



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution		AVILA COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr Benny Varghese	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	04843080412	
• Mobile No:	9495736389	
• Registered e-mail ID (Principal)	bennyvarghesemadappilly@gmail.com	
• Alternate Email ID	avilacollegeedakochi@gmail.com	
• Address	Aquinas Grounds, Edacochin, Cochin 10, Kerala, S. India	
• City/Town	Kochi	
• State/UT	Kerala	
• Pin Code	682010	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Semi-Urban	

• Financial Status	Self-financing				
• Name of the Affiliating University	Mahatma Gandhi University, Kottayam				
• Name of the IQAC Co-ordinator/Director	Dr Josen George				
• Phone No.	9495467577				
• Alternate phone No.(IQAC)					
• Mobile (IQAC)					
• IQAC e-mail address	iqacavila@gmail.com				
• Alternate e-mail address (IQAC)					
3.Website address	www.avilacollege.co.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.avilacollege.co.in/AvMandatory.html				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.avilacollege.co.in/Files/Av-Calendar%202016-17.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.58	2011	16/09/2011	15/09/2016
6.Date of Establishment of IQAC			30/11/2011		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Preparation of Academic Calendar		
Facilitated video assisted instruction for practice teaching		
Organization of Club activities		
National Science day celebrations		
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 (web link may be provided).		

Plan of Action	Achievements/Outcomes
To plan activities for the upcoming academic year and create an academic calendar based on that plan.	The academic activities of the college for the academic year 2021-22 were chalked out and academic calendar was prepared accordingly
To prioritize curriculum enhancements and instructional methodologies to optimize student learning outcomes	Each student teacher created instructional videos covering the topics assigned for their practice teaching at partner schools
To conduct activities under the auspices of various clubs and leadership of optional teachers	National science day celebrations was held on 3rd March 2022 by science students

13. Whether the AQAR was placed before statutory body?	No
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	18/01/2023

15. Multidisciplinary / interdisciplinary

The Teacher Education Programme has adopted a multi-disciplinary approach to ensure the holistic development of student teachers. Currently, this approach integrates disciplines such as Arts, Science, Commerce, and Education, making the program truly multi-disciplinary in nature. Additionally, specific courses like Language across Curriculum, Art in Education (encompassing Music, Dance, Drama, Paintings, Drawing, etc.), and Physical and Health Education are designed to be interdisciplinary. The overarching goal of these courses is to seamlessly blend different disciplines to facilitate the effective and efficient development of student teachers. By doing so, the program aims to instill in them a sense of commitment

and responsibility for the future.

16.Academic bank of credits (ABC):

Avila College of Education operates under the affiliation of Mahatma Gandhi University, Kottayam, adhering to the university's curriculum and regulations. According to the CBCS Regulation 2017 of Mahatma Gandhi University, the Credit Transfer and Accumulation system can be incorporated into the program. This system entails acknowledging and accepting credits earned by students for courses completed at other institutions. Through the Credit Transfer Scheme, students enrolled in a program at one university can seamlessly continue their education at another university. However, it's worth noting that the Academic Bank of Credit, as outlined in the New Economic Policy of 2020, has not been fully implemented in either the university or its affiliated colleges.

17.Skill development:

The institution provides comprehensive skill development programs designed to enhance various aspects of teaching and interpersonal skills:

Microteaching Sessions: Through regular microteaching sessions, aspiring teachers have the opportunity to practice their teaching skills in a controlled environment with small groups of peers. These sessions focus on areas such as lesson planning, classroom management, effective communication, and student engagement strategies. Feedback from peers and mentors helps participants refine their teaching techniques and improve their pedagogical skills.

Training in Online Teaching: Recognizing the growing importance of online education, the institution offers specialized training programs to equip educators with the necessary skills for effective online teaching. Participants learn how to utilize learning management systems, create engaging multimedia content, facilitate virtual discussions, and assess student learning in an online environment. This training enables educators to adapt to the changing landscape of education and deliver quality instruction online.

Preparation of Video Lessons: Educators receive training and resources to create engaging instructional videos. Workshops and tutorials cover scripting, filming, editing, and producing videos that effectively communicate key concepts and engage students visually and auditorily. By incorporating video lessons into their teaching methods, educators can cater to diverse learning styles and enhance student understanding and retention of course material.

Co-Curricular Activities for Interpersonal Skills: The institution offers a range of co-curricular activities to develop students' interpersonal skills. These activities include group projects, team-building exercises, leadership workshops,

cultural events, and community service initiatives. Participation in these activities helps students enhance their communication, teamwork, conflict resolution, and cultural competence skills, preparing them for success in academic and professional settings.

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

The curriculum for future educators is meticulously designed to integrate Indian knowledge, fostering a profound appreciation for our cultural and educational heritage. Through a diverse range of experiences, students gain insights into the essence of education as a discipline, its interconnectedness with other fields, and the pivotal role of the Indian constitution in shaping educational practices. They critically examine contemporary societal issues and study the visions, objectives, and recommendations of post-independence commissions that have influenced the current educational landscape. Furthermore, students are encouraged to embrace and uphold the cultural, social, political, and moral values inherent in Indian society. Community living camps serve as platforms for sensitizing participants to civic responsibility and social etiquette, aligning with the principles outlined in the Indian constitution and fostering a deeper understanding of the rights and duties of responsible citizenship. The curriculum also delves into the rich tapestry of Indian literature and performing arts, tracing their historical trajectories. Students explore classical music, classical and folk dances, as well as the evolution of drama and folk theatre across different eras in Indian history. Additionally, topics such as the significance of national symbols like the National Anthem and National Song in promoting national unity, and the role of educators in imparting cultural values, are interwoven throughout various subject areas, emphasizing interdisciplinary connections and overarching thematic concepts.

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

Avila College of Education, affiliated with Mahatma Gandhi University, Kottayam, offers a comprehensive two-year B.Ed program alongside various courses embedded within it, all following the university's curriculum. Rigorous evaluation of Program Outcomes (POs) and Course Outcomes (COs) ensures students are well-informed about their educational journey. With a curriculum emphasizing techno-pedagogical richness and evidence-based experiential learning, the college strives to align its approach with specified POs and COs. Faculty members, along with key stakeholders, actively engage students in understanding and prioritizing these outcomes. Utilizing diverse channels such as the website, academic handbook,

classrooms, and meetings, the college disseminates information regarding POs and COs. Various mechanisms, including induction programs and regular assessments, are employed to ensure both students and teachers comprehend and achieve the desired learning outcomes. The institution meticulously monitors students' cognitive and professional growth, utilizing internship assessments and examination performance to gauge PO attainment. Reports analyzing outcomes of curricular and co-curricular activities further inform improvement strategies. Ultimately, each student receives a competency profile upon program completion, reflecting their overall performance and accomplishments.

20.Distance education/online education:

The COVID-19 pandemic accelerated the implementation of our institution's online education program, ensuring continuity in learning despite the challenges posed by the crisis. Through platforms such as Google Classroom and Google Meet, we effectively delivered course content, enabling students to engage in learning remotely, even during holiday periods necessitated by the pandemic. Recognizing the importance of ICT-enabled tools in modern education, we equip our classrooms with projectors and encourage faculty to utilize a range of online resources for teaching. Faculty members employ platforms like Google Meet, YouTube, and blogs for curriculum delivery, while WhatsApp serves as a convenient communication channel for sharing course materials and updates. Moreover, we prioritize the enhancement of students' ICT skills through seminars, individual projects, and participation in E-content development. Online assessments and tests are conducted to gauge student progress and ensure effective learning outcomes in the digital environment.

Extended Profile

1.Student

2.1	217				
Number of students on roll during the year					
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>		File Description	Documents	Data Template	View File
File Description	Documents				
Data Template	View File				
2.2	150				
Number of seats sanctioned during the year					

File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	25
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	111
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	111
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	106
File Description	Documents
Data Template	View File
2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	23
4.2 Total number of computers on campus for academic purposes	7
3. Teacher	
5.1	14

Number of full-time teachers during the year:	
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File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	20
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Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Avila College of Education adheres to a consistent approach in developing, implementing, and assessing the B.Ed teacher education curriculum in line with the directives outlined by Mahatma Gandhi University, Kottayam. The curriculum undergoes adaptations to cater to the requirements of both students and the surrounding community, thereby embodying the institution's vision and mission. Internal planning entails collaborative discussions among the Staff Council and Internal Quality Assurance Cell (IQAC). Valuable input from various stakeholders, including practice teaching schools, employers, educators, students, and alumni, is meticulously considered throughout the curriculum planning, delivery, and evaluation processes. Furthermore, the curriculum effectively addresses local societal needs and challenges. Cultural elements such as heritage, traditions, and festivities are seamlessly integrated into the curriculum implementation, ensuring a comprehensive educational journey that honors and reflects the diversity of the community.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and

C. Any 2 of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.avilacollege.co.in/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

8

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	https://www.avilacollege.co.in/AvAcademicCalendar.html

1.2.2 - Number of value-added courses offered during the year	
0	
1.2.2.1 - Number of value-added courses offered during the year	
File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
0	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
0	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	Two of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The institution designs its learning environment to foster the

development of student teachers' cognition, attitudes, and skills. Education and training initiatives aim to offer a comprehensive grasp of diverse learning domains, aligning with the curriculum prescribed by the Board of Studies, Mahatma Gandhi University, Kottayam. A variety of instructional methods, including lectures with discussions, demonstrations, group presentations, seminars, debates, assignments, brainstorming sessions, and peer group discussions, are utilized. Interaction with the community, case studies, educational surveys, dialogues, and the integration of ICT-based teaching and learning further enhance the educational experience. Additionally, the institution organizes club activities, day celebrations, documentary preparations, extension activities, magazine preparations, cultural and literary events, and awareness programs to facilitate effective curriculum delivery. Classroom activities, training sessions, and outdoor endeavors concentrate on cultivating communication, leadership, problem-solving, emotional intelligence, creativity, time management, teamwork, conflict resolution, critical thinking, project management, active listening, decision-making, collaboration, motivation, empathy, work ethics, and adaptability. Curricular activities prioritize concentration and self-regulation, understanding others' perspectives, making real-life connections, overcoming challenges, fostering self-directed and engaged learning, and adapting to change through evolution. The institution underscores the importance of nurturing critical thinking, continuously updating knowledge, and applying it within societal contexts across all educational endeavors.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

The institution actively fosters opportunities for students to

acquaint themselves with diverse national and international school education systems. At the undergraduate level, the teacher education curriculum prescribed by Mahatma Gandhi University provides both theoretical knowledge and practical experiences for teacher trainees. This curriculum delves deeply into the development and operation of school systems, highlighting differences among various boards of education, assessment methods, norms, standards, state-wise variations, and national and international comparative perspectives. Through seminars, workshops, and self-study modes, students' comprehension of school educational systems such as CBSE, ICSE, and State Syllabus is enriched. Various platforms within the curriculum facilitate students in discerning the distinctions among different educational systems prevalent in the country.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Our institution is guided by a vision and mission focused on equipping future educators with a comprehensive education that cultivates both teaching competence and essential life skills. Activities within the institution prioritize fostering holistic development, nurturing positive attitudes, and applying theoretical and practical knowledge in meaningful ways. Foundational and pedagogical courses are structured to encourage multidisciplinary learning and provide cross-disciplinary knowledge. Students are kept abreast of recent developments in the teaching profession through activities such as morning assemblies, which underscore spiritual growth, democratic values, current events awareness, and yoga instruction.

Inclusive and gender-neutral activities are intentionally designed to empower students with effective strategies for addressing social issues. Additionally, students are prepared to navigate the cross-

cultural and linguistic demands of a global society through access to essential resource materials. These educational materials ensure that students receive the most effective curriculum delivery elements, thereby enhancing their educational experience and preparing them for success in their future roles as educators.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Feedback collected and analysed

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

106

2.1.1.1 - Number of students enrolled during the year

106

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	No File Uploaded
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

16

2.1.2.1 - Number of students enrolled from the reserved categories during the year

16

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

4

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

4

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

In the 2021-22 academic year, the college had several initiatives to assess students' entry levels and provide tailored support. Through interviews with faculty and the Principal, students' eagerness and ambitions for the B.Ed programmewere identified, unveiling their motivations and societal aspirations. Academic documents of

qualifying degree courses underwent scrutiny to discern previous achievements and individual strengths and weaknesses.

An orientation week programme was conducted, during which the students were informed about programme and course outcomes. Talent hunt programme allowed students to showcase their accomplishments and skills for faculty evaluation.

Optional classes further appraised subject mastery, teaching preferences, and learning abilities, identifying both slow and proficient learners.

Assignments, presentations, and assessments conducted throughout the year evaluated different competencies and skills, including subject comprehension, communication, and digital literacy. Additional academic engagements such as seminars, projects, and workshops aimed to support all students.

Mentorship sessions delivered personalized feedback on performance, while cultural events served as platforms for talent recognition. Peer feedback sessions facilitated growth during teaching practice and internships. Through these endeavors, the college nurtured student potential and rendered comprehensive support tailored to diverse learning requisites.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled)

Six/Five of the above

Multilingual interactions and inputs

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

19:1

2.2.4.1 - Number of mentors in the Institution

12

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Students of different abilities are encouraged through effective and relevant learning experiences, fostering an inclusive educational environment. Interactive instructional techniques and student-centered learning approaches are employed to cultivate higher-order thinking, reasoning, and investigation skills among students, ensuring their holistic development. Embracing student-centered methodologies such as experiential learning, participative learning, and problem-solving strategies, teachers endeavor to enhance learning experiences and cater to students' diverse educational aspirations.

To achieve this, a wide array of innovative strategies is integrated, including group discussions, pedagogical activities, brainstorming sessions, quizzes, debates, projects, presentations, experiments, seminars, internships, and ICT resources—both online and offline. These approaches enrich students' learning experiences by providing opportunities for active engagement and practical application of knowledge.

Moreover, the college facilitates lectures by invited experts and workshops to broaden students' understanding and keep them informed about the latest academic developments. Platforms like Google Classrooms, social media platforms, field studies, role plays, hands-on experiences, and field visits offer practical learning opportunities, while assessment tools and remedial teaching ensure personalized support tailored to individual student needs.

Through various initiatives such as educational surveys, case studies, blogs, short films, and action research, the college aims to foster a dynamic learning environment that nurtures creativity,

critical thinking, and entrepreneurship skills among students, preparing them for success in an ever-evolving world.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

12

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

217

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological

Four of the above

activities Field sports

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	View File

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students. Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The mentorship provided by educators helps in nurturing the professional development of students. Teachers offer invaluable guidance and support across various dimensions, including teamwork, diversity management, effective communication, stress management, and staying updated with advancements in education and life. Through collaborative group activities and assignments, students refine their teamwork skills under the guidance of teachers who promote communication, conflict resolution, and task delegation. The college actively fosters inclusive learning environments that cater and respect diversity, instilling empathy, and critical thinking skills to navigate varied perspectives.

In terms of professional conduct, teachers mentor students on behaviours, communication, and collaboration with colleagues and authorities. They also help students develop assertiveness, problem-solving abilities, and conflict-resolution strategies. Emphasis is placed on self-care, goal setting, and time management to ensure a balanced approach to academic and personal responsibilities.

Furthermore, teachers provide guidance on accessing resources for continuous professional growth, such as attending conferences, networking with professionals, and staying updated with current research and trends. Through this holistic approach, teachers play a pivotal role in fostering a growth mindset and instilling a

commitment to lifelong learning among students. Utilizing methods like team teaching, collaboration, microteaching, simulations, internships, projects, assignments, book reviews, reflective diaries, fieldwork, and school visits, the college fosters professional advancement. The college conducts diverse activities year-round to promote comprehensive development. Teacher educators closely oversee student progress, offering guidance to those encountering difficulties.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

Diverse approaches, including team teaching, collaboration, microteaching simulations, internships, projects, assignments, reflective diaries, fieldwork, club activities, and school visits are employed to cultivate professional growth. Effective teaching methods such as lectures, demonstrations, group presentations, seminars, debates, assignments, brainstorming sessions, peer discussions,

community interactions, case studies, surveys, dialogues, and ICT-based learning promote critical thinking, problem-solving, empathy, life skills, and other essential qualities. Learning processes involving discussions, hands-on activities, assignments, projects, and internships stimulate creativity and innovation. Co-curricular activities in arts and sports, club activities, encourage creative expression, talent exploration, and curiosity nurturing. Additionally, teachers focus on fostering empathy and conduct mentoring sessions, both academic and personal, to promote social-emotional learning and interpersonal skill development. Through various teaching-learning strategies, students acquire essential life skills such as communication, problem-solving, and decision-making.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching

Ten/All of the above

and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

Three of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
--	------------------

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	Four of the above
--	--------------------------

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The institution's preparatory efforts involve collaborative steps in school selection and student-faculty involvement.

The college has arranged a four-week school induction programme during II semester and sixteen-week internship for semester III students in nearby schools. The purpose was to provide practical school experience. The college supported each trainee in conducting activities during the internship, and teacher educators supervised the entire programme. Student teachers received detailed instructions on the internship from teacher educators, the principal, programme coordinator. School selection involved preferences from both students and school authorities. The final list of schools with number of students was approved by the DEO, Department of General Education, and requests were made to respective schools. A meeting between school head masters and college principal was held to enhance mutual understanding during the school induction and internship programme. Student teachers received request letters and attendance sheets before entering schools, and teachers monitored progress throughout the programme.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

100

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Seven/Eight of the above
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File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Prior to school induction and internship programmes, the college principal arranges a meeting with the principals of the schools where teaching practice will take place, and also with the teacher educators, to outline a plan for regularly monitoring students. Ahead of student teachers' school visits, all records of lesson plans and learning materials are reviewed and finalized and consented by the teacher educators. Optional teacher educators observe a minimum of three classes per student, providing necessary feedback. All other practical tasks are also subject to regular monitoring.

Core subject teachers supervise students' core practical assignments, including school profiles, lesson plans addressing adolescent issues, projects on exceptional children, assessment practices, case studies, and action research, art education class lesson plans, activity reports, physical education, yoga class and health education lesson plans. Subject teachers in schools monitor and offer suggestions during all classes taught by the interns. School teachers serve as mentors closely observing interns' classroom performance and offering guidance on lesson planning, instructional techniques, and classroom management. Interns actively participate in both curricular and extracurricular activities as directed by the schools.

After each class, students fill out response columns in their lesson plans and maintain reflective journals and supervision diaries upon completing their lessons. Peer evaluation conducted by fellow student teachers supports in improving teaching skills. Peer observations and collaborative discussions among student teachers facilitate the exchange of ideas, sharing of best practices, and receipt of constructive feedback.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)

Four of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

14

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

5

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

13

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

197

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

AvilaCollege of Education employs different approachesto enhancefaculty competence and fostering continuous improvement. Through various initiatives such asseminars, and conferences, faculty members engage in professional development, exchange ideas, and remain abreast of educational advancements. Additionally, their active involvement in curriculum revision, and research endeavors showcases a commitment to shaping the educational and advancing knowledge within the field.By organizing lectures and forums featuring distinguished speakers, the college creates an environment conducive to continuous learning and skill enhancement. These efforts createsa culture of ongoing professional development, ensuring that educators remain equipped with the latest pedagogical approaches and best practices. Through these comprehensive initiatives, thecollege not only elevates the expertise of its faculty but also contributes significantly to the overall academic excellence of the institution.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Aligning with the continuous internal evaluation norms of Mahatma Gandhi University, the college conducts evaluations in accordance with the academic calendar and institutional action plan. Avila College of Education employs a continuous evaluation for both B.Ed and M.Ed students, incorporating a variety of assessment methods such as class tests and assignments. These assessments are not only conducted by faculty members but also involve peer evaluation, ensuring objectivity. For continuous assessment, student teacher has completed one Practicum and two internal written exams for each course in a semester. Practicals are also evaluated internally by the faculty and marks are given based on set criteria as directed by the university. Utilizing score sheets, faculty systematically record and document evaluations based on set criteria, maintaining comprehensive records for future reference.

Internal assessment encompasses various components including assignments, projects, test papers, and attendance, with participation in sports and cultural events also being evaluated internally. These activities contribute to a separate course called common practical work. Each activity is meticulously organized and executed, ensuring thorough assessment of students' progress throughout the academic year.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is

Four of the above

**transparent and robust and time bound;
Institution adopts the following in internal
evaluation Display of internal assessment
marks before the term end examination
Timely feedback on individual/group
performance Provision of improvement
opportunities Access to tutorial/remedial
support Provision of answering bilingually**

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The internal examination and evaluation process in the college has complete transparency and adherence to the assessment criteria outlined by Mahatma Gandhi University. To address any grievances related to internal examination and evaluation, grievance redressal cell has been established within the institution.

Prior to examinations, schedules are meticulously prepared and communicated to students, and examinations are conducted under the supervision of faculty. Following the exams, assessment is promptly carried out by the respective course professors, with evaluated answer sheets distributed to students for verification. Any grievances raised by students are promptly addressed in the classroom setting.

The college maintains a transparent, time-bound, and efficient approach to handling examination-related grievances through grievance redressal cell. Students are thoroughly informed about the evaluation procedure during induction programmes. This comprehensive approach ensures that examination processes remain fair, transparent, and responsive to student concerns.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

At the start of each academic year, college prepares an academic calendar highlighting all the academic and non academic activities. The students and faculty are informed about the academic calendar. This academic calendar serves as a guide for faculty members to plan their course delivery activities effectively. Components such as assignments, projects, seminars, practical demonstrations and internal tests are integrated into the continuous internal evaluation of students. The college has a well-structured process in place for conducting continuous internal evaluation in accordance with the calendar. The course instructors meticulously plan and execute these evaluation activities, ensuring alignment with the scheme of evaluation. The schedule of practical works and practicum is prepared in the beginning of each semester and distributed to students. The timetable for internal written exams is published well in advance and adhered to by all students.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The college employs multiple ways to make students and teachers aware of and achieve the learning outcomes of the programme and courses.

Teachers and students are made aware of the stated programme and course outcomes of the Programme offered by the institution through

in house lectures and orientation programme respectively at the beginning of the programme. Programme outcomes and course specific outcomes has systematically stated by the institution. Curriculum of B.Ed and M.Ed programme provides clear information about the learning outcomes of different courses. Principal, Programme coordinator and Teachers- in - charge of each course clarify the learning outcomes in the classroom at the beginning of each semester and class session. The student satisfaction survey is also another instrument by which the college takes feedback on the extent of attainment of learning outcomes by the students.

The PLOs and CLOs are transacted through various curricular, co-curricular and pedagogical activities. All the academic activities undertaken by students are assessed internally by the faculty to make sure the learning outcomes are achieved by the students. The performance of the students in the internal and external examinations during the semester in each course is analysed to understand the level of attainment of the POs . Overall performance in the programme of each student is prepared by the faculty and a competency profile is prepared and provided to each student, when they complete the programme.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Attainment of Programme outcomes and course outcomes are evaluated by the institution. Efforts are taken by the college to ensure the Programme and Course outcomes, as designed by Mahatma Gandhi University is achieved by all the students. Evaluation of outcomes help the institution as an effective tool for introspection and improvement. The students are made aware of these during the orientation Programme for the newly enrolled students as well as at the beginning of each 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, by evaluating the University results and through student satisfaction survey.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

100

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

The performance of students on various assessment tasks can provide

insights into how well their initially identified learning needs are being addressed. The performance of students can be assessed through various measures like:

Progress Monitoring and mentoring : Regular assessments allow educators to track students' progress over time. By comparing their performance on different tasks, teachers can identify areas where students have made improvements or where further support is required. Mentor teachers guide students to make improvements.

Differentiated Instruction: Assessments help teachers to provide specific instruction to meet students' specific needs.

Feedback: Assessments by teachers, peers and self provide valuable feedback to both students and teachers. Students receive feedback on their strengths-weaknesses, identify areas for improvement. Teachers can also modify their teaching methods and materials to accommodate students' diverse learning needs.

Most of the students have improved their subject competency and teaching skills through various sessions like seminars, micro teaching, discussion lessons, demonstration classes, criticism classes, school internship sessions, peer assessment sessions, self reflections, SWOT analysis, etc. All these activities help in transforming the student teachers into competent and confident teachers.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.avilacollege.co.in/Files/AVILA-SSS-2021-22.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

4

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

98

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

98

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

1. **AIDS Awareness:** By organizing a rally and street play, students sensitized themselves and the public to the challenges of AIDS, including its consequences and prevention methods. This initiative aimed to break stigma and promote awareness about a critical health issue within the community.
2. **Mask Making and Distribution:** Engaging in mask making and distribution during the Covid-19 outbreak heightened students' awareness of public health concerns. By actively participating in efforts to mitigate the spread of the virus, students learned the importance of collective action and community well-being.
3. **Online Tuition:** Providing online tuition for needy school students during the Covid-19 period demonstrated students' commitment to educational equity and social responsibility. This initiative sensitized students to the challenges faced by underserved communities and empowered them to make a positive impact through education.
4. **Care for the Poor:** Visiting the Palluruthy settlement and providing groceries sensitized students to the harsh realities of poverty and homelessness. By extending support to marginalized communities, students learned the importance of compassion, solidarity, and active engagement in community development efforts.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice

One/Two of the above

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The management of Avila College of Education has consistently prioritized the provision of excellent facilities to enhance the teaching and learning experience, aiming for academic brilliance. It provides all the required teaching learning facilities for student teachers. The institution takes special care to send students teachers to convenient cooperating schools for induction and internship. Proper monitoring of practice teaching classes is also ensured. 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
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

3

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

20.31404

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The college introduced a software system incorporating features like book barcoding, online public access catalog (OPAC), circulation

management, journal organization, and report generation. Our latest software, Koha, aligns with numerous international library standards such as MARC21, UNIMARC, ISO 2709, Z39.50, SRU/SRW, RSS, among others. Koha serves as an Integrated Library Management System, tailored to operate on Linux OS, encompassing functionalities like cataloging, acquisition, OPAC, report generation, serial management, and barcode printing.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The college introduced a software system incorporating features like book barcoding, online public access catalog (OPAC), circulation management, journal organization, and report generation. Our latest software, Koha, aligns with numerous international library standards such as MARC21, UNIMARC, ISO 2709, Z39.50, SRU/SRW, RSS, among others. Koha serves as an Integrated Library Management System, tailored to operate on Linux OS, encompassing functionalities like cataloging, acquisition, OPAC, report generation, serial management, and barcode printing.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

One of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.39747

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

5

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

One of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The institution consistently maintains its ICT facilities to create an optimal learning environment for students and faculty. The institution provides computerfacilities, a digital library, free Wi-Fi, audio-visual equipment, and networked printing services, showcasing its dedication to integrating technology into education and supporting academic endeavors. Members of the college community can easily connect personal devices to the network and access the

internet from various locations including the library, labs, classrooms, auditorium, and offices. The availability of LCD projectors, interactive board, and various types of boards enables instructors to deliver multimedia-rich presentations effectively, fostering interactive learning and dynamic teaching methods.

File Description	Documents
Document related to date of implementation and update, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

25:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for

One of the above

e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

8.74

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The college has adopted comprehensive policies and procedures to ensure the optimal allocation and utilization of available financial resources for maintaining its infrastructure facilities. These policies are regularly updated to align with both infrastructural and technological advancements as well as statutory requirements. Under the guidance of the Governing body, these policies are

effectively implemented throughout the institution. The college has well-furnished, spacious, and excellent infrastructure facilities in line with the standards set by NCTE, UGC, and government and university norms, facilitating the holistic development of faculty and students. These facilities are not only sufficient but also regularly upgraded and maintained to cater to all academic, co-curricular, and extracurricular activities. Emphasizing the overall development of stakeholders in accordance with the institution's Vision and Mission, both management and faculty prioritize the utilization of all college facilities for academic endeavours. The infrastructure policy focuses on arranging and managing adequate facilities for the smooth conduct of classes, cultural events, academic programs, and extension activities. College infrastructure includes well-maintained ICT-enabled classrooms, a Seminar Hall, Wi-Fi facility, networked printing, and LCD Projectors.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.avilacollege.co.in/Avila.html
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

Five fo the above

File Description	Documents
Data as per Data Template	No File Uploaded
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Three/Four of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - 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. Any 3 of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

One of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
55	100

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

3

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

18

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The student council actively contributes to institutional functioning by advocating for student needs and interests. They facilitate communication between students and administration, ensuring that student voices are heard in decision-making processes. Through organizing events, workshops, and initiatives, they foster a sense of community and engagement among students. Additionally, the council often collaborates with faculty and staff to address issues such as campus safety, academic support, and extracurricular opportunities. By representing student perspectives, they promote a supportive and inclusive campus environment conducive to learning and personal growth. In essence, the student council serves as a bridge between students and the institution, working proactively to enhance the overall welfare and experience of the student body.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

26

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Alumni associations play a crucial role in the development of institutions. Firstly, they contribute significantly to fundraising efforts, providing financial support for various initiatives such as scholarships, infrastructure development, and research projects. This financial assistance helps institutions maintain and enhance their facilities and programs, ultimately benefiting current and future students.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

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
Documentary evidence in support of the claim	No File Uploaded
Any other relevant 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 an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The college envisions establishing itself as a hub of excellence in teacher education, offering study and research opportunities to a broad spectrum of students, especially those from marginalized backgrounds. Guided by this vision, the institution's governance prioritizes quality assurance and embraces decentralized, participatory management. Decision-making bodies involve all stakeholders - faculty, staff, students, parents, alumni, and the local community.

Strategic plans are intricately woven with the college's vision, aiming to nurture students into compassionate professionals and community-oriented individuals. These plans encompass academic innovations, outreach through social service, research endeavors, excellence in arts and sports, spiritual growth, and faculty development initiatives. Furthermore, fostering eco-conscious attitudes among students is actively promoted.

Diverse committees, including academic, administrative, and student support committees, feature representation from various stakeholders to execute annual plans effectively. This inclusive approach ensures comprehensive decision-making and implementation processes within the college community.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Effective leadership is exemplified through institutional practices like decentralization and participative management. Decentralization involves dispersing decision-making authority and duties across different levels of the organization, while participative management fosters collaboration and engagement of all stakeholders in decision-making processes.

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

Participative management complements decentralization by emphasizing collaboration and involvement 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 diverse perspectives and interests across the institution. Participative management also promotes a culture of transparency and trust, as stakeholders feel valued and respected for their contributions.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The institution upholds transparency across its financial, academic, administrative, and other functions through various concerted efforts. Financial transparency is ensured through meticulous budget planning and regular audits, with detailed financial reports accessible to all stakeholders. Academic transparency is maintained through clear communication of course objectives, grading criteria, and academic policies, with regular feedback mechanisms in place for students and faculty. Administrative transparency is achieved through open communication channels, documented procedures, and inclusive decision-making processes involving all stakeholders. Additionally, the institution promotes transparency in other functions by adhering to ethical guidelines, promoting accountability, and fostering a culture of openness and trust. These efforts collectively ensure that transparency remains a cornerstone of the institution's operations, fostering credibility and accountability within the community.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

As part of the institutional strategic plan, the college successfully deployed a student mentorship programme to enhance student engagement and academic support services. The deployment strategy involved conducting needs assessments through surveys and

focus group discussions to identify student needs. Faculty members were recruited as mentors based on their expertise and interpersonal skills. This initiative has facilitated peer-to-peer support, academic guidance, and personal development, aligning with the institutional objectives.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant 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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The institutional bodies demonstrate effective and efficient functioning through well-defined policies, administrative setup, appointment and service rules, and procedures. Policies are developed through collaborative efforts involving stakeholders to ensure inclusivity and relevance. The administrative setup is structured to facilitate streamlined decision-making processes and smooth operations. Appointment and service rules are transparent and merit-based, promoting fairness and accountability. Procedures are established to ensure adherence to regulations and standards, with mechanisms in place for continuous evaluation and improvement. Regular communication channels are maintained between institutional bodies and stakeholders to address concerns and promote transparency. The functioning of the institutional bodies reflects a commitment to excellence, integrity, and responsiveness to the needs of the institution and its constituents.

File Description	Documents
Link to organogram on the institutional website	https://www.avilacollege.co.in/Avila.html
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The decision to implement a mentoring program, based on the minutes of meetings of the Staff Council, Student Council, and Parent-Teacher Association (PTA), has been successfully executed. The initiative aimed to foster a supportive and inclusive learning environment and address student welfare concerns. After thorough discussions and collaboration among these bodies, the program was designed to pair experienced faculty members with students to provide academic guidance, personal support, and mentorship. The Anti-Ragging Cell and Grievance Redressal Cell were also involved in ensuring the program's compliance with safety and accountability measures. Through regular monitoring and evaluation, the mentoring program has been effectively implemented, contributing to enhanced student well-being and academic success.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place
Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The institution ensures the well-being and satisfaction of both teaching and non-teaching staff through effective welfare measures. These encompass retirement benefits, opportunities for professional development, and programs for workplace safety. Moreover, the institution offers support services like counseling, wellness initiatives, and flexible work arrangements to encourage work-life balance. By placing a premium on staff welfare, the institution cultivates a positive work atmosphere, boosts employee morale and productivity, and emphasizes its dedication to appreciating and assisting its workforce.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

3

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The institution's performance appraisal system for both teaching and non-teaching staff involves regular assessments aimed at evaluating job performance, contributions, and professional development. For teaching staff, evaluations may entail classroom observations, soliciting student feedback, assessing scholarly achievements, and reviewing curriculum development efforts. Non-teaching staff assessments may focus on job responsibilities, teamwork, customer service, and adherence to institutional policies.

These performance reviews typically occur annually or semi-annually, offering opportunities for feedback, goal-setting, and professional growth. Appraisal outcomes guide decisions regarding promotions, salary adjustments, training requirements, and recognition initiatives. A transparent and equitable appraisal process fosters accountability, inspires staff, and enhances organizational effectiveness by aligning individual performance with institutional objectives.

Continuous feedback mechanisms and support systems ensure ongoing improvement and foster employee engagement within the institution.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The institution upholds transparency, accuracy, and compliance with financial regulations through regular internal and external audits. Internal audits are carried out by an independent internal audit team, assessing financial records, internal controls, and procedures to identify discrepancies or areas for improvement.

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

To address audit objections, the institution follows a structured approach. Upon receiving audit findings, the relevant department conducts a thorough review and develops a corrective action plan. This plan may involve rectifying errors, implementing new controls, or enhancing existing procedures.

Transparency and accountability are maintained throughout the process by documenting actions taken and communicating updates to stakeholders. Regular follow-ups ensure the implementation of corrective measures and compliance with audit recommendations.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Implementing cost management strategies and efficiency measures is crucial for optimizing existing resources. This includes streamlining administrative processes, cutting unnecessary expenses, renegotiating vendor contracts, and harnessing technology to automate tasks and enhance productivity. By adopting these measures, institutions can maximize resource utilization, improve financial stability, and ultimately enhance overall effectiveness.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The Internal Quality Assurance Cell (IQAC) serves as a cornerstone in institutionalizing quality assurance strategies and processes within the institution. Operating as a central body for quality enhancement, the IQAC has instituted various initiatives to ensure continuous improvement and adherence to high standards.

Primarily, the IQAC establishes and monitors quality benchmarks across all academic and administrative domains. It formulates comprehensive quality assurance frameworks, policies, and guidelines to steer the institution towards excellence in all its endeavors.

Additionally, the IQAC conducts regular internal assessments and audits to assess the efficacy of existing processes and pinpoint areas for enhancement. These assessments encompass evaluations of teaching and learning methodologies, curriculum frameworks, assessment techniques, infrastructure, and support services.

Moreover, the IQAC cultivates a culture of quality awareness among faculty, staff, and students through capacity-building initiatives, workshops, and training programs. It advocates for the adoption of best practices and fosters a climate of innovation in teaching, research, and governance.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The institution systematically reviews its teaching-learning process, operational structures, methodologies, and learning outcomes through the Internal Quality Assurance Cell (IQAC) in accordance with established norms. The IQAC facilitates structured assessments to identify strengths, weaknesses, and areas for improvement across various activities.

This review process entails analyzing teaching methodologies, curriculum relevance, assessment practices, infrastructure adequacy, and student support services. Feedback from stakeholders such as faculty, students, alumni, and employers is actively sought and analyzed to gauge satisfaction levels and pinpoint areas for enhancement.

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

The IQAC ensures that these improvements are meticulously documented and monitored over time to track progress and guide future decision-making. By recording incremental enhancements, the institution underscores its commitment to continuous improvement and quality assurance across all facets of its operations and learning outcomes.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

8

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.avilacollege.co.in/AvMandatory.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.avilacollege.co.in/AvIOAC.html
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Incremental Improvement in Teaching-Learning Process: Through regular IQAC meetings, the institution identified the need for enhancing student engagement in the classroom. As a result, faculty members implemented interactive teaching methodologies such as case studies, group discussions, and multimedia presentations. This led to increased student participation and improved learning outcomes, as evidenced by higher student satisfaction rates and academic performance.

Quality Improvement in Student Support Services: Building on past accreditation feedback, IQAC meetings focused on improving student support services. These initiatives fostered a supportive environment conducive to student success, resulting in higher retention rates and overall satisfaction among students.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution’s energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The institution's energy policy focuses on efficient energy management and the adoption of alternative sources to meet its power needs. Through the implementation of energy-saving practices and technologies, it aims to reduce overall energy consumption. Additionally, the institution prioritizes the integration of renewable energy sources such as solar and wind power to supplement traditional energy sources. Measures such as the installation of energy-efficient lighting, insulation upgrades, and equipment optimization are employed to minimize wastage and enhance energy efficiency across campus facilities. By embracing sustainable energy solutions and continually seeking opportunities for improvement, the institution is committed to reducing its carbon footprint while ensuring reliable power supply for its operations.

File Description	Documents
Institution’s energy policy document	No File Uploaded
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The institution has set up facilities to handle both biodegradable and non-biodegradable waste, in line with its commitment to eco-friendly practices. A two-bin system segregates paper and plastic waste according to the institution's green guidelines. Solid waste, comprising paper, plastic, and food waste, is collected and sorted based on the principles of Reduce, Reuse, and Recycle.

To minimize disposable items, students transition to reusable lunch

boxes, and the college procures steel plates and glasses for events while enforcing a ban on disposable products. The cleaning staff maintains cleanliness in campus areas and classrooms.

In managing liquid waste, rainwater is collected from rooftops, filtered, and stored for daily use by students, teachers, and staff, reducing reliance on external water sources and mitigating drought effects.

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

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain

Three of the above

water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The institution is deeply dedicated to upholding cleanliness, sanitation, and environmental health. It enforces regular cleaning schedules to ensure premises remain tidy and free of litter, while sanitation facilities are well-maintained and easily accessible. Moreover, the institution actively promotes the preservation and expansion of green spaces through tree planting initiatives and landscaping projects, fostering biodiversity and natural beauty. To combat pollution, strict waste management protocols are implemented, emphasizing recycling and responsible disposal methods. Additionally, the institution advocates for eco-friendly practices such as using sustainable products and transportation options to minimize carbon emissions. Through these concerted efforts, the institution creates a safe, healthy, and sustainable environment for its community, prioritizing the well-being of all stakeholders.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	Four of the above
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File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

Nil

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The institution maximizes the potential of its local environment, leveraging its unique geographic location, indigenous knowledge, and available resources to address community challenges effectively. Through collaborative partnerships with local stakeholders, it integrates traditional practices and cultural wisdom into its educational and sustainability initiatives. By understanding and

respecting community needs and perspectives, the institution develops tailored solutions that are culturally sensitive and relevant. It encourages active participation from community members, empowering them to contribute their insights and skills towards shared goals. Moreover, the institution fosters a reciprocal relationship with the local environment by implementing conservation projects and sustainable practices that preserve natural ecosystems while addressing pressing environmental issues. Through these efforts, the institution demonstrates its commitment to holistic development and resilience-building within the local community.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization 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 Annual awareness programmes on the Code of Conduct are organized

C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

Best Practice - 1

1. Title:

Holistic Development Approach for empowering student teachers to face modern challenges

2. Objective:

- Respecting diverse talents

3. The Context:

The young generation lacks resilience and fails to face the issues and problems of everyday life.

4. The Practice:

Student teachers undergo various programmes such as talent hunt, cultural activities, reading of Holy Books, thought presentation, food preparation.

5. Evidence of Success:

Student teachers develop soft skills, secular outlook, respect for culture, and dignity of labour.

6. Problems Encountered and Resources Required:

- Ensuring active participation and engagement of student teachers in all activities

Best Practice - 2**1. Title:**

Care for the Poor

2. Objective:

- Providing support to economically disadvantaged individuals

3. The Context:

In our society, there are underprivileged persons facing various challenges including lack of access to basic necessities.

4. The Practice:

Student teachers gather money through various fundraising programmes and provide groceries to the 'Sehion Preshitha Sangham,' a voluntary association that gives free noon meals to about a thousand destitute individuals on the streets of Cochin.

5. Evidence of Success:

- Improved living conditions and well-being of individuals receiving support

6. Problems Encountered and Resources Required:

- Limited funding

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The institution consistently exhibits outstanding academic performance, underscoring its central focus on this critical area. Through rigorous academic programs and committed faculty, it has cultivated a culture of scholarly excellence among its students. High academic standards, coupled with innovative teaching approaches and a supportive learning environment, have consistently led to impressive outcomes in examinations and assessments. Additionally, the institution prioritizes holistic development by integrating academic learning with practical skills, critical thinking, and problem-solving abilities. This comprehensive approach not only ensures academic achievement but also prepares students for success in their future endeavors beyond the classroom. Moreover, the institution fosters a culture of continuous improvement, regularly updating its curriculum and teaching practices to stay abreast of emerging trends and industry demands. Consequently, graduates emerge well-equipped to navigate the challenges of the modern world and contribute meaningfully to their respective fields, reflecting the institution's unwavering commitment to academic excellence and student success.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded