



## YEARLY STATUS REPORT - 2023-2024

### Part A

#### Data of the Institution

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

• 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)	04822242982				
• Mobile (IQAC)	9495467577				
• IQAC e-mail address	iqacavila@gmail.com				
• Alternate e-mail address (IQAC)	Nil				
<b>3.Website address</b>	<a href="https://www.avilacollege.co.in/">https://www.avilacollege.co.in/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.avilacollege.co.in/Files/AVILA-AQAR-2022-23.pdf">https://www.avilacollege.co.in/Files/AVILA-AQAR-2022-23.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.avilacollege.co.in/Files/AVILA-CALENDAR-2023-24.pdf">https://www.avilacollege.co.in/Files/AVILA-CALENDAR-2023-24.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.58	2011	16/09/2011	15/09/2016
<b>6.Date of Establishment of IQAC</b>			30/11/2011		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		

<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
<b>9.No. of IQAC meetings held during the year</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>	
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
Preparation of Academic calendar	
Inception of two value added courses	
Submission of pending AQARs to NAAC	
Green Initiatives	
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>	

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 2023-24 were chalked out and academic calendar was prepared accordingly
To start value added courses for first semester students	Two value added courses were started and successfully completed; 80 student teachers were admitted to both the courses.
To equip student teachers for internship in practice teaching schools	All the student teachers successfully completed the internship in practice teaching schools
Integrate formative assessment strategies into the curriculum to monitor student progress and provide timely feedback.	These assessments allowed instructors to identify areas of weakness and tailor instruction to meet individual learning needs, leading to improved academic performance.

<b>13. Whether the AQAR was placed before statutory body?</b>	No
---	----

- Name of the statutory body

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

<b>14. Whether institutional data submitted to AISHE</b>
--

Year	Date of Submission
2022-23	23/02/2024

<b>15. Multidisciplinary / interdisciplinary</b>
--

Avila College of Education is prepared to implement the multidisciplinary/ interdisciplinary approach envisaged in National Education Policy (NEP). It is actively transforming itself into a centre for multidisciplinary education and is committed to

practicing the NEP's principles. The college enhances its curriculum with certificate programs and value-added courses that equip students with additional skills and knowledge beyond their primary field of study. Its assessment methods emphasize holistic learning and evaluate students' capacity to integrate insights from diverse disciplines. Moreover, the college is expanding its collaborations with other institutions to design programs that meet current educational needs and align with NEP objectives. Faculty members are provided with awareness programs to encourage the adoption of multidisciplinary teaching approaches. The college provides sufficient infrastructure and resources such as libraries, laboratories, and technology, which support interdisciplinary research and learning. Thus, the college demonstrates its readiness to embrace the multidisciplinary/ interdisciplinary approach advocated by the National Education Policy.

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

Avila College of Education welcomes Academic Bank Credit (ABC), a pivotal component of National Education Policy, designed to revolutionize the higher education system. The institution is supportive of the ABC system and is prepared to introduce its benefits to enrolled students. Seminars and awareness sessions will be conducted to educate students about the advantages of participating in ABC registration. The college, affiliated with Mahatma Gandhi University, is anticipating the university's registration with ABC.

**17. Skill development:**

Avila College of Education places a strong emphasis on skill development, with a view to prepare competent teachers recognized globally. The college integrates a variety of activities into its curriculum transaction to enhance both academic and life skills. These include: training student teachers in effective teaching methods through micro teaching sessions, link practice, and teaching practice; instruction in technological integration and blogging skills using educational apps; fostering acceptance of constructive feedback through peer evaluations during practice teaching; cultivating reflective thinking to promote continuous professional growth; promoting healthy living through yoga, stress management, and first aid training; offering value-added courses; enhancing problem-solving abilities through projects, action research, and case studies; developing social skills via community engagement, study tours, and field visits; fostering awareness of social issues through outreach programs such as AIDS awareness program, supply of food items to destitute; adopting green practices for environmental

sustainability; and equipping students with research skills through action research, surveys, journal article writing, journal reviews, and presentations at seminars and conferences. Student teachers are given practice for speech and presentations during daily morning assembly. Also, training in drama and theatre arts enables students to integrate these creative elements into their teaching methodologies.

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

Student teachers of Avila College of Education are allowed to communicate and write examinations in their preferred language (English or Malayalam). The Medium of Instruction during the teaching practice sessions are chosen by student teachers themselves. The institution organises various cultural activities to promote Indian cultural heritage. Events such as Art Fest, and celebrations of national festivals, days of national importance like Independence Day, Republic Day, Gandhi Jayanti, National Science day, and Yoga Day, Reading week serve as opportunities to integrate cultural elements into the curriculum. Student teachers are also trained to impart classes on Indian cultural heritage. Interviews with local folk artists, visits to cultural heritage sites, and interactions with renowned figures from cultural and artistic backgrounds all contribute to grounding students in the Indian knowledge system. Engaging with local communities aids in understanding cultural diversity. Educational tours outside the state foster appreciation and comprehension of other cultures. Theoretical classes covering Indian schools of philosophy, various educational commissions, and the diversity within school curricula acquaint student teachers with the Indian knowledge system. Integrating drama and theatre into pedagogy further enhances understanding of Indian culture. Students are encouraged to enrol in self-study and certificate courses as well.

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

The objective of OBE is to identify strengths and weaknesses in students' educational progress and to develop strategies for improving individual student performance. The Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) are introduced to student teachers during the induction program. At the beginning of each semester, teachers for respective courses explain the question patterns, practical, and assignments that will assess course outcomes. The learning outcomes of programs and courses are regularly observed and evaluated. Students are informed about these outcomes. The course team, under the guidance of IQAC assesses the

attainment of Course Outcomes (COs) and Programme Outcomes (POs) based on periodic evaluations conducted at the college. A variety of curricular, co-curricular, and pedagogical activities are conducted at the college to achieve these POs and COs. Student teachers are given orientation on the significance of Outcome-Based Education (OBE) and the evaluation process for program and course outcomes. Assessment is conducted in two ways: direct assessment tools measure Course Outcomes based on student scores from tests, internal evaluations, seminars, and assignments. Indirect assessment of Programme Outcomes and Programme Specific Outcomes relies primarily on Course Exit Surveys, where student feedback is gathered to analyse overall courses and programs. Teaching competency during internships is evaluated based on predefined criteria. Reports analysing outcomes have been prepared based on a range of curricular, cocurricular, and pedagogical activities conducted at the college level.

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

Avila College of Education incorporates Open and Distance Learning (ODL) for its curriculum transaction as and when necessary. The COVID-19 pandemic prompted colleges to develop comprehensive online education programs, and Avila College utilized this opportunity by leveraging its faculty expertise and infrastructure to deliver B.Ed. and M.Ed. curricula online for two semesters. Classes were conducted via platforms such as Google Classroom during the pandemic. Faculty members were encouraged to pursue additional courses and participate in distance education programs. The institution currently employs ICT-enabled tools in its teaching-learning processes. Classrooms are equipped with LCD projectors, and WiFi connectivity is available. Faculty members utilize ICT tools such as Google Classroom for managing and uploading learning materials, conduct online assessments, and manage practical submissions and assignments. Teachers employ various online tools such as Google Meet, YouTube, and blogs for pedagogy. WhatsApp is utilized for course-related communications and information sharing. Video recording and E-content development enable students to engage in online education and create their own content for online delivery. Platforms like YouTube, emails, WhatsApp groups, Zoom, and Google Classroom are used for communication, material distribution, syllabus updates, test conductance, assignment submissions, and information sharing.

## **Extended Profile**

### **1.Student**

2.1

100

Number of students on roll during the year		
File Description		Documents
Data Template	<a href="#">View File</a>	
2.2 Number of seats sanctioned during the year		100
File Description		Documents
Data Template	<a href="#">View File</a>	
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:		25
File Description		Documents
Data Template	<a href="#">View File</a>	
2.4 Number of outgoing / final year students during the year:		100
File Description		Documents
Data Template	<a href="#">View File</a>	
2.5 Number of graduating students during the year		100
File Description		Documents
Data Template	<a href="#">View File</a>	
2.6 Number of students enrolled during the year		100
File Description		Documents
Data Template	<a href="#">View File</a>	
<b>2.Institution</b>		
4.1 Total expenditure, excluding salary, during the year (INR in		14.437531



Lakhs):	
4.2	14
Total number of computers on campus for academic purposes	
<b>3. Teacher</b>	
5.1	16
Number of full-time teachers during the year:	
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	16
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
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	
<p>Avila College of Education, affiliated with Mahatma Gandhi University, follows a comprehensive B.Ed. curriculum designed to cultivate well-rounded educators equipped with academic knowledge, critical thinking, and professional skills. The curriculum integrates foundational skills, social and ethical values, and local and global perspectives. It is regularly reviewed and adapted to meet evolving local and global needs, with clear learning outcomes defined for both the program and individual courses.</p> <p>The curriculum emphasizes community engagement, cultural awareness, and local employment readiness, while also focusing on global competence, sustainable development, and international standards. The delivery of the curriculum is structured through an annual academic plan, with the syllabus provided at the beginning of the academic year. The institution employs diverse pedagogical methods, including discussions, seminars, and innovative learning strategies such as community living camps and ICT-enhanced teaching.</p>	

The Staff Council oversees curriculum planning and evaluation, incorporating feedback from various stakeholders. Students participate in a range of activities, including micro-teaching, practice teaching, and online learning methods, to develop their teaching competencies. This holistic approach ensures that graduates are prepared to meet both local and global educational challenges.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p>	<p><b>B. Any 5 of the above</b></p>
--	-------------------------------------

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.avilacollege.co.in/Files/PLOs%20and%20CLOs.pdf">https://www.avilacollege.co.in/Files/PLOs%20and%20CLOs.pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## **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**

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil

**1.2.2 - Number of value-added courses offered during the year**

2

**1.2.2.1 - Number of value-added courses offered during the year**

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

80

**1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

80

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>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</b>	<b>All of the above</b>
--	-------------------------

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
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.

Avila College of Education's teacher education program offers a robust blend of theoretical knowledge and practical skills. The curriculum fosters intellectual growth through a deep understanding of educational theories, pedagogical methods, and philosophical and psychological foundations. Key features include:

- 1. Foundational Learning:** Induction sessions introduce Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Theory classes span four semesters, covering essential educational perspectives.
- 2. Skill Development:** Focuses on lesson planning, classroom management, micro-teaching, and technology use. Practical activities include seminars, workshops, and interviews with local educators, alongside annual classes on professional ethics.
- 3. Procedural Knowledge:** Employs varied teaching methods like Lecture-Cum-Discussion, Demonstrations, and ICT-Based Learning. Specialized skills development covers Language, Science, Social Science, Mathematics, and Commerce Education.
- 4. Application and Competency:** Internships, assessment practices, research projects, and practical classroom activities link

theory to real-world application.

5. **Soft Skills:** Enhances emotional intelligence, critical thinking, and communication through activities like community service, reflective journaling, and collaborative events.

This comprehensive approach ensures students are well-prepared to navigate diverse educational environments and engage effectively with their students.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

Avila College of Education's B.Ed. program fosters a global perspective and deep understanding of diverse school systems, both in India and internationally. The curriculum includes courses like Contemporary India and Education and Knowledge and Curriculum, which provide theoretical insights into educational diversity.

1. **Development of the School System:** Students analyze educational policies, interview local educators, and discuss the evolution of the Indian education system.
2. **Functioning of Various School Boards:** Students compare state-controlled and private systems, and create case studies on ICSE, CBSE, and State Boards.
3. **Understanding Functional Differences:** Critical analysis of curricula at various educational levels and content analysis

of syllabi from different boards are part of the pedagogy assignment.

4. **Assessment Systems:** Modern assessment trends are explored, and students develop various assessment tools. Peer evaluations occur during micro-teaching and internships.
5. **Norms and Standards:** Students learn about norms and standards in assessment, familiarized through statistical procedures and internships, including understanding roles of educational organizations like UGC and NCERT.
6. **State-wise Variations and International Perspectives:** Interaction with experts and discussions with students from diverse backgrounds offer insights into state-wise variations and international educational perspectives.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Avila College of Education's teacher education program integrates theoretical knowledge with practical skills, ensuring comprehensive pedagogical development. The curriculum begins with foundational philosophical and psychological principles, progressing to School Induction and Internship phases for seamless theory-to-practice integration.

**Innovative Teaching Approaches:** The college blends technology with pedagogy, using diverse strategies and internships to develop educators skilled in social interaction, life skills, and ethics.

**Foundational Knowledge:** Students learn philosophical, psychological, and educational theories before internships, supporting effective classroom application.

**Comprehensive Teaching Excellence:** Skill development includes micro-



teaching, lesson planning, and communication enhancement through a Language Across Curriculum course.

**Practical Learning:** Internships connect theoretical knowledge with real-world experience, fostering reflective teaching and self-assessment.

**Cultivating Versatile Educators:** Field trips, community engagement, seminars, and workshops develop social and life skills, ensuring continuous professional growth.

**Research Skills Development:** Training in research methods like SWOT analysis and case studies enhances research skills, encouraging a research-oriented approach.

**Ethical Education and Social Responsibility:** The program addresses professional ethics, community service, and social issues, preparing teachers for ethical practice.

**Drama and Art Education:** Emphasizes creativity, critical thinking, and cultural awareness.

Overall, the program offers a holistic approach, equipping future teachers with essential knowledge and skills for the evolving educational landscape.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 1.4 - Feedback System

<p><b>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</b></p>	<p>All of the above</p>
--	-------------------------

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
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

100

##### 2.1.1.1 - Number of students enrolled during the year

100

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

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

14

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

14

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

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

3

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
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.

Avila College of Education implements various initiatives to assess and support B.Ed. students comprehensively. At admission, interviews with faculty and the Principal provide insights into students' motivations, while reviewing academic documents helps tailor personalized assistance. An entry-level Teaching Aptitude Test (TAT) assesses teaching readiness, grouping students for targeted mentoring.

Orientation Week introduces students to the program structure and expectations, fostering confidence. The Talent Hunt Programme highlights individual skills, allowing faculty to recognize and nurture talents. Throughout the year, assessments like assignments, presentations, and tests track competencies in subject comprehension, communication, and digital literacy.

The college enriches learning through seminars, projects, and workshops, providing holistic support. Mentorship sessions offer personalized feedback and guidance, while cultural events foster community and talent recognition. Peer feedback during teaching practice and internships promotes collaborative learning and skill enhancement.

These initiatives collectively ensure a supportive, enriching educational experience, focusing on personalized support, holistic development, and collaborative learning to effectively prepare students for their future roles as educators.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

Six/Five of the above

**Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.2.4 - Student-Mentor ratio for the academic year**

16.67

**2.2.4.1 - Number of mentors in the Institution**

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
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 with varying abilities are actively encouraged and supported to thrive in their educational journey within an inclusive environment. The college employs interactive instructional methods and student-centered approaches to foster higher-order thinking, reasoning, and investigative skills, ensuring comprehensive development for all. Utilizing experiential and participative learning along with problem solving strategies, educators aim to enhance learning experiences and cater to diverse educational goals. The curriculum integrates a range of innovative strategies such as group discussions, activities, quizzes, projects, and the use of ICT resources both online and offline. Additionally, the college organizes lectures by experts, workshops, and practical learning opportunities through platforms like Google Classrooms, social media, field studies, and hands-on experiences. Assessment tools and personalized support are used to meet individual student needs, while initiatives like surveys and case studies promote a dynamic learning environment that nurtures creativity, critical thinking, and entrepreneurial skills among students.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 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**

17

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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**

100

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

**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 activities Field sports**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	Nil
Any other relevant information	No File Uploaded

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.

At Avila College of Education, teacher educators play a crucial role in fostering students' professional development through comprehensive mentorship. They cover key areas such as teamwork, diversity management, communication, and stress management. Collaborative activities and assignments help students enhance their teamwork, communication, and conflict resolution skills under guided supervision.

The college promotes inclusive learning environments that celebrate diversity, encouraging empathy and critical thinking. Students receive mentoring on professional behaviors, assertiveness, problem-solving, and conflict resolution. They are also guided to prioritize self-care, goal-setting, and continuous professional development, staying updated with advancements in their fields.

Various methodologies, including team teaching, simulations, internships, projects, and reflective writing, support students' growth. Activities such as college assemblies, group projects, seminars, and community engagement enhance essential skills like effective communication, leadership, and respect for diverse opinions.

Addressing student diversity is a key focus, with orientation sessions and practical activities helping students understand and cater to diverse learning needs. Stress management and soft skills



development are emphasized through mentoring sessions, yoga classes, and extracurricular activities. This holistic approach equips future educators with the necessary skills and mindset for their professional roles.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
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

Avila College of Education employs diverse methods to support students' professional growth, including team teaching, microteaching, simulations, internships, projects, assignments, reflective writing, and fieldwork. These approaches provide varied learning opportunities and practical applications of knowledge, enhancing critical thinking, problem-solving, and empathy through interactive methods like lectures, group activities, seminars, and ICT-based learning.

Case 1: Community Living Camps

Community engagement programs, such as social issue projects and community citizenship training camps, foster creativity, critical thinking, and life skills. These camps provide immersive experiences that challenge students to solve real-world problems, develop communication skills, and enhance teamwork. Leadership opportunities in these settings build confidence, decision-making skills, and resilience, contributing to holistic personal growth.

**Case 2: Art Education and Social Activities**

The college organizes activities like Socially Useful Productive Works (SUPW), theatre practice, and art education, which foster self-expression and cultural empathy. Art education promotes creativity, patience, and perseverance while collaborative projects enhance teamwork and effective communication. Activities encouraging national integration and universal brotherhood further develop students' understanding and appreciation of diverse perspectives.

Overall, these dynamic activities and educational approaches ensure students gain essential skills and qualities beyond traditional classroom learning, nurturing their growth as creative, empathetic, and effective educators.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4 - Competency and Skill Development**

<p><b>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)</b></p>	<p>Seven/Eight of the above</p>
---	---------------------------------

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Eight /Nine of the above**

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

**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**

**All of the above**

**situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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</b>	All of the above
--	------------------

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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</b>	Four of the above
--	-------------------

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
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

Avila College of Education prepares students through collaborative school selection and proactive student-faculty engagement, featuring two key programs: a four-week school induction in the second semester and a sixteen-week internship in the third semester. These programs aim to provide practical experience in real educational settings.

The internship process involves detailed planning and supervision by teacher educators, the principal, and the program coordinator. Schools are selected with input from students and school authorities, with final approval from the District Education Officer (DEO). Meetings between school headmasters and the college principal align goals and expectations. Students receive essential documents like request letters and attendance sheets to facilitate their school integration.

Student teachers are thoroughly oriented on their roles and responsibilities before starting their internships. They are monitored closely by school teachers and teacher educators, who provide guidance and maintain a supervision diary for feedback. Peer assessments and maintaining a reflective journal support professional development and introspection.

Additionally, engaging in extracurricular activities like clubs, physical education, art classes, and cultural events helps student teachers build rapport with students and contribute positively to the school community.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
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.

Before the induction and internship programs, the college principal organizes a meeting with school principals and teacher educators to plan regular monitoring of student teachers. Teacher educators for pedagogic courses supervise interns in their respective subjects, reviewing lesson plans and learning materials before school visits. Each weekend, they assess upcoming lesson plans and teaching aids, observe classes at intervals, and provide feedback using a rating scale.

Core subject teacher educators oversee practical assignments related to adolescent issues, exceptional children, assessment practices, case studies, action research, and art and physical education lesson plans. School head teachers assign supervising subject teachers to interns, manage class schedules, and monitor punctuality, attendance, and participation. They also oversee overall intern performance and finalize records upon completion.

School subject teachers provide academic and moral guidance, allocate teaching tasks, and offer ongoing supervision, including feedback on lesson planning and classroom management. Interns collaborate, observe each other's classes, and organize school events. They engage in both curricular and extracurricular activities, contributing to their development and success in the internship program.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
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)**

All of the above



File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
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	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

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

16

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

190

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

190

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
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

Avila College of Education actively promotes the professional development of its teachers. Educators participate in a variety of professional development opportunities, including seminars, workshops, conferences, and faculty development programmes. Teachers engage in national, and regional seminars, conferences, and workshops, contributing as resource persons and participants. All the faculty members of the college act as additional examiners in the Practical board of Mahatma Gandhi University in the Faculty of Education. Three of our teacher educators function as research guide for Department of education, Bharathiyar University, Coimbatore and faculty of M.A Education and PGDEMA, IGNOU. Faculty members attend online, offline, and distance education courses for updating their knowledge and professional skills. Many faculty members also take part in workshops and seminars organized by university and other institutions. Teacher educators participate in Subject Teacher Consortiums at the university leve. Teachers use social networks and

other media to seek clarifications regarding academic and administrative functions, collaborate to share resources, and discuss effective teaching practices. Faculty members engage in staff meetings, which provide opportunities for discussion on various topics. Formal discussions during staff meetings lead to appropriate decision-making, and faculty regularly review the implementation of major events to enhance future planning.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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

Aligned with Mahatma Gandhi University's continuous internal evaluation guidelines, Avila College of Education implements a thorough assessment process. This includes class tests and assignments overseen by faculty, with peer evaluations ensuring objectivity. For the B.Ed. Program, Continuous Internal Evaluation (CIE) comprises internal tests and practicum assignments. Practicums, including innovative projects and performance tests, contribute up to 20 marks for a 5-credit course and 10 marks for a 3-credit course. Each semester features one practicum and two internal written exams per course, with practical work evaluated internally based on university guidelines.

Internal assessments cover assignments, projects, records, and attendance, with additional evaluations for sports and cultural activities. The process includes both CIE during the semester and an external evaluation at semester's end, allowing multilingual responses. Internal assessment marks are displayed before external exams, with feedback provided on individual and group performance. The system ensures continuous and comprehensive evaluation of both academic and extracurricular activities, supporting student progress and providing opportunities for improvement and remedial support.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.6.2 - Mechanism of internal evaluation is 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**

Four of the above

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

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

Avila College of Education's examination and evaluation procedures strictly adhere to Mahatma Gandhi University's assessment criteria, ensuring transparency and fairness. Detailed examination schedules are provided to students in advance, with assessments conducted under faculty supervision. Evaluated answer sheets are promptly returned to students for verification, and any grievances are addressed directly in the classroom. The Grievance Redressal Cell manages concerns efficiently, maintaining a transparent process.

The Grievance Redressal Committee, including the College Coordinator, Principal, and other key staff, ensures a robust and

timely evaluation process. Internal assessment marks are displayed before external exams, and feedback is provided to help students improve. Regular staff council meetings support a smooth evaluation process, with an Annual Institutional Evaluation Plan guiding procedures.

Grievances are handled through a structured process:

1. Department Level: Chaired by the College Coordinator, with the Course Coordinator and Faculty Advisor.
2. College Level: Chaired by the Principal, with the College Coordinator, Course Coordinator, and Faculty Advisor.
3. University Level: Chaired by the Vice-Chancellor, with other senior university officials.

This approach ensures that the evaluation process is fair, transparent, and responsive to student needs.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 Avila College of Education, the academic year begins with the preparation of a detailed academic calendar outlining all academic and non-academic activities. This calendar helps students and faculty stay informed about upcoming events and deadlines. It integrates assignments, projects, seminars, practical demonstrations, and internal tests into the continuous internal evaluation process, ensuring alignment with the academic schedule.

Each semester starts with a clear timetable for practical work and practicum, distributed to students to provide advance notice of activities. Internal written exam schedules are also published early, giving students ample time to prepare. Internal assessments of teaching competencies are completed before the external practical examinations. These external examinations, conducted over two days,

involve proper student and teacher allocation, with external examiners invited by the controller of examinations.

This organized approach to scheduling and communication facilitates smooth execution of evaluation activities and supports an effective learning environment.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
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.

At Avila College of Education, the teaching-learning processes align with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) of the B.Ed. program. The college, named after St. Teresa of Avila and committed to uplifting minority sections through education, focuses on creating skilled and values-driven educators.

The college's approach integrates theoretical knowledge with practical experiences, such as micro-teaching, link practice sessions, demonstration and criticism classes, induction programs, and internships. These elements aim to provide real teaching experience and contribute to national development. The curriculum emphasizes a strong foundation in social, philosophical, psychological, and technological aspects of education, fostering a comprehensive understanding of teaching.

Core courses expose students to diverse educational theories, human development stages, and contemporary trends in educational administration and evaluation. The program also highlights research, modern educational concepts, ICT, counseling, and inclusive education. Graduates are expected to be proficient in technology use.

The internal evaluation system includes two internal tests per

semester, based on course outcomes, and practical components such as assignments, seminars, projects, and various teaching practices. This thorough evaluation approach ensures alignment with the program's objectives and outcomes.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
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

Avila College of Education emphasizes evaluating the attainment of Programme and Course Learning Outcomes (PLOs and CLOs) as set by Mahatma Gandhi University, ensuring students achieve these outcomes effectively. Evaluation is central to introspection and improvement.

Student teachers are introduced to these outcomes during orientation and at the beginning of each semester, with ongoing guidance and mentoring provided. Evaluation methodologies include regular assessments during routine teaching, periodic internal assessments, and analysis of university results and student satisfaction surveys. This comprehensive approach supports continuous improvement in educational offerings and holistic student development.

Students' performance is closely monitored through various assessments, including tests, projects, and activities, measuring

their understanding and application of academic knowledge. Core, pedagogic, and associate courses are designed to enhance professional attributes and competencies.

Evaluation methods involve faculty observations, class tests, mid-semester and model exams, seminars, debates, brainstorming sessions, and practical assessments. Student teaching skills are evaluated through micro-teaching, actual teaching practices, and feedback from educators and peers. Reflective journal writing helps track progress and identify areas for improvement.

Students engage in extracurricular activities which are monitored to support their social, emotional, and moral development. This structured evaluation ensures the development of well-rounded, competent educators.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
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.

Avila College of Education employs diverse assessment tasks to develop effective educators, focusing on several core criteria:

- **Knowledge Management:** Students are assessed on their understanding of optional subjects, with gaps addressed through assignments and remedial instruction. Evaluations are both formative and summative.
- **Communication:** Skills in oral and written communication are enhanced through talent hunts, daily sessions, and workshops in communicative English and language skills.
- **Instructional Designing:** Students create constructivist lesson plans and teaching materials, with training provided in lesson planning, teaching aids, and ICT resources.
- **Classroom Management:** Assessed through criticism classes and teaching practices, with preparation in micro-teaching and link practices to develop effective management skills.
- **Instructional Management:** Effective delivery of instruction is evaluated through teaching sessions and seminars, with training in content analysis and instructional strategies.
- **Student Assessment:** Includes practical and theoretical work, reflective journaling, and achievement tests. Students design and implement assessment tools.
- **Student Diagnosis:** Conducted via case studies, action research, and diagnostic tests, with remedial instruction based on student needs.
- **Professionalism:** Judged on accountability and development through orientation, training, and internships.
- **Subject Competency:** Enhanced via pedagogic courses, peer tutoring, and ICT use.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

## 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	<a href="#">View File</a>
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**

Three of the above

**functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	<a href="#">View File</a>
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**

Three of the above

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
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	<a href="#">View File</a>
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**

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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**

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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	<a href="#">View File</a>
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

197

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

197

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

Avila College of Education conducts a variety of outreach programs every year in addition to its academic activities to enhance the overall development and betterment of its students. These programmes include initiatives such as AIDS awareness campaigns, mask-making projects, online tuition services, support for the underprivileged, visits to the Palluruthy Relief Settlement, and volunteering at events like Shastramela, Through these activities, students gain valuable knowledge about critical social issues, contribute to public health efforts, and bridge educational gaps for underprivileged students. They also develop essential skills such as empathy, social responsibility, creativity, digital literacy, and leadership. By engaging directly with vulnerable populations and participating in community service, students become more aware of socio-economic disparities and the importance of social justice. These outreach programs not only complement the academic curriculum but also prepare students to become responsible, compassionate citizens committed to community development and social progress.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
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**

<b>year</b>	
<b>4</b>	
<b>3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year</b>	
<b>4</b>	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<b>3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year</b>	
<b>5</b>	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU’s with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<b>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 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</b>	<b>Three/Four of the above</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
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 institution meets NCTE standards for physical infrastructure with a 3,653.57 square meter built-up area on a 5-acre site. The building is designed for optimal ventilation and lighting, reducing energy consumption, and features a green campus.

#### Campus Details:

- **Constructed Area:** 3,614.34 square meters
- **Design:** Effective ventilation and lighting

#### Teaching and Learning Facilities:

- **Classrooms:** Equipped with LCD projectors and teaching aids
- **Laboratories:** Natural Science, Physical Science, Psychology, and Computer Labs
- **Library:** Over 10,000 books, 25 journals, magazines, newspapers; seating for 60 students; book bank
- **Support Facilities:** Photocopier/scanner, UPS inverters, batteries, and generator

#### Administrative and Special Rooms:

- **Offices:** Principal, Administrative, and Staff Rooms
- **Meeting Spaces:** Auditorium, Multipurpose Hall, Seminar Hall, Visitors Room
- **Counselling Areas:** Counselling Room, Common Rooms for Girls and Boys
- **Other Facilities:** Record Room, Store Room, Kitchen, Coffee Vending Machine, Bore Well



**Recreational and Health Facilities:**

- **Fitness:** Indoor games, Yoga room, Multipurpose Playground
- **Health:** Health Resource Centre, Separate Toilets, Water Purifier, Sanitary Pad Incinerator, Waste Bins

**Eco-Friendly Practices:** Rainwater Harvesting, Green Campus

**Additional Info:** Nearby recognized schools for internships, ample parking for staff, students, and visitors.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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**

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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)**

1.90770

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
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 library utilizes an automated system with the latest KOHA version. KOHA, recognized as the first free software library automation package, is used globally and developed by a growing community of users who work together to enhance its technology. KOHA's features are continually updated to address the needs of its users. It serves a wide range of functionalities including both basic and advanced options. KOHA is suitable for libraries of all sizes, including consortia, multi-branch, and single-branch libraries. The system includes modules for Acquisition, Classification, Cataloguing, Circulation, Serials Management, Report Generation, and Spin Label and Barcode Printing. Such modules are actively employed in the library's operations. KOHA also supports offline circulation when internet access is unavailable. Books are catalogued using barcodes, and a barcode printer is used for generating spin labels and barcodes. KOHA was successfully implemented in 2014, and the library has benefited from efficient service and timely updates to the ILMS software since then.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	Nil
Any other relevant information	<a href="#">View File</a>

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 library is automated using the KOHA ILS software, version 22.11.10, which was installed in 2015. KOHA is renowned as one of the best open-source library automation systems, offering features for Acquisition, Circulation, Cataloguing, and Serial Control. As a central hub of student activity, the college library serves as a comprehensive knowledge resource center with a collection of more than 10000 books, periodicals, reference materials, journals, theses, research projects, newspapers, and CDs. It is well-furnished to accommodate 60 students and provides a conducive environment for study. The library operates on all working days and maintains a gate register to track visitor entries and exits. New arrivals are prominently displayed on racks. Library membership is granted to students immediately upon admission. The library offers internet access through a browsing center with three systems and provides Wi-Fi. All e-resources are accessible both on-campus and remotely. The library's design accommodates both individual and group study, with ample space for browsing and relaxed reading. It subscribes to prestigious journals, magazines, and newspapers for general reading and features a rich collection of reference materials, including encyclopedias, specific subject encyclopedias, yearbooks, and dictionaries.

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	<a href="#">View File</a>
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	<a href="#">View File</a>

**4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)****0.65239**

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

**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****32**

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<b>Nil</b>
Any other relevant information	<b>No File Uploaded</b>

**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**

**Two of the above**

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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 is equipped with ICT facilities to support various functions.

**General ICT Infrastructure High-Speed Internet:** The campus is covered with Wi-Fi connectivity. **Office:** The office is furnished with high-specification computers, connected to the internet via Wi-Fi, and features biometric systems and closed-circuit cameras. **Technology Upgrades:** Computer systems are regularly upgraded to meet the college's needs. **ICT Resources Available Computers:** Desktops and laptops **Public Address System:** Includes speakers, microphones, amplifiers, and mixers **Closed-Circuit Television (CCTV)** **User-Friendly Website** The institution provides high-configured computers, laptops, and desktops for use by both teachers and students. These ICT tools facilitate digital teaching and learning enhancing the integration of these technologies. **Classrooms:** Equipped with projectors, laptops/computers, TVs, and OHPs, specific classrooms cater to various subjects such as English, Malayalam, Hindi, Mathematics, Physical Science, Natural Science, Social Science, and Commerce. **Multipurpose Hall:** Features an LCD projector, public addressing system, electronic podium, and high speed internet connectivity. **Seminar Hall:** Equipped with ICT facilities. **ICT Resources:** Includes 14 computers for student use, LCD projectors, and high-speed internet connectivity. **Library:** Automated with KOHA LMS since 2014, providing a user-friendly interface for document searches and issue-status checks. The library includes three high-specification computers for research scholars.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.3.2 - Student – Computer ratio during the academic year

14.29

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	<a href="#">View File</a>

#### 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)

9.392850

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
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 institution has a detailed Infrastructure and Maintenance Policy covering physical, academic, and support facilities. Here's a summary:

##### General Infrastructure:

- **Assessment and Approval:** New infrastructure needs are reviewed by the staff council and management.
- **Purchasing:** Requests for items are submitted to the college purchase committee.
- **Stock Management:** A stock register is maintained, with annual

inventory checks and necessary upgrades or repairs based on learner needs.

- **Utilization and Maintenance:** Facilities are used optimally, and maintenance issues can be reported through the Grievance Redressal Cell.
- **Posters and Banners:** Must be approved by the principal before display.
- **ICT Facilities:** Accessible to all; monitored by non-teaching staff, with an Annual Maintenance Contract (AMC) for equipment.

**Laboratories:**

- **Equipment Management:** Equipment is purchased, maintained, and issued based on recommendations and recorded.

**Library:**

- **Data Management:** Uses management software; visitors sign a gate register.
- **Library Rules:** Managed by the Library Advisory Committee, which oversees utilization and suggests improvements.

**Classrooms:**

- **Design and Maintenance:** Follow NCTE norms; students must maintain cleanliness.

**Sports Infrastructure:**

- **Maintenance and Access:** Sports courts, grounds, and yoga room are well-maintained.

This policy ensures effective management and upkeep of institutional infrastructure, fostering a conducive learning environment.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	<a href="#">View File</a>

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**



<p><b>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</b></p>	<p>Three of the above</p>																		
<table border="1"> <thead> <tr> <th data-bbox="86 651 550 712">File Description</th> <th data-bbox="550 651 1473 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 712 550 779">Data as per Data Template</td> <td data-bbox="550 712 1473 779"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 779 550 958">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="550 779 1473 958"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 958 550 1099">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="550 958 1473 1099">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1099 550 1205">Photographs with date and caption for each initiative</td> <td data-bbox="550 1099 1473 1205"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1205 550 1272">Any other relevant information</td> <td data-bbox="550 1205 1473 1272"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>	Sample feedback sheets from the students participating in each of the initiative	No File Uploaded	Photographs with date and caption for each initiative	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	<table border="1"> <thead> <tr> <th data-bbox="786 651 1473 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="786 712 1473 779"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="786 779 1473 958"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="786 958 1473 1099">No File Uploaded</td> </tr> <tr> <td data-bbox="786 1099 1473 1205"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="786 1205 1473 1272"><a href="#">View File</a></td> </tr> </tbody> </table>	Documents	<a href="#">View File</a>	<a href="#">View File</a>	No File Uploaded	<a href="#">View File</a>	<a href="#">View File</a>
File Description	Documents																		
Data as per Data Template	<a href="#">View File</a>																		
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>																		
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded																		
Photographs with date and caption for each initiative	<a href="#">View File</a>																		
Any other relevant information	<a href="#">View File</a>																		
Documents																			
<a href="#">View File</a>																			
<a href="#">View File</a>																			
No File Uploaded																			
<a href="#">View File</a>																			
<a href="#">View File</a>																			
<p><b>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</b></p>	<p>Seven/Eight of the above</p>																		
<table border="1"> <thead> <tr> <th data-bbox="86 1615 550 1675">File Description</th> <th data-bbox="550 1615 1473 1675">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1675 550 1742">Geo-tagged photographs</td> <td data-bbox="550 1675 1473 1742"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1742 550 1809">Any other relevant information</td> <td data-bbox="550 1742 1473 1809"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	<table border="1"> <thead> <tr> <th data-bbox="786 1615 1473 1675">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="786 1675 1473 1742"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="786 1742 1473 1809"><a href="#">View File</a></td> </tr> </tbody> </table>	Documents	<a href="#">View File</a>	<a href="#">View File</a>									
File Description	Documents																		
Geo-tagged photographs	<a href="#">View File</a>																		
Any other relevant information	<a href="#">View File</a>																		
Documents																			
<a href="#">View File</a>																			
<a href="#">View File</a>																			
<p><b>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</b></p>	<p>A. All of the above</p>																		

**awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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)**

Three of the above

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

**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
<b>40</b>	<b>100</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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).****23**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)****53**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
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 at Avila College is central to institutional operations, bridging the gap between students and faculty. Elected democratically by the student body, the council follows a presidential system with oversight from a senior faculty member. This ensures diverse student representation.

The council plays a proactive role in coordinating and organizing sports, arts, cultural events, and literary activities. It liaises between students and teachers, addressing concerns and nurturing student talents. The council assists in planning and executing academic and non-academic programs, ensuring broad student participation through a rotation mechanism.

Additionally, the council collaborates with various college cells and clubs, such as the Arts Club, Women's Cell, and Anti-Ragging Cell, enhancing student involvement in cultural and local events. The University Union Counsellor represents the college at the university level, contributing to broader discussions.

Notable achievements include successful coordination of sports tournaments, arts festivals, and effective management of student participation. The council's efforts in program planning and collaboration strengthen student-faculty relations and foster community pride.

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

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

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
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

The Alumni Association of Avila College significantly contributes to institutional development through their expertise, networks, and resources. Two key contributions stand out:

1. **Enhancing Waste Management:** The association funded the installation of incinerators for sanitary napkins. This initiative addresses the challenges of waste management for sanitary products, ensuring hygienic disposal and supporting the institution's sustainability goals. The incinerators help reduce environmental impact and align with modern waste management practices.

**2. Improving Canteen Facilities:** The association also provided coffee vending machines for the campus canteen. This enhancement improves the quality and efficiency of canteen services, offering convenience and variety to students and staff. It contributes to a more comfortable and enjoyable campus experience, reflecting the alumni's commitment to enhancing campus life.

Overall, these contributions demonstrate the alumni's dedication to supporting their alma mater and improving the campus environment through practical and impactful initiatives.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	<a href="#">View File</a>

<b>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</b>	Three/Four of the above
--	-------------------------

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
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 Avila College of Education provides valuable support to the institution by encouraging students and recognizing, nurturing, and developing their unique talents. They maintain regular contact with students offering assistance, guidance, and motivation to help future teachers identify and enhance their inherent abilities for better professional performance. Alumni actively participate in both curricular and co-curricular activities, sharing their expertise and suggestions. Alumni experts in various fields help create new opportunities for teacher trainees, serving as resource persons for demonstration classes before school internship. They constituted awards for best performers.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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.

### Vision of the Institution

"Build up a Centre of Excellence in teacher education which will provide opportunities for study and research up to doctoral degree, accessible to the maximum number of students belonging to marginalized sections of society."

### Mission of the Institution

1. Create a team of mentors equipped with modern techniques and strategies in teacher education.
2. Develop committed and competent teachers who prioritize values.
3. Uplift socially and educationally backward sections of society.
4. Strengthen minorities and promote self-sufficiency through education.

### Objectives

1. Educate student teachers to become skilled and competent professionals.
2. Equip student teachers with contemporary educational practices.
3. Introduce fundamentals of educational research to prospective teachers.
4. Provide value-based education.
5. Identify and nurture the creative abilities and potential of student teachers.
6. Develop innovative learning strategies.
7. Organize programs to foster relationships with local educational institutions.

### Governance and Management

Managed by the Latin Catholic Diocese of Cochin, the college's governing body ensures quality through regular meetings and innovative suggestions. Academic and non-academic activities align with national and state policies, reflecting strong leadership and collaborative governance. The manager oversees participatory mechanisms, involving teachers, students, and non-teaching staff in decision-making. The principal manages academic functions.



File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The college aims to be a hub of excellence in teacher education, accessible to a diverse student body, including marginalized communities. It employs a decentralized approach to ensure effective and respectful management. Managed by the Diocese of Cochin, the college's operations are overseen by a manager appointed by the diocese, with the principal handling academic functions. Decision-making is supported by bodies such as the staff council and Internal Quality Assurance Cell (IQAC).

Governance centers on the institution's vision, emphasizing quality and decentralized management with involvement from all stakeholders: faculty, staff, students, parents, alumni, and the local community. This participatory style fosters shared responsibility, open communication, and involvement in shaping policies and procedures, enhancing faculty empowerment, motivation, and engagement in achieving institutional goals.

Various committees, including faculty, students, staff, and external experts, manage institutional programs and activities, each led by designated convenors. Teaching staff are actively involved in curriculum planning, teaching methods, and assessment strategies, with significant participation in the IQAC and Grievance Redressal Cell. Administrative staff contribute through regular meetings and are key in committees. The Student Council and students also play a crucial role in planning and executing curricular and co-curricular activities, leading various clubs and committees.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 prioritizes transparency in its financial, academic, and administrative operations through various practices:**

**Financial Transparency:** The college maintains clear financial dealings with systematic fund allocation and open communication regarding student fees. The principal collaborates with the manager on fundraising strategies. All financial transactions are documented, and receipts are provided. Financial records are regularly verified by the principal and audited annually by a registered chartered accountant.

**Academic Transparency:** Students have access to the course curriculum and academic calendar, enabling them to monitor their progress. Internal examination answer sheets and assignments are evaluated and returned for review. Feedback on practical activities is provided promptly. Internal marks are fairly awarded and shared with students for verification before being submitted to the university.

**Administrative Transparency:** The college's admission process adheres to Mahatma Gandhi University's centralized allotment system. College rules and regulations are available through the prospectus, handbook, and website. The Grievance Redressal Cell addresses student complaints. The Staff Council and IQAC oversee academic and administrative functions, with the Staff Council making final decisions on programs. The Student Council's input is also considered. Both the IQAC and Staff Council ensure effective implementation and quality improvement of college activities.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

Over the past five years, the institution has executed a strategic plan with notable achievements in key areas:

**Maintaining Academic Excellence:** The institution has consistently achieved high academic standards. Nearly 100% of students pass their exams with high grades. In 2023, two students secured 5th and 6th positions, and in 2024, eleven students earned ranks from 2nd to 10th place. These results highlight the effectiveness of the curriculum, teaching methods, and support systems.

**Green and Eco-Friendly Campus:** Emphasizing environmental sustainability, the institution has implemented effective waste management, including a dedicated committee for waste separation and disposal. It has partnered with Fortune Infotech for safe e-waste disposal. The campus has been enhanced with fruit and garden plants, promoting biodiversity and a greener environment.

**Inception of Value Added Courses:** In the 2023-24 academic year, the college introduced two new value-added courses: Inspiring Teachers for the 21st Century, which equips student teachers with modern teaching strategies, and Enhancing Soft Skills for Teachers, aimed at developing essential interpersonal skills.

**ICT Augmentation:** The institution has upgraded its ICT resources by incorporating computers and LCD projectors, enhancing interactive teaching methods and integrating multimedia into the curriculum.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 overall administration of the college is overseen by the governing council under the Diocese of Cochin, which reviews and advises on enhancing academic and administrative activities.

The college manager supervises daily operations, manages funding, and oversees developmental activities. The principal, under the manager's guidance, handles academic and administrative functions with support from the staff council. Various academic and administrative bodies operate under the principal's leadership.

The IQAC is responsible for implementing quality initiatives and monitoring all academic and administrative functions. Co-curricular activities are managed by clubs and committees led by faculty members. The Curriculum Planning Committee designs and evaluates academic programs, while the student council assists with both curricular and co-curricular activities, guided by a staff advisor.

Administrative responsibilities, including library activities and purchasing, are managed by non-teaching staff. Welfare bodies like the Parent Teacher Association (PTA), alumni association, placement cell, grievance redressal cell, SC-ST cell, anti-ragging cell, and waste management committee support effective activity execution.

The college adheres to policies set by the Government of Kerala, the affiliated university, and the NCTE, with institutional policies available on the college website and handbook. The college manager has the authority to appoint staff, ensuring compliance and governance.

File Description	Documents
Link to organogram on the institutional website	<a href="https://www.avilacollege.co.in/AvOrganogram.html">https://www.avilacollege.co.in/AvOrganogram.html</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Five/Six of the above

**attendance for staff Biometric / digital  
attendance for students**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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 college has successfully implemented value-added courses, endorsed by the Internal Quality Assurance Cell (IQAC) and the Staff Council, to enhance the professional and personal development of student teachers beyond the traditional B.Ed. curriculum.

**Starting Value Added Courses**

In the 2023-24 academic year, the college introduced two value-added courses aimed at modernizing teaching practices and fostering personal growth:

1. **Inspiring Teachers for the 21st Century:** This course equips student teachers with innovative strategies and methods for engaging students in a rapidly evolving educational landscape. It covers contemporary teaching techniques, technological integration, and adaptive strategies to address diverse learner needs.
2. **Enhancing Soft Skills for Teachers:** This course focuses on developing essential soft skills such as communication, emotional intelligence, conflict resolution, and leadership. These skills are crucial for creating a productive classroom environment and managing diverse classroom dynamics.

Both courses, lasting 32 hours each, were delivered face-to-face in July and August 2023. A total of 80 students enrolled, with 68 completing "Inspiring Teachers for the 21st Century" and 63

completing "Enhancing Soft Skills for Teachers." These completion rates reflect strong student engagement and the programs' effectiveness in meeting their objectives.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
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 prioritizes the welfare of its teaching and non-teaching staff through a comprehensive range of measures designed to ensure their well-being and job satisfaction. These initiatives reflect a commitment to creating a supportive and enriching work environment, essential for maintaining high morale and productivity.

#### Financial Benefits and Security

The institution offers robust financial support, including contributions to Provident Fund (PF) and Employee State Insurance (ESI), which provide long-term financial security and health coverage. Gratuity payments further enhance retirement planning, rewarding staff for their long-term service and ensuring financial stability upon retirement.

#### Professional Development Opportunities

Continuous learning is supported through workshops, training sessions, and conferences, aimed at enhancing staff skills and knowledge. This professional development is crucial for updating teaching practices, improving administrative functions, and fostering career growth.

#### Festival Allowance and Special Benefits

Staff receive festival allowances, such as the Onam allowance, to support celebrations and enhance satisfaction. Additional benefits include interest-free loans for emergencies and significant life

events, helping staff manage unexpected expenses.

#### Sponsoring of Staff Tours and Refreshments

The institution sponsors staff tours and provides refreshments during meetings and events, promoting relaxation, team-building, and a positive work atmosphere.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
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.

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
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**

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
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.

Avila College of Education has developed a comprehensive performance appraisal system to effectively evaluate both teaching and non-teaching staff, ensuring high standards in education and administration.

**Teaching Staff Appraisal**

The appraisal process for teaching staff is multi-faceted, incorporating regular assessments of academic progress, adherence to responsibilities, and involvement in curricular and extracurricular activities. Staff council meetings provide a platform for discussing academic and non-academic tasks, offering constructive feedback and addressing challenges collaboratively. Additionally, student feedback collected at the end of each academic year is a key component. This feedback offers insights into teaching effectiveness, methodologies, and engagement, guiding professional



development and ensuring responsiveness to student needs.

### Non-Teaching Staff Appraisal

Non-teaching staff performance is evaluated periodically by the Principal, focusing on efficiency, punctuality, and overall contribution to the college's operations. Evaluations are based on predefined criteria to ensure objectivity and alignment with institutional goals.

Overall, the performance appraisal system at Avila College of Education fosters accountability, encourages professional growth, and maintains high educational and administrative standards. The integration of feedback from various sources reflects the institution's commitment to excellence and proactive professional development.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
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

To uphold integrity and transparency in its financial operations, Avila College employs a dual system of internal and external auditing. This approach ensures meticulous oversight and adherence to high standards of financial management.

### Internal Auditing

The college conducts an annual internal audit through its management and an internal audit team. This ongoing review assesses all

financial transactions, including fund allocation and utilization, to ensure compliance with the institution's financial policies and goals. The internal audit identifies discrepancies or inefficiencies, allowing for timely corrective actions.

#### External Auditing

An external audit, performed by a registered chartered accountant, provides an independent examination of the college's financial records. This audit reviews income, expenditures, assets, liabilities, and fund allocations, ensuring that the annual financial statement accurately reflects the college's financial position. This external review confirms compliance with legal and regulatory standards and enhances stakeholder trust by offering an objective assessment.

#### Transparency and Accountability

The college maintains transparency by recording and reporting all transactions, ensuring clear and traceable fund utilization aligned with strategic objectives. Any issues identified during audits are promptly addressed, upholding the integrity of the financial system.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
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	<a href="#">View File</a>
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.

Effective fundraising strategies are vital for Avila College of Education's operations and development. The college primarily relies on tuition fees and Parent-Teacher Association (PTA) contributions. Tuition fees cover operational costs, facility maintenance, and educational resources, and are set according to government guidelines to ensure accessibility and fairness. PTA contributions supplement these fees, allowing flexibility for unexpected expenses and special projects.

The college emphasizes strategic fund utilization, aligning financial decisions with its mission and goals. Key areas include:

- **Infrastructure Maintenance:** Ensuring facilities are well-maintained and upgraded.
- **Faculty and Staff Support:** Investing in recruitment, development, and retention.
- **Educational Materials and Technology:** Enhancing learning resources and technological support.

By managing funds effectively, the college supports academic and holistic student development, maintains high-quality facilities, and invests in essential resources. This approach ensures the institution's continued success and commitment to producing skilled, compassionate educators.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
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 IQAC at Avila College of Education aligns with NCTE objectives and the college's vision to foster a culture of quality. It collaborates with the staff council and oversees both academic and administrative activities.

Annually, the IQAC creates an action plan based on stakeholder feedback, the strategic plan, student performance, and institutional needs. This plan guides various programs involving stakeholders. The IQAC ensures quality by supervising performance, holding regular meetings to address gaps, and implementing initiatives like:

- Curriculum Planning: Organizing in-house meetings for curriculum development.
- Staff and Student Involvement: Delegating responsibilities for curricular and co-curricular activities.
- Evaluation: Conducting teaching aptitude tests and induction programs.
- Value Added Courses: Introducing supplementary courses.
- Talent and Skill Development: Organizing talent hunts and skill development programs.
- ICT Integration: Facilitating innovative curriculum delivery.
- Pre-Internship Orientation: Preparing student teachers for internships.
- Feedback and Surveys: Collecting stakeholder feedback and student satisfaction surveys.
- Audits and Appraisals: Conducting academic, administrative audits, and performance evaluations.
- Eco-Friendly Projects: Initiating environmental initiatives and collaborating with local bodies.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
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 IQAC at Avila College of Education develops an action plan annually, focusing on enhancing the teaching-learning process. This plan, created from stakeholder feedback, is implemented through the in-house curriculum planning committee, which designs the curriculum transaction strategy. At the course's start, student teachers are assessed through interviews and teaching aptitude tests to gauge their initial competencies and needs. To address these needs, the college offers orientation, mentoring, and diverse instructional methods such as discussions, group activities, seminars, debates, peer teaching, and ICT-based techniques.

Internship activities, including classroom teaching, club activities, case studies, action research, and more, help develop teaching skills. Special coaching for competitive exams like SET and KTET is also provided. The IQAC gathers formal and informal student feedback to identify challenges and guide improvements. Mid-term reviews and assessments through class tests, internal exams, seminars, and assignments ensure ongoing student progress. Involvement in college activities is periodically reviewed, and continuous evaluation tracks student progress. This approach has led to high student performance in university exams, with increasing numbers achieving top grades and securing university ranks.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
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

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	No File Uploaded
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	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://www.avilacollege.co.in/AvMandatory.html">https://www.avilacollege.co.in/AvMandatory.html</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://www.avilacollege.co.in/AvIOAC.html">https://www.avilacollege.co.in/AvIOAC.html</a>
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

Avila College of Education has implemented several quality enhancement measures based on NAAC peer team recommendations, stakeholder feedback, and evolving needs. Established on November 30, 2011, the Internal Quality Assurance Cell (IQAC) is pivotal in maintaining and improving educational standards set during the accreditation process.

**Key initiatives include:**

- **Biometric System:** Reintroduced post-COVID-19 to monitor attendance for students and staff, enhancing accountability and operational efficiency.
- **Security Measures:** CCTV cameras and surveillance systems in examination halls and parking areas to ensure safety and prevent malpractice.
- **Grievance Redressal:** A formal mechanism for addressing complaints from students and staff, promoting a fair and supportive environment.

- **Academic Excellence and Mentoring:** Structured programs and mentoring systems to support student and faculty development.
- **Extracurricular Participation:** Encouragement of student involvement in university arts festivals to foster creativity and teamwork.
- **Collaborations and Waste Management:** Agreements with neighboring institutions for resource sharing and effective waste disposal to maintain an eco-friendly campus.

These measures underscore the institution's commitment to quality, security, and sustainability while fostering an enriching educational environment.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
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.

**Energy Policy Statement Overview**

Avila College of Education is dedicated to enhancing energy efficiency and environmental stewardship. Our policy focuses on:

- **Energy Efficiency:** Adopting energy-saving technologies and practices, such as LED bulbs and energy-efficient equipment.
- **Alternative Energy:** Utilizing non-conventional energy sources to reduce our carbon footprint.
- **Sustainability:** Extending equipment life through repair and maintenance and using light-colored paints to improve daylight use.

**Key Strategies:**

- **Efficient Lighting:** Installing LEDs and using daylight effectively.
- **Equipment Upgrades:** Replacing old equipment with energy-efficient models.



- **Maintenance:** Regular upkeep of electrical systems to prevent waste.

**Education and Awareness:**

- **Behavioral Change:** Encouraging energy-saving habits like turning off unused lights and fans.
- **Sustainable Transportation:** Promoting public transport, carpooling, and electric vehicles.
- **Visibility:** Using signage to remind the community about energy conservation.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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.

Our institution is committed to responsible waste handling, sustainability, and environmental stewardship through a policy centered on "reduce, reuse, and recycle."

**Key Elements:**

- **Three-Bin System:** Effective waste segregation into e-waste, dry waste, and food waste bins.
- **Green Protocols:** Compliance with Kerala's green protocol guidelines.
- **Awareness and Advocacy:** Promoting reuse and recycling within the campus community.
- **Efficient Disposal:** Enforcing proper waste segregation and disposal practices.
- **E-Waste Management:** Collecting and disposing of electronic waste in line with regulations.
- **Eco-Friendly Materials:** Encouraging the use of sustainable materials in all activities.

**Implementation Procedures:**

- **Solid Waste Management:**
  - **Sorting and Collection:** Waste is sorted into color-coded

bins and transferred to Haritha Karma Sena.

- Reusable Materials: Encouraging reusable lunch boxes and avoiding single-use plastics.
- Sanitary Napkin Disposal: Using incinerators in restrooms for disposal.

- **Liquid Waste Management:**

- Sustainable Practices: Using wastewater for plant irrigation.

- **E-Waste Management:**

- Regulatory Compliance: E-waste is managed according to regulations, with an MOU with Fortune Infotech for disposal.

**Waste Management Team:**

- **Composition:**
  - The Principal
  - A Rotating Faculty Member
  - Student Members

The team is responsible for developing and implementing waste management strategies and action plans.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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 water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage**

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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

Avila College of Education is committed to maintaining a clean, sanitary, and eco-friendly campus. We ensure a clean environment with safe drinking water from installed purifiers and well-ventilated classrooms with large windows. The Principal promotes conservation of resources during assemblies, and both students and support staff are educated on proper waste disposal and waste separation.

Sanitation is a priority, with continuous water supply, regularly cleaned washrooms, and daily waste management. Restrooms are equipped with essential toiletries, and air fresheners maintain a pleasant atmosphere. Hygiene practices are encouraged through club activities and informative materials.

The campus promotes environmental sustainability with a well-maintained garden, numerous trees, and minimized use of air conditioners to reduce energy consumption. We use incinerators for sanitary napkin disposal to cut down plastic waste and engage in regular tree planting to improve air quality.

Green initiatives include sapling planting for Environment Day, observance of World Environment Day, and various environmentally themed days. The Eco Club organizes educational street plays and field trips to enhance environmental awareness. This holistic approach ensures a clean, green, and sustainable environment for all.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
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)**

0.

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
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

Avila College of Education is committed to equipping teacher trainees with the skills to drive progress and uplift underserved communities through high-quality education. We aim to inspire trainees to address ignorance, poverty, and superstitions in education.

To instill social and humanitarian values, we support Sehion Preshitha Sangham, a voluntary organization that provides meals to the destitute in Cochin and street people across Ernakulam. Our student teachers contribute by donating groceries and assisting with food packing, enhancing local quality of life and reinforcing our dedication to community service.

Our college also leads various initiatives to address community issues:

- **AIDS Awareness and Anti-Drug Campaigns:** We organize programs to educate the community about AIDS prevention and the dangers of drug abuse.
- **Promotion of Eco-Friendly Practices:** Students create and distribute free paper bags to reduce plastic usage.
- **Community Outreach:** Visits to local settlements offer support and comfort to those in need.

These efforts reflect our commitment to making a meaningful impact on the community and fostering a culture of compassion among our students.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
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

**Title: Holistic Development Approach for Empowering Student Teachers to Face Modern Challenges**

**Objective:** To recognize and develop the diverse talents and abilities of student teachers

**Context:** Today's generation often struggles with challenges due to inadequate life skills training.

**The Practice:** This approach includes:

- Talent Hunt
- Cultural Activities
- Reading of Holy Books
- Thought Presentation
- Food Preparation

**Evidence of Success:** Enhanced soft skills a broad-minded outlook, respect for diverse beliefs, and appreciation for the dignity of labor.

**Problems Encountered and Resources Required:** Challenges include ensuring active participation and managing varying levels of interest. Essential resources include materials, facilities for activities, and adequate time within the academic schedule.

Best Practice - 2

**Title:** Care for the Poor

**Objective:** To support economically disadvantaged individuals in meeting basic needs.

**Context:** Underprivileged individuals often lack access to essentials exacerbated by economic hardships and limited support.

**The Practice:**

1. Student teachers raise funds to buy groceries for 'Sehion Preshitha Sangham,' which provides free meals to around a thousand destitute individuals daily.
2. Community Visits

**Evidence of Success:** Improved living conditions and well-being of recipients, with positive feedback from 'Sehion Preshitha Sangham.'

**Problems Encountered and Resources Required:** Limited funding restricts the scale and frequency of support.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
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

**Education for Empowering Marginalized Communities**

The institution's vision is to create a center of excellence in teacher education, offering advanced study and research opportunities up to the doctoral level, particularly for marginalized students. It aims to provide high-quality education and actively support students from underprivileged backgrounds.

Located in West Kochi, an area with limited secondary teacher education options and a high population of marginalized communities, Avila College of Education serves primarily students from these areas. The institution is committed to addressing educational inequalities and fostering an inclusive environment.

The college emphasizes academic excellence through innovative teaching methods and a supportive learning environment, leading to outstanding exam results. It integrates practical skills, critical thinking, and problem-solving into its curriculum, preparing students for real-world challenges and successful careers.

In addition to academic achievements, the institution promotes holistic development and empathy through various extension activities, encouraging future teachers to become compassionate and valuable members of society. Continuous updates to the curriculum and teaching strategies ensure that graduates are well-equipped to contribute meaningfully to their professions and communities, reflecting the institution's commitment to excellence and empowerment for marginalized communities.



File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>