values, uplift socially and educationally disadvantaged groups, and empower minorities through education. Each academic year, our Institutional Quality Assurance Cell (IQAC) devises action plans in line with this mission to create a conducive learning environment. Upcoming plans focus on enhancing our teacher education program through induction programs, implementing Life Oriented Education, and increasing opportunities for social interaction and community outreach. Initiatives like the Food for poor project demonstrate our commitment to community engagement. Additionally, we prioritize faculty involvement in research, seminars, and curriculum development, fostering a culture of continuous improvement. Our institution also emphasizes values through international days celebrations and promotes eco-friendly practices. Skill development activities and competitive exam coaching aim to enhance student capabilities and facilitate employment opportunities. Dedicated to our mission, we continually strive to enrich the learning experience and empower our students and faculty for success.