SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

AVILA COLLEGE OF EDUCATION

AVILA COLLEGE OF EDUCATION, NEAR AQUINAS COLLEGE GROUND, EDAKOCHI, KOCHI, ERNAKULAM, KERALA
682010
avilacollege.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Avila College of Education was established by the Latin Catholic Diocese of Cochin in 1995. The college was founded by the late Rev. Dr. Joseph Kureethara (1975-1999), who was the 33rd Bishop of the Cochin Diocese. Now it is administered by the Aquinas Educational and Charitable Trust of Diocese of Cochin. The college is named in honour of
St. Teresa of Avila, a Spanish mystic, writer, and Christian saint.

The college was sanctioned by the Govt. of Kerala by GO. No. 7531/B3/94/HE dated 26.09.1994 and was affiliated to Mahatma Gandhi University, Kottayam, by UO. No. AcA1/1/Affi./94-95 dated 05.05.1995. The college was recognized by National Council for Teacher Education, New Delhi by order No. F-Kl-Sec/Ex-42/SRO/NCTE/2000-1640 dated 21.08.2000. The National Commission for Minority Educational Institutions granted the college Minority Status under order No. 326 of 2011/54850, dated August 10, 2011. In 2011, the college was accredited by the National Assessment and Accreditation Council (NAAC) with a 'B' Grade (Score 2.58).

Avila College of Education is situated at Edacochin (Edakochi), a suburb of Cochin Corporation in the Ernakulam District in Kerala. The college is a coeducational institution admitting 100 students to the B. Ed. Programme under eight optional subjects: Malayalam, English, Hindi, Commerce, Mathematics, Natural science, Physical science and Social Science education through a centralised admission procedure implemented by the Mahatma Gandhi University, Kottayam.

The institution upholds the values of spirituality, punctuality, sincerity, and social consciousness, which contribute to personal development and national integration. The college aims to equip student teachers with modern educational practices, provide value-based education, identify the creative abilities and innate potential of prospective teachers, and familiarize them with innovative strategies in the learning process through various curricular and co-curricular activities.

Vision

Build up a Centre of Excellence in teacher education which will provide opportunities for study and research up to doctoral degree, accessible to maximum number of students belonging to marginalised sections of society. To realize this vision, the institution is committed to achieving academic excellence while actively extending its services to students from marginalized communities.

Mission

1. Create a team of mentors/facilitators equipped with knowledge and skills necessary to incorporate modern techniques and strategies in teacher education.
2. Generate committed and competent teachers who give utmost importance to values.
3. Uplift the socially and educationally backward sections of the society.
4. Strengthen the minorities and make them self sufficient through education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The only Secondary Teacher Education institution in west Kochi area.
2. Affiliation with Mahatma Gandhi University, with NAAC A++ grade and with 31st rank in NIRF (National Institutional Ranking Framework, 2023) by the Ministry of Human Resource Development, Government of India.
3. Committed, supportive, and nurturing management and leadership.
4. Experienced and skilled faculty members.
5. Good infrastructural facilities.
6. Efficient administrative team facilitating smooth operations.
7. Peaceful and calming campus atmosphere that promotes learning.
8. Easy access to public transport system.
9. Various cells and committees for student support and progression.
10. Full enrolment in B.Ed. programme, reflecting strong demand and student interest.
11. High success rate in University Examinations
12. A significant percentage of students qualify for teacher eligibility tests such as KTET, CTET, and SET.
13. Active faculty participation in curricular discussions organised by University and evaluation process.
14. Offering mentoring and support by educators.
15. Providing value-added courses to enrich student learning.
16. Collaborations with several institutions for academic endeavours such as practice teaching.
17. Adequate emphasis on co-curricular and extracurricular activities.
18. Active Internal Quality Assurance Cell (IQAC).
19. Promotion of values and social responsibility through curricular, co-curricular, and extension activities.
20. Effective functioning of elected student council.
21. Focus on maintaining the secular fabric of the nation (morning assembly featuring readings from three holy books).
22. Emphasis on promoting independent thinking among students (daily presentations of a thought for the day by students).

Institutional Weakness

1. Lack of autonomy for curriculum planning and implementation.
2. Lack of permanent affiliation from the university.
3. Lack of funding from government, UGC, or such bodies.
4. Lack of faculty publications in UGC Care listed Journals.
5. Absence of MOUs with international institutions and bodies.

Institutional Opportunity

1. Total support from the educational agency that manages the college
2. Possibility for accreditation, enhancing institutional credibility and recognition.
3. Opportunity for community engagement programmes, enriching social impact and outreach.
4. Numerous placement opportunities, boosting student career prospects.

5. Possibility to develop as an institution offering Integrated Teacher Education Programme (ITEP) aligned with NEP 2020, in collaboration with Aquinas College and Siena College, which are run by the same management and located on the same campus.
6. Potential to provide MOOCs (Massive Open Online Courses), expanding access to quality education.
7. Engagement in activities beyond campus through social and educational extension services.
8. Collaborations with educational institutions and formal agreements (MOUs).
9. Scholarships awarded for both academic and non-academic excellence.
10. Value added courses

Institutional Challenge

1. A strict semester-wise schedule for the programme makes it difficult for students and faculty to keep up with emerging course areas.
2. A significant number of students come from socially and economically disadvantaged backgrounds.
3. Responding to the challenges of effectively implementing NEP 2020.
4. ITEP courses are assigned exclusively to multidisciplinary institutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Avila College of Education, affiliated with Mahatma Gandhi University Kottayam, follows the guidelines given by the university for delivering the B.Ed. curriculum. The Internal Quality Assurance Cell (IQAC) of the college meets prior to each academic year to develop the academic calendar, considering recent advancements in teaching-learning process, and current needs. Various committees, under the guidance of IQAC, design academic and co-curricular programs to align with Program Learning Outcomes (PLOs) and Course Outcomes (COs). By adhering to the University Academic Calendar, the college maintains consistency in course commencement dates, semester lengths, and exam schedules. To enhance the curriculum, Value Added Courses are offered, and students are encouraged to engage in Self Study Courses, with mentoring and resources available. Adjustments to the academic calendar are made as needed to ensure effective execution of planned activities. The Principal oversees curriculum implementation and collects semester-wise feedback from stakeholders, including students, teachers, heads of Practice Teaching schools, employers, and alumni. This feedback is analyzed and reported to the IQAC for further action.

Additionally, faculty members are actively involved in university-level discussions about curriculum implementation and also take on responsibilities during University examinations, ensuring their input contributes to curriculum improvements and assessment processes.

Teaching-learning and Evaluation

Avila College of Education annually admits 100 students into its B.Ed program, achieving 100% enrolment. The college have a skilled faculty team of 16 permanent members, including 5 Ph.D. holders, with one faculty member currently pursuing a Ph.D. Using a student-centred and inclusive approach, the college nurtures individual differences while preparing students to be competent, effective, and reflective practitioners for the 21st century.

The institution adapts its pedagogy to changing times, as seen in its rapid shift to online learning during the COVID-19 pandemic and its ongoing blended teaching model. Faculty combine traditional and modern methods, incorporating ICT to foster an engaging learning environment. Students enhance their ICT skills through activities like blog creation, learning to use educational software, and developing ICT-based resources for online assessments. Creativity, innovation, empathy, and essential life skills are cultivated through activities such as lesson plan development, creating teaching aids, and participating in community programs.

Avila College emphasizes inclusive education, equipping students to implement inclusive practices in schools through peer tutoring, cooperative learning, seminars, workshops, debates, and brainstorming sessions. The college ensures skill and competency development through well-structured orientations, skill enhancement programs, and internships that align with Program Learning Outcomes (PLOs) and Course Outcomes (COs).

The assessment process is transparent, with internal marks published and a Grievance Redressal Committee in place for student concerns. Mentoring is a key component of the support system. The effectiveness of the teaching and learning strategies employed in the college is reflected in students' excellent performance in MG University examinations, high placement rates, and success in teacher eligibility tests such as SET, CTET, and KTET.

Infrastructure and Learning Resources

Avila College of Education features a built-up area of 3,653.57 sq. mt., equipped with essential amenities to support effective curriculum transaction. The classrooms benefit from ample ventilation and lighting, creating a healthy learning environment. A well-furnished auditorium with a wooden stage facilitates easy movements during stage programs such as dancing and mimes. Distinctive features of the college include a beautifully designed multipurpose hall, a semi-circular seminar hall, and a microteaching studio. The institution embraces technology in teacher training through ICT-enabled classrooms, smartboard, and Wi-Fi connectivity, allowing both faculty and students free internet access throughout the campus, including in open classroom settings. Faculty rooms are designed to be well-lit, ventilated, and offer adequate privacy.

The library accommodates 60 students and have an extensive collection of more than 10,000 books, along with 30 journals and magazines, all supported by automated systems like KOHA. The college also includes labs for ICT, Physical Science, Natural Science, Psychology, and a microteaching studio. Recreational facilities encompass a mini gymnasium, a playground, a football court, and areas for indoor games. Additional amenities feature restrooms for girls, pure drinking water facilities, and parking space. Furthermore, the college serves as an examination centre for other UG programs of MG University and grants library access to research scholars and PG students from other universities and institutions.

Student Support and Progression

Avila College of Education is dedicated to the holistic development of its student teachers, fostering a nurturing environment that promotes their growth and well-being. The college implements various initiatives to meet the diverse needs of its students, including scholarships, counselling services, and mentoring opportunities.

A wide range of programs is organized to develop essential professional skills, such as career and personal guidance, communicative English training, ICT skills enhancement, reflective practices, and teaching skill workshops, all integrated into the academic calendar. Expert speakers are invited to discuss important topics

like legal rights, women's rights, first aid, and family relations, while training sessions in yoga, drama, and theatre ensure a well-rounded education.

Field trips, study tours, and community living camps further instil a sense of responsible citizenship among students. Various clubs and associations work together to organize cultural programs and observe significant days. Students participate actively in decision-making bodies and committees, with established mechanisms to address grievances and ensure safety through measures like CCTV surveillance and a clear code of conduct. Alumni also play a vital role by engaging with current students through demonstration classes and mentorship during induction and internship programs, sharing their expertise to support the next generation of educators.

Governance, Leadership and Management

Avila College of Education is managed by the Catholic Diocese of Cochin, with a governance structure that aligns with its Vision and Mission, encouraging participation from all stakeholders. The institution operates under the Educational Agency—Aquinas Charitable Trust—with the Manager and Principal overseeing daily administration. Various bodies and committees function with clearly defined roles to ensure transparency in financial and administrative matters, supported by regular audits and effective communication of decisions to all relevant parties.

Staff welfare measures include provident fund, gratuity, staff tours, and festival allowances. The college also promotes faculty empowerment by providing financial assistance for attending seminars and workshops. Faculty members are encouraged to participate in orientation courses to stay updated on educational advancements. Performance appraisal mechanisms are established for faculty, including annual reports. Quality initiatives focus on enhancing both faculty and student experiences through programs, audits, feedback collection, analysis, and action planning.

Institutional Values and Best Practices

The motto of Avila College of Education, "Teaching - A Mission," emphasizes that teaching is not merely a profession but a calling requiring dedication and passion. The institution aligns its operations with this motto, prioritizing a value-based teaching-learning process while upholding secularism.

Avila College actively promotes sustainable development practices, instilling environmental values such as waste reduction and energy conservation in teacher candidates to ensure they become stewards of the environment in their future classrooms. The college's code of conduct fosters a culture of integrity, respect, and professionalism among faculty, staff, and students, reinforcing ethical standards.

To encourage secular values, students engage with major religious teachings by reading from holy texts—such as the Bible, Quran, and Geeta—during daily morning assemblies. Social commitment is central to the college's mission, evident in its outreach programs like "Care for the Poor," where students participate in service-learning initiatives that positively impact local communities while gaining valuable practical experience.

Beyond teaching skills, the college cultivates social skills like empathy among student teachers. Avila College equips students with modern educational tools and methodologies, preparing them to meet the demands of 21st-century learners. A distinctive feature of the institution is its commitment to uplifting marginalized communities through education, with a significant portion of its student teachers coming from backward

communities. By fostering critical thinking, creativity, and adaptability, Avila College produces teachers who are competent, committed, and socially responsible.

Research and Outreach Activities

Avila College of Education has a clear Research Policy and actively promotes outreach and extension activities. Faculty members are provided with leave for research purposes, and both faculty and students are encouraged to contribute to scholarly publications and present papers. The college has MOUs with various educational institutions to facilitate faculty exchange, induction, internships, project work, and other collaborative programs, ensuring smooth operations.

Avila College recognizes its responsibility in developing educators who are sensitive and empathetic towards socially disadvantaged groups and proactive in tackling social and environmental issues. The outreach initiative "Care for the Poor" reflects this commitment by providing financial and manual support to feed the needy. These efforts foster a sense of social responsibility and highlight the importance of education beyond the classroom. Environmental stewardship is also prioritized, with student teachers participating in green practices like organic farming, cleaning drives, and energy conservation, helping to cultivate them as guardians of nature.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AVILA COLLEGE OF EDUCATION
Address	AVILA COLLEGE OF EDUCATION, NEAR AQUINAS COLLEGE GROUND, EDAKOCHI, KOCHI, ERNAKULAM, KERALA
City	ERNAKULAM
State	Kerala
Pin	682010
Website	avilacollege.co.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	BENNY VARGHESE	0484-2328166	9495736389	0484-2328166	avilacollegeedakochi@gmail.com
IQAC / CIQA coordinator	JOSEN GEORGE	0484-2328167	9495467577	0484-2328166	dr.josengeorge@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes 001 (7) (1).pdf
If Yes, Specify minority status	
Religious	Religous
Linguistic	
Any Other	

Establishment Details

State	University name	Document
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	29-06-2015	2015	One time order from the date of issue

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AVILA COLLEGE OF EDUCATION, NEAR AQUINAS COLLEGE GROUND, EDAKOCHI, KOCHI, ERNAKULAM, KERALA	Semi-urban	5.98	3653.57

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Graduation or PG	English	100	100

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				17			
Recruited	0	0	0	0	0	0	0	0	5	12	0	17
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	2	6	0	8
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	3	0	5
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	5	12	0	17
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	6	0	0	0	6
	Female	94	0	0	0	94
	Others	0	0	0	0	0

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Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	1	3	2	5
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	1	0	2	2
	Female	9	12	11	11
	Others	0	0	0	0
General	Male	5	6	6	4
	Female	81	74	72	73
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	3	4	4	5
	Others	0	0	0	0
Total		100	100	98	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	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.
2. 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.
3. 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.
4. 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.
5. 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, co-curricular, and pedagogical activities conducted at the college level.
6. 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.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes An Electoral Literacy Club is operating within the college. The Principal oversees the club, with a faculty member in charge, and the executive members consist of students from the Social Science Optional Class.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The institution has taken proactive steps in promoting electoral literacy through the establishment of the Electoral Literacy Committee. Sri Shibu Scaria, a senior faculty member, oversees the committee's activities, with guidance from the Principal who serves as the Chairman. The student coordinator, plays a pivotal role in coordinating the committee's efforts. The committee is actively engaged in executing various planned initiatives sanctioned by the institution and aligned with the guidelines set forth by the affiliating university. The college is committed to shaping students into responsible citizens who uphold social and ethical values, including principles such as integrity, fairness, equality, and justice. To achieve this objective, the college has implemented certain programs aimed at fostering a culture of electoral participation among young and prospective voters.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club at the college is actively involved in several significant activities aimed at promoting electoral awareness and participation. These activities include the commemoration of National Voters' Day on January 25th. Annually, the college also conducts College Union Elections, providing students with first-hand experience in every aspect of the electoral process as voters. This exposure helps establish a strong foundation for students in understanding and practicing democratic values inherent in free and fair elections. Prior to these elections, sessions are held to educate students about the significance of parliamentary elections in strengthening democracy. The College Union, formed following these elections, collaborates closely with the Electoral Literacy Club. This integration

	highlights the college's dedication to nurturing future leaders who are well-versed in democratic principles and actively engaged in electoral processes. These initiatives collectively reinforce the institution's commitment to promoting civic responsibility and active participation in the electoral process among its students.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college has undertaken extensive awareness campaigns aimed at educating both students and the local community about the critical importance of electoral participation. Faculty members who have experience as presiding officers in elections actively contribute to community engagement through interaction sessions. The curriculum incorporates topics related to the Constitution of India, fundamental rights, and duties. These subjects are designed to cultivate an understanding of democratic values, ethical voting practices, and the significance of electoral literacy among students. Within the institution, students are actively encouraged to create educational materials such as wall posters, and articles that address election-related issues. This multifaceted approach underscores the college's commitment to nurturing civic awareness and engagement among its community members. By integrating practical experiences, expert insights, and educational initiatives into its programs, the college aims to foster a deeper appreciation for democratic principles and encourage active participation in electoral processes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The minimum qualification required for admission to the Bachelor of Education (B.Ed.) undergraduate program at the institution is a degree in the concerned discipline. As a result, students enrolled in the program typically have a minimum age of over 20 years. During the admission process, the institution conducts a survey to determine whether students are registered on the electoral roll. Additionally, the institution takes proactive steps to guide and encourage students to complete the registration process for inclusion in the electoral roll. This initiative aims to promote electoral participation among students, emphasizing the importance of civic responsibility and engagement in democratic processes.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
200	198	198	200	198

File Description	Document
Institutional data in prescribed format	[View Document]
Any other relevant information	[View Document]

1.2

Number of seats sanctioned year wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document]
Institutional data in prescribed format	[View Document]

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
25	25	25	25	20

File Description	Document
Institutional data in prescribed format	[View Document]
Central / State Govt. reservation policy for adm	[View Document]

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
100	98	100	97	99

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
100	97	100	96	99

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	98	100	99

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
16	15	15	15	16

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
16	16	16	16	16

File Description		Document
University letter with respect to sanction of p		[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2023-24	2022-23	2021-22	2020-21	2019-20
14.4375310	15.7789989	11.5592560	10.5362001	16.3378078

File Description		Document
Audited Income Expenditure statement year wise d		[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 14

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Avila College of Education is affiliated to Mahatma Gandhi University and follows its curriculum for BEd programme. The curriculum is designed to cultivate a new generation of educators who possess strong values, essential life skills, and the professional competence needed to face future challenges. Avila college plans the curriculum transaction process, and reviews it regularly. The institution attempts to adapt it to the local context.

Planning: The curriculum integrates academic knowledge, critical thinking, foundational skills, personality development, social and ethical values. It is designed to address local, regional, national, and global needs, with clearly defined programme learning outcomes, course learning outcomes. The In-house Curriculum Planning Committee actively manages various curricular aspects through regular meetings and stakeholder interactions, convening three times annually to implement mid-course adjustments as needed. The delivery of the curriculum is effectively structured around an annual plan detailed in the academic calendar, with the syllabus provided to students at the beginning of each academic year. The co-curricular activities of the institution are designed to actualise the following local and global objectives.

Local Objectives	Global Objectives
Community Engagement: Involving students in community service projects and local initiatives to address specific community needs.	**Global Competence**: Equipping students with the knowledge and skills needed to thrive in an interconnected world.
Cultural Awareness: Incorporating local cultural heritage and traditions into the co-curricular activities to foster a sense of identity and pride.	**Sustainable Development**: Aligning curriculum goals with global sustainability goals such as the United Nations Sustainable Development Goals (SDGs).
Local Employment: Preparing students with skills that are in demand in the local job market.	**Technological Literacy**: Ensuring students are proficient in the latest global technological advancements and digital tools.
Environmental Stewardship: Teaching students about local environmental issues and sustainability practices relevant to their immediate surroundings.	**Global Issues Awareness**: Educating students on global challenges such as climate change, human rights, and global health issues.
Social Responsibility: Encouraging students to participate in local governance and civic responsibilities.	**International Standards**: Adapting the curriculum to meet international educational standards and best practices to enhance global employability and academic mobility.

Execution: Implementation involves incorporating feedback from students and other stakeholders,

including alumni and teaching practice schools, to introduce corrective measures and address shortcomings. The curriculum includes diverse pedagogical methods such as discussions, lecture-cum-demonstrations, seminars, debates, brainstorming sessions, assignments, and group presentations. Innovative learning strategies, such as community living camps, case studies, peer tutoring, project-based learning, ICT-enhanced teaching, community interactions, and educational surveys, are employed. Systematic planning, preparation, execution, and evaluation of pedagogical and learning activities ensure the curriculum's effectiveness.

Throughout the academic year, the Staff Council discusses the annual academic calendar, weekly timetables, monthly plans, and academic activity logs to ensure effective curriculum planning, delivery, and evaluation. Local contexts and societal needs, including contemporary issues, are given significant consideration during curricular transactions.

To develop teaching competencies, students in the two-year B.Ed. programme participate in discussion, demonstration, and criticism classes, micro-teaching sessions, practice teaching in schools, value education classes, online teaching-learning methods, and online submissions and evaluations.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document

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 last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5.   Experts

6.   Students

7.   Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

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

1.   Website of the Institution

2.   Prospectus

3.   Student induction programme

4.   Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 62.5

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2023-24	2022-23	2021-22	2020-21	2019-20
10	10	10	10	10

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2023-24	2022-23	2021-22	2020-21	2019-20
16	16	16	16	16

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 0.4

1.2.2.1 **Number of Value – added courses offered during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
2	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 8.05

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
80	0	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 9.86

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	98	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)

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

Response:

1. A **fundamental or coherent understanding of the field of teacher education**

The learning environment of the institution is designed to foster intellectual growth and critical thinking among student teachers by immersing them in relevant educational theories, concepts, and pedagogical methods. This dynamic setting encourages cognitive development through various educational activities that refine their understanding of teaching and learning processes. In addition to cognitive changes, the institution focuses on shaping positive attitudes towards education by promoting a commitment to ongoing professional development, an appreciation for diverse learning styles, and an enthusiasm for student engagement. All the programmes are aligned with the curriculum prescribed by the Mahatma Gandhi University, Kottayam, ensuring that the training is relevant and standardized.

1. Induction sessions are organized to familiarize new students with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) of the Teacher Education Programme.
2. Theory classes are arranged over four semesters, focusing on philosophical, psychological, sociological, technological, and pedagogical perspectives of education to ground students in teaching methods.
3. Skill development is another key aspect, with a focus on essential teaching competencies such as lesson planning, classroom management, micro-teaching, and the effective use of educational technology through hands-on activities.
4. Seminars, workshops, group discussions, brainstorming sessions, and debates are conducted to provide a comprehensive view of the discipline.
5. Students are given opportunities to interview eminent local teachers to gain insights from their experiences.
6. Classes on professional ethics and the duties and responsibilities of teachers are arranged annually in the fourth semester.
7. Value-added courses are designed and delivered to bridge gaps in the existing curriculum and equip students with skills needed for 21st-century teaching.

2. Procedural knowledge that creates teachers for different levels of school education and skills that are specific to one's chosen specialization

The institution utilizes diverse instructional methods to equip student teachers with essential procedural knowledge for various educational levels.

1. Lecture-Cum-Discussion integrates direct instruction with interactive discussions to help students grasp fundamental theories.
2. Demonstrations provide hands-on experience, allowing students to apply theoretical knowledge practically.
3. Group Presentations foster collaboration and enhance communication skills.
4. Seminars and Debates promote active participation and critical thinking.
5. Assignments and Brainstorming Sessions challenge students to apply their knowledge creatively and solve problems.
6. Peer Group Discussions enhance understanding through shared insights and diverse perspectives.
7. Interaction with the Community helps students understand the social and cultural context of education, aiding in the adaptation of teaching approaches.
8. Case Studies offer insights into real-life educational challenges.
9. Educational Surveys provide data on practices and needs, supporting evidence-based decision-making.
10. Dialogues with educators and experts foster reflective thinking.
11. ICT-Based Teaching and Learning introduces digital tools, preparing students for modern educational environments.

Specialized Skills Development Practices:

1. Language Education focuses on literacy, language acquisition, and foundational teaching strategies.
2. Science Education emphasizes subject-specific knowledge, laboratory skills, and inquiry-based learning.
3. Social Science Education highlights inclusive education, adaptive teaching methods, and critical thinking.
4. Mathematics Education focuses on deepening understanding of core mathematical concepts, implementing effective pedagogical strategies, and using hands-on activities to illustrate mathematical principles.
5. Commerce Education covers business principles, economic theories, and financial literacy, preparing students to teach economic systems and entrepreneurial skills.

3. Capability to extrapolate from what one has learnt and apply acquired competencies

The institution places a strong emphasis on developing the capability of student teachers to extrapolate from their learning experiences and apply acquired competencies effectively. Classroom practices, training sessions, and outdoor activities are designed to enhance a broad range of skills essential for teaching. These experiences foster competencies such as critical thinking, problem-solving, and adaptability.

1. The School Induction and Internship programmes for B.Ed students provide valuable opportunities to apply classroom learning in real-world settings.

2. Assessment practices such as peer evaluations, achievement tests, diagnostic tests, and assignment corrections offer practical experiences in implementing assessment methods learned in theory classes.
3. Student teachers engage in institutional case studies, surveys, action research, and projects, which allow them to apply and extend their research knowledge.
4. Child study assignments enable students to utilize insights gained from child psychology classes.
5. Setting up libraries and laboratories in schools lets students put their theoretical knowledge into practice.
6. Opportunities to conduct school assemblies, club activities, youth festivals, and exhibitions provide a platform for applying organizational skills.
7. Various assignments, including library work, documentation, blog presentations, article writing, journal reviews, portfolio presentations, SWOT analysis, and reflective journaling, serve as practical applications of the knowledge acquired throughout their studies.

4. Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The institution gives importance for cultivating a comprehensive set of skills and competencies essential for effective teaching and professional growth among future teachers. Key skills such as emotional intelligence, critical thinking, and negotiation and communication are integral to the training, ensuring that student teachers can navigate diverse classroom dynamics and engage with students empathetically and effectively. The institution offers Value Added Courses focused on Life Skills, and Communication Skills aimed at enhancing students' abilities and competencies.

1. Students are given the chance to participate in activities like Morning Assembly, Arts Day, Sports Day, Talent hunt programme, and various club activities, which help in developing their Emotional Intelligence and social skills.
2. Visits to settlement of destitute individuals and helping to provide meal packets to poor people instil a sense of social responsibility in students.
3. Reflective Journaling is a key component of the curriculum, helping students develop reflective and critical thinking skills.
4. Opportunities to organize Community Living Camps, field trips, and study tours, guided by teachers, contribute to the development of Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, and collaborative competencies.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an

international and comparative perspective.

Response:

Avila College of Education equips student teachers with a global outlook and acquaints them with the diversity of the school systems both in India and abroad. The B.Ed. Programme includes courses such as Contemporary India and Education and Knowledge and Curriculum, which offer theoretical insights into diversity within the Indian school system. The institution's curriculum activities are designed to help prospective teachers understand:

1. **Development of the School System**:
   - Students are assigned to critically analyse educational policies.
   - They interview prominent local educators to gain practical insights into their experiences, challenges, and successes in the educational system.
   - Group discussions are held on the evolution of the Indian education system.
2. **Functioning of Various School Boards**:
   - Students compare state-controlled and private education systems.
   - They prepare case studies of schools under ICSE, CBSE, and State Boards during the B.Ed. induction programme.
3. **Understanding Functional Differences**:
   - A critical analysis of existing curricula at elementary, secondary, and senior secondary levels is a key part of the pedagogy assignment.
   - Students engage in content analysis of syllabi from the State Board, CBSE, and ICSE to understand the differing approaches of these boards through peer tutoring sessions and seminars.
4. **Assessment Systems**:
   - Classes on modern trends in assessment and evaluation introduce students to diverse assessment practices.
   - Students prepare and administer various assessment tools, such as achievement tests, diagnostic tests, self-assessment tools, rubrics, and psychological assessment tools.
   - Peer evaluation is conducted during micro-teaching, link practice, critique sessions, and the internship programme.
5. **Norms and standards**

   - Classes on statistical procedures in assessment and evaluation familiarise students to the concept and meaning of norms and standards.

   - The Internship programme during the third semester of the B.Ed. course offers insight into the standards and norms established by different educational boards at various levels.
   - Instruction includes information about various educational organizations and agencies, such as UGC, NCTE, NCERT, SCERT, NUEPA, NAAC, and DIET, to help understand their roles in establishing educational standards and norms.

6. **State-wise variations and international and comparative perspective**

   - Interaction with Experts: Interview with experts in the field of education help our students to understand the state wise variations and to get an international and comparative perspective.
   - Discussion with fellow students who graduated from other states and students who are native to

other states provides knowledge and awareness of state-wise variations.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The teacher education programme aims to provide both theoretical knowledge and practical skills with a deep understanding of pedagogical principles. The curriculum emphasizes a connected learning experience, establishing a solid foundation in philosophical and psychological concepts before School Induction and Internship, ensuring a smooth integration of theory and practice in teaching.

1. Innovative Teaching Approaches - Technology and Pedagogy Integration

The college focuses on educational innovation by integrating technology with pedagogy and employing diverse teaching strategies. By emphasizing practical learning through internships and active school participation, the institution aims to create well-rounded educators with skills in social interaction, life skills, and ethical awareness.

2. Foundational Knowledge - Philosophical and Psychological Foundations

Before entering the School Induction and Internship phases, the institution ensures student teachers acquire a thorough understanding of various philosophical schools, psychological principles, learning theories, social adjustments, individual differences, and inclusive education. This foundational knowledge supports the effective integration of these concepts into classroom practices.

3. Comprehensive Teaching Excellence - Skill Development and Language Proficiency

Teaching skill enhancement includes micro-teaching sessions, link practices, and lesson plan discussions, with demonstrations and critiques refining classroom strategies. Additionally, a Language Across Curriculum course focuses on language skills essential for effective communication.

4. Practical Learning: Internship and Reflective Teaching

During their internships, prospective teachers engage actively in school activities, gaining practical experience that links theoretical knowledge to real-world application. This immersive approach supports reflective teaching practices, highlighting the importance of ongoing self-assessment and improvement.

5. Cultivating Versatile Educators - Social, Life Skills, and Professional Development

Activities such as field trips, club participation, community living camps, and study tours enhance social, negotiation, and life skills, fostering holistic development. Participation in seminars, and workshops keeps prospective teachers updated with the latest advancements in education, encouraging continuous professional growth.

6. Empowering as Researchers - Research Skills Development

Training in SWOT analysis, personal vision and mission statements, journal reviews, article writing, project execution, case studies, and action research develops research skills, underscoring the role of teachers as researchers.

7. Ethical Education and Social Responsibility - Fostering Responsibility

Prospective teachers learn about professional ethics, duties, and responsibilities essential for ethical teaching. They also participate in community service, outreach programmes, and eco-friendly initiatives. Discussions on women's rights, POSCO rules, drug addiction awareness, and first aid contribute to their holistic development. This emphasis on ethics and social engagement prepares educators to make meaningful contributions both inside and outside the classroom.

8. Drama and art education

Drama and Art education plays a crucial role in developing students' creativity, critical thinking, and cultural awareness. It encompasses a range of activities and learning experiences that involve creating, appreciating, and analysing art across various mediums and styles.

Avila College of Education promotes a holistic and integrated approach in its Teacher Education Programme. Prospective teachers gain not only theoretical knowledge but also practical skills necessary for their future careers. The varied courses, workshops, and activities enrich their learning experience, equipping them to adapt to the evolving education scenario.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

1.4.2

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

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 99.4

File Description	Document
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 82.4

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2023-24	2022-23	2021-22	2020-21	2019-20
14	20	20	24	20

File Description	Document
Final admission list published by the HEI	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	[View Document](#)

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 3.22

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
3	4	4	5	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

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..

Response:

Avila College of Education implements a range of initiatives aimed at comprehensively assessing and supporting students throughout their B.Ed programme. These measures are designed to cater to the diverse needs and aspirations of the student teachers.

To begin with, at the time of admissions, the college conducts student interviews with faculty and the Principal, gaining valuable insights into each student's eagerness and initiativeness for the B.Ed programme. This initial engagement helps in understanding individual motivations and expectations.

The scrutiny of academic documents from undergraduate courses provides a foundational assessment of each student's strengths and weaknesses. This information serves as a basis for offering personalized assistance tailored to the specific needs of students.

An entry-level Teaching Aptitude Test (TAT) was developed and administered to assess students' readiness and aptitude for teaching. Based on their TAT scores, students were grouped for mentoring sessions, ensuring targeted support aligned with their levels of preparedness.

An Orientation Week is organized to familiarize students with the programme structure, course outcomes, and expectations. This proactive approach helps clarify academic pathways and instill confidence among students from the outset.

A Talent Hunt Programme provides a platform for students to showcase their diverse skills and accomplishments. This not only enables faculty to identify and acknowledge individual talents effectively but also fosters a supportive environment conducive to personal growth.

Throughout the academic year, various forms of assessments including assignments, presentations, and tests are employed to gauge different competencies such as subject comprehension, communication skills, and digital literacy. These assessments were integral in tracking student progress and identifying areas needing further development.

In addition to assessments, the college organizes academic activities such as seminars, projects, and workshops. These activities are designed to provide holistic support and enrich the learning experience, ensuring that students received a well-rounded education.

Mentorship sessions plays a pivotal role in offering personalized feedback on performance, guiding students through challenges, and facilitating continuous improvement. Cultural events further contributed to the nurturing of student potential by providing platforms for talent recognition and promoting a sense of community belonging.

Peer feedback sessions during teaching practice and internships promotes collaborative learning and mutual growth among students. This collaborative approach not only enhance teaching skills but also fosters a supportive learning environment.

Overall, through these comprehensive efforts, the college demonstrates a commitment to nurturing student potential and ensuring a supportive and enriching educational experience tailored to diverse learning requisites. By focusing on personalized support, holistic development, and collaborative learning, the college prepares its students effectively for future roles as educators.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 16.67

2.2.4.1 **Number of mentors in the Institution**

Response: 12

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

Response:

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	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 0

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

File Description	Document
Data as per Data Template	[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 200

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.4

ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Teacher educators are instrumental in fostering students' professional development through mentorship, covering areas like teamwork, diversity management, communication, stress management, and keeping updated with advancements in education and life. Through collaborative group activities and assignments, students refine teamwork skills under teachers' guidance, emphasizing communication, conflict resolution, and task management. Avila College of Education actively cultivates inclusive learning environments that celebrate diversity, promoting empathy and critical thinking. Teachers mentor students on professional behaviours, communication, and collaboration with peers and authorities, helping them develop assertiveness, problem-solving abilities, and conflict resolution strategies. Students are encouraged to prioritize self-care, goal-setting, and continuous professional development, such as networking, and staying current with updates in their respective subjects. This comprehensive approach fosters a growth mindset and instills a commitment to lifelong learning among students. The college utilizes methodologies like team teaching, collaboration, simulations, internships, projects, assignments, reflective writing, fieldwork, and school visits to support professional advancement. Throughout the year, diverse activities promote holistic development, with teacher educators closely monitoring progress, offering personalized guidance and support to students facing challenges.

Avila College of Education encourages teamwork and cooperation among student teachers, which is achieved through a variety of group activities such as college assembly, projects,seminars,brain storming sessions, workshops, peer teaching, internships, Community citizenship camp, study tour and club activities, . These dynamic activities provide ample opportunities for trainees to develop essential team skills like effective communication, attentive listening, leadership, cooperation, respect for others' perspectives, tolerance, and openness to diverse opinions. These skills are importantfor their future roles as educators.

Addressing student diversity is another key focus area. students actively participate in initiatives aimed at enhancing their understanding, attitudes, and behaviors towards diverse student communities. Orientation sessions on diverse learners. student engagement in developing materials for adolescent problems, conducting awareness classes on adolescent issues, critically analyzing the status of exceptional children in schools, and preparing case studies on learning challenges faced by school pupils helps student teachers in understanding and addressing diverse students in their classrooms.

Mentoring sessions outlines the significance of self-discipline and adherence to institutional code of

conduct. The Principal, programme coordinator, and the optional teachers conduct orientation sessions, clearly outlining the expected behaviours of student teachers in college and school environments. Orientation sessions before school internship ensures that student teachers understand and uphold professional conduct in their interactions with peers and supervisors.

Mentoring sessions prioritizes the well-being of student teachers by offering sessions focused on stress management and developing soft skills. These sessions emphasize the importance of effective time management and meeting deadlines for assignments. Practical activities such as yoga classes and participation in team activities like club activities and celebrations are encouraged to help students effectively manage the stresses of balancing home and work responsibilities.

Student teachers are actively encouraged to engage in value added course and in a variety of extracurricular activities and educational programmes like club activities,seminars, and workshops focussing on current events and recent advancements in education and life.

File Description	Document
Documentary evidence in support of the claim	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.7

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

Response:

Various methods are employed to support students' professional growth, including team teaching, collaboration, microteaching, simulations, internships, projects, assignments, reflective writing, fieldwork, club activities, and school visits. These approaches offer diverse learning opportunities and practical applications of knowledge. Effective teaching techniques enhance critical thinking, problem-solving, empathy, and life skills through lectures, demonstrations, group activities, seminars, debates, assignments, brainstorming, peer discussions, community interactions, case studies, surveys, dialogues, and ICT-based learning. Students are encouraged to actively engage with the content, promoting deeper understanding.

Case 1:

Community engagement programmes include conducting project on social issues, extension activities, community citizenship training camp, documentary preparation. By involving students in identifying and tackling local challenges, these programmes help cultivate effective and sustainable solutions.

Participating in community living camps provides a rich and immersive environment that fosters various aspects of student development, including creativity, innovation, intellectual and critical thinking skills, empathy, and life skills. These camps offers opportunities for hands-on, experiential activities that challenges students to think critically and solve problems in real-world situations. Living in a community camp setting promotes collaboration and teamwork, requiring students to work together to complete tasks, share responsibilities, and navigate challenges. This enhances their interpersonal and communication skills, which are vital for both personal and professional success.

Interactions with peers, camp leaders, and community members significantly improved students' communication abilities. Essential life skills develops through these experiences included effectively expressing ideas, active listening, and resolving conflicts through communication. Engaging in group activities, solving problems creatively, and adapting to new environments stimulates innovative thinking and creativity among learners. Camps often presented unforeseen challenges and uncertainties, helping students build resilience and adaptability.

Community living camps also provides leadership opportunities through assigned roles or emergent leadership in group activities. Taking on leadership responsibilities helped students develop confidence, decision-making skills, and a sense of responsibility. Engaging in these activities promoted effective communication and collaborative problem-solving, contributing to personal growth and a deeper self-understanding. Overall, these experiences nurtured creativity, innovation, critical thinking, empathy, and essential life skills in a holistic and dynamic learning environment.

Case 2:

The college organizes and conducts several activities:

1. Socially Useful Productive Works (SUPW)
2. Theatre Practice
3. Interviewing a Folk Artist
4. Establishing Evaluation Criteria for Art Forms
5. Activities to Encourage National Integration, Patriotism, and Universal Brotherhood

Art education also plays a vital role in developing various skills and qualities among students. It provides a platform for self-expression, enabling students to explore and communicate their ideas, emotions, and perspectives creatively. Engaging in art helps students understand different perspectives and empathize with others' emotions and experiences.

Art introduces students to diverse artistic traditions and cultural expressions, fostering an appreciation for diversity and cultural empathy. It offers an alternative way to communicate complex ideas through different mediums, enhancing their ability to convey messages effectively in various contexts. Artistic activities require patience and perseverance, teaching students to handle setbacks, learn from mistakes, and persist through challenges.

Collaborative art projects encourage teamwork and cooperation, helping students share ideas, compromise, and value others' contributions to achieve common goals. Constructive feedback during art activities promotes effective communication and collaborative problem-solving, fostering personal growth and self-understanding. Exposure to different art forms enhances students' appreciation of beauty and sense of aesthetics.

In summary, community living camps and art education provide a dynamic and comprehensive environment that surpasses traditional classroom learning. Through hands-on activities, collaboration, exposure to diversity, and interaction with the natural world, students develop a range of skills and qualities that nurture creativity, innovation, intellectual and critical thinking abilities, empathy, and life skills.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)

2.4.3

Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
4. Classroom teaching learning situations along with teacher and peer feedback

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)

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

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
3. Performance tests
4. Oral assessment
5. Rating Scales

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: B. Any 3 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The institution takes a proactive approach to prepare students through collaborative efforts in school selection and student-faculty engagement. A key component of this preparation is the implementation of two significant programmes: a comprehensive four-week school induction programme in the second semester and a sixteen-week internship in nearby schools during the third semester. These initiatives aim to provide practical experience in authentic educational settings.

During the internship, students engage in various activities under the supervision of teacher educators who oversee the entire programme. Detailed instructions about the internship are provided by teacher educators, the principal, and the programme coordinator to ensure clarity and effective implementation.

The process of selecting schools involves input from both students and school authorities, with the final list approved by the District Education Officer (DEO) of the Department of General Education. Requests are then forwarded to selected schools, fostering mutual understanding and collaboration.

Prior to the commencement of the school induction and internship programmes, a meeting is organized between school headmasters and the college principal to establish common goals and expectations. Student teachers are equipped with necessary documents such as request letters and attendance sheets to facilitate their integration into the school environment seamlessly.

Student teachers are fully oriented, prior to internship, about all the school related activities, their conduct and responsibilities towards school students and teachers in school. Throughout the duration of the programme, school teachers and teacher educators closely monitor and assess the progress of student teachers, offering guidance and support as required. supervision diary is maintained for recording the feedback of school teachers and teacher educators. School head teachers closely monitors student teacher's attendance and their participation in all the school activities

Peer assessment of student teacher classes offers several significant benefits for both the student teachers themselves and their peers who participate in evaluating their performance. These structured and collaborative initiatives ensure that student teachers gain invaluable practical experience and are well-prepared for their future roles in the field of education.

Maintaining supervision diary cum reflective journal is a valuable practice for student teachers, during school induction and internship, as it fosters deep introspection, enhances learning, and supports professional development.Writing reflective journals helps student teachers document specific incidents, analyze their emotions and reactions, identify key learning points, and outline action plans for improvement. This reflective process not only supports their immediate growth as educators but also prepares them for reflective practice throughout their teaching career.

Engaging in extracurricular activities in schools such as clubs, physical education classes,yoga classes, health education classes,art education class and cultural events allows student teachers to build rapport with students outside the classroom and contribute to the school community.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 3.13

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 32

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: C. Any 4 or 5 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Avila College of Education ensures a comprehensive approach for enhancing internship experiences. Faculty ensures interns receive proper guidance, support, and evaluation during their school internships for enhancing the quality and impact of their learning experiences.

Before the induction and internship programmes, the college principal organizes a meeting with school principals and teacher educators to establish a plan for regularly monitoring the students.

Teacher Educators of pedagogic courses supervises their respective optional subject interns. Prior to school visits, teacher educators review and finalize all records of lesson plans and learning materials, ensuring consent. Every weekend, they assess the interns' lesson plans and teaching aids for the upcoming week's classes. They observe three classes at intervals, provide immediate feedback using a rating scale, and address various aspects of classroom instruction.

Core subject teacher educators oversee students' practical assignments, covering areas such as adolescent issues, projects on exceptional children, assessment practices, case studies, action research, art education lesson plans, activity reports, and lesson plans for physical education, yoga, and health education.

The head teacher of the school assigns supervising subject teachers to interns and decides and allot classes for interns as per the requirement of the school. They provide guidance and monitors on punctuality, attendance, responsibilities and participation in all school activities, and monitors. Head teachers of the school oversees overall intern performance and behaviour, assigns substitute teaching responsibilities, and officially signs and seals the intern's records upon programme completion.

School subject teachers offer both academic and moral guidance to interns, allocate specific teaching tasks, and provide ongoing supervision. Within schools, subject teachers monitor and provide suggestions during interns' classes, while school teachers act as mentors, closely observing interns' classroom performance and providing guidance on lesson planning, instructional techniques, and classroom management. They give feedback after each class and written feedback is provided in supervision diary cum reflective journal.

Interns collaborate as a cohesive team to successfully complete their internships. Peer observe and provide feedback on each other's classes. Interns work together to organize school events, including assemblies, and actively engage in school activities.

Interns actively engage in both curricular and extracurricular activities as directed by the schools. This structured approach ensures that all participants in the internship programme are actively engaged and contribute to the development and success of the interns.

File Description	Document
Documentary evidence in support of the response	[View Document](#)

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 96.25

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 32.47

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 5

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 11.88

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

Response: 190

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

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 level, playing active roles in these groups. 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	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Aligned with the continuous internal evaluation guidelines of Mahatma Gandhi University, Avila College of Education conducts assessments in accordance with the academic calendar and institutional action plan. The evaluation process includes a continuous assessment approach that consist of class tests and assignments. These assessments are overseen by faculty and involve peer evaluation to ensure objectivity.

For the B.Ed. Programme, Continuous Internal Evaluation (CIE) includes two components: internal tests and other practicum modes for theory papers, including performance tests. These practicums and internal tests, managed effectively by the respective teacher-educator, contribute a maximum of 20 marks for a 5-credit course and 10 marks for a 3-credit course. Practicum assignments, which are compulsory, include innovative assignments, performance tests, and projects as outlined in the syllabus. For each semester, student teachers participate in one practicum and take two internal written exams per course, with practical works evaluated internally by faculty based on university guidelines. Scores are exactly

recorded using predefined criteria, ensuring thorough documentation for future reference.

Internal assessment in practical works encompasses assignments, projects, records and attendance. Participation in sports and cultural events is evaluated separately as part of a common practical work course. Each activity is carefully organized and executed to ensure a comprehensive assessment of student progress throughout the academic year.

The evaluation process includes both CIE during the semester and an external evaluation at the end of the semester, allows students to answer bilingually or multilingually. The institution ensures the display of internal assessment marks before the external examination, provides timely feedback on individual and group performance, offers improvement opportunities, access to tutorial and remedial support. The continuous and comprehensive evaluation system covers both scholastic and non-scholastic aspects of education throughout the instructional period.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The college's internal examination and evaluation procedures strictly adhere to Mahatma Gandhi University's assessment criteria, ensuring complete transparency. Detailed schedules are prepared and communicated to students before examinations, which are conducted under faculty supervision. Assessments are promptly carried out, and evaluated answer sheets are provided to students for verification. Any grievances raised by students are promptly addressed in the classroom setting.

Through the grievance redressal cell, the college maintains a transparent, time-bound, and efficient approach to handling examination-related concerns. Students are thoroughly briefed on the evaluation procedure during induction programs, ensuring clarity and understanding. This comprehensive approach ensures that examination processes remain fair, transparent, and responsive to student needs and concerns.

The Grievance Redressal Committee at Avila College of Education ensures that the internal evaluation process is transparent, robust, and timely. The institution displays internal assessment marks before the external examination, provides timely feedback on individual and group performance, offers improvement opportunities, access to remedial support. The continuous and comprehensive evaluation system covers both scholastic and non-scholastic aspects of education throughout the instructional period.

The staff council, which meets regularly, is responsible for maintaining a smooth, transparent, and authentic evaluation process. This committee prepares an Annual Institutional Evaluation Plan and introduces the internal evaluation mechanism to students. Students also receive training in preparing and administering achievement tests, diagnostic tests, and remedial teaching.

The Grievance Redressal Committee addresses grievances related to evaluation and harassment. The grievance process operates at three levels:

1. **Department Level**: Chaired by the College Coordinator, with the Course Coordinator and Faculty Advisor as members.
2. **College Level**: Chaired by the Principal, with the College Coordinator, Course Coordinator, and Faculty Advisor as members.
3. **University Level**: Chaired by the Vice-Chancellor, with the Pro-Vice-Chancellor, Convener of the Syndicate sub-committee on Student Discipline and Welfare, Chairman of the Board of Examinations as members, and the Controller of Examinations as member secretary.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

At the start of each academic year, Avila College of Education prepares an academic calendar that details all academic and non-academic activities. This comprehensive calendar serves as a guide for students and faculty, keeping everyone informed about upcoming events and deadlines. Faculty members use this calendar to plan their course delivery activities effectively. Components such as assignments, projects, seminars, practical demonstrations, and internal tests are integrated into the continuous internal evaluation of students, all in alignment with the academic calendar. The college has a well-structured process for continuous internal evaluation, ensuring adherence to the schedule. Course instructors plan and execute these evaluation activities to align with the overall evaluation scheme.

At the beginning of each semester, the schedule for practical work and practicum is prepared and distributed to students, providing clarity on upcoming activities. The timetable for internal written exams is published well in advance, allowing students ample time to prepare and ensuring that everyone adheres to the schedule. The internal assessment of teaching competency is conducted before the external practical examination. External practical examination by the university is completed within two days, with proper allocation of students and teacher educators. The external practical commission, announced to students well in advance, is conducted with the help of external examiners invited by the controller of examinations.

This proactive approach to scheduling and communication ensures the smooth execution of evaluation activities and contributes to a conducive learning environment.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The teaching-learning processes at Avila College of Education are aligned with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) of the B.Ed. programme. The mission of Avila College of Education is to create a team of mentors and facilitators equipped with the knowledge and skills necessary to incorporate modern techniques and strategies in teacher education.

As a minority institution, Avila College of Education prioritizes the upliftment of minority sections by

making them self-sufficient through education. The college is named after its heavenly patroness, St. Teresa of Avila. The institution is dedicated to creating committed and competent teachers who prioritize values. The programme learning outcomes and course outcomes are in accordance with constructivist-based education. A key highlight of the programme is the integration of theoretical knowledge with practical sessions. These practical sessions include micro-teaching, link practice sessions, demonstration and criticism classes, induction programmes, and internship teaching, which provide real teaching experiences. These sessions are designed to train students in teaching skills and contribute to national development.

The programme also aims to establish a strong foundation in the social, philosophical, psychological, and technological aspects of education across four semesters. These courses are meant to mold the behavioural patterns of future teachers. Core courses play a pivotal role in exposing prospective teachers to diverse streams of thought, ideologies, stages of human growth and development, and contemporary trends in educational administration and evaluation. The programme also emphasizes research, modern educational concepts including ICT, counseling, and inclusive education. Graduates of this programme are expected to become proficient in the use of technology.

The internal evaluation system of the college ensures that the theoretical component is comprehensively assessed. Each semester includes two internal tests with questions derived directly from the course outcomes of each subject. Practical components include assignments, seminars, projects, blog preparation, micro-teaching, demonstration classes, criticism classes, surveys on social and educational issues, preparation of learning materials on adolescent problems, socially useful productive work, and other multifaceted activities. This approach ensures a comprehensive evaluation that aligns with the overall objectives of the programme and courses.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 99.6

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
100	97	100	96	99

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Avila College of Education places significant emphasis on evaluating the attainment of programme and course outcomes as prescribed by Mahatma Gandhi University, ensuring that all students achieve these outcomes diligently at the institution. Evaluation serves as a pivotal tool for introspection and improvement.

Student teachers are introduced to these outcomes during orientation programmes and at the start of each semester. They receive continuous guidance and mentoring to facilitate their achievement of these goals. Various assessment methodologies are used to evaluate these outcomes, ensuring a comprehensive understanding of student progress.

Evaluation occurs regularly during routine teaching activities and through periodic internal assessments. Additionally, analysis of university results and student satisfaction surveys contribute to this process. This multifaceted approach ensures the institution remains committed to continuously improving its educational offerings and supporting the holistic development of its students.

Students' progressive performance and attainment of professional and personal attributes are closely monitored and used for further improvements. The evolution of student teachers into professional educators involves various assessments, tests, projects, and activities that measure their understanding of the profession and their ability to apply academic knowledge and skills.

Core, pedagogic, and associate courses help student teachers develop the necessary professional attributes and improve their competencies. Continuous and comprehensive evaluation assesses student teachers' performance in both classroom and extracurricular activities.

Evaluation methods include faculty observations, class tests, internal mid-semester exams, model exams, seminars, debates, brainstorming sessions, and practical assessments. Engagement of student teachers in all these activities are noted and timely feedback is provided for improvement. The teaching skills of student teachers are evaluated from micro-teaching sessions to actual teaching practice sessions in

schools. Assessments of lessons by teacher educators, school teachers and peers and reflective journal writing help students track their progress, identify growth areas, and set improvement goals. Being digital literates, students are adept with technology for instructional purposes. Students can revise their work to meet expected outcomes, if initial performance is lacking.

Student engagement in sports, arts, cultural activities, yoga, community citizenship training camps, study tours, field trips, extension programmes, and outreach activities is monitored by faculty. Observations of important days, festival celebrations, and morning assemblies contribute to their social, emotional, cultural, and moral development. This structured and continuous evaluation approach ensures that Avila College of Education fosters the development of well-rounded, competent, and professional educators.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Any other relevant information	[View Document](#)

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 100

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)
Link for additional information	[View Document](#)

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The various assessment tasks adopted at Avila College of Education are designed to transform student teachers into efficient educators. The main criteria for evaluating student teachers are based on the following components:

·   **Knowledge Management**: Students are assessed on their knowledge in their respective optional subjects, and any gaps are identified and rectified through assignments, remedial instruction and practical. The institution conducts formative and summative evaluations to ensure this.

·   **Communication**: Communication skills of the students are assessed based on their oral and written communication. Talent hunt programmes and "thought for the day" sessions conducted daily during assembly help boost their communication skills. Additionally, workshops in communicative English, Language across the curriculum, enhance their communication abilities.

·   **Instructional Designing**: Students are evaluated on their ability to prepare constructivist lesson plans. Classes are provided on lesson plan writing, teaching aid preparation, and the creation of ICT learning materials to train the students in these areas.

·   **Classroom Management**: Students are assessed on their classroom management abilities during criticism classes and teaching practice sessions. Student teachers are encouraged to approach their students psychologically. Demonstration classes, seminars, criticism classes, induction, and internship programmes prepare them to manage classrooms effectively. Techniques such as micro-teaching and link practice provide them the opportunity to become proficient in various teaching skills.

·   **Instructional Management**: Students' ability to deliver instruction effectively is assessed by engaging them in teaching and conducting seminars. They are trained in content analysis and in framing various techniques and strategies to deliver classes. Proper evaluation is conducted by teacher educators and their peers

·   **Student Assessment**: Students are assessed based on various practical and theoretical works each semester. They have the opportunity to reflect on their work through reflective journals. Achievement tests provide a brief picture of their performance in particular subjects. The ability to design fair and effective assessment tools is also evaluated.

·   **Student Diagnosis**: Diagnosis of students is conducted based on case studies, action research, and diagnostic tests. The responses of the students in class are noted, and remedial instruction is provided based on the nature of their difficulties.

·   **Professionalism**: The professionalism of students is judged based on their accountability towards students, the organization, and the community. Students receive content orientation, professional development training, a four-week induction programme, and a sixteen-week internship to develop these skills.

·   **Subject Competency**: This is one of the most important criteria for teaching skills. Subject competency is enhanced through pedagogic courses, peer tutoring, cooperative and collaborative learning, the use of ICT, handbooks, and other resources.

These components ensure that the evaluation process is comprehensive and aligned with the overall objective of the programme and courses. The performance of students in the internal as well as external

assessment including all the above components is reflected in the scores obtained by the students for EDU 302.2, Pedagogic Course (practical) of III Semester Examination.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.76

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations
2. Encouragement to novel ideas
3. Official approval and support for innovative try-outs
4. Material and procedural supports

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC**

website during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.39

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	3	0	2

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 2

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2023-24	2022-23	2021-22	2020-21	2019-20
1	2	2	3	2

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 28.87

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
56	52	85	49	45

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 98.29

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
197	195	194	195	196

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Outreach programmes are essential initiatives that extend beyond traditional academic settings to engage students in real-world social issues and community service. These programmes encompass a wide range of activities such as health awareness campaigns, educational support for underprivileged students, community relief efforts, and volunteering at local events. By participating in these activities, students gain practical skills, develop empathy, and foster a sense of social responsibility. Outreach programs play a crucial role in bridging the gap between academic knowledge and societal needs, preparing students to become proactive, compassionate citizens dedicated to making a positive impact on their communities. 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	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 2

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2023-24	2022-23	2021-22	2020-21	2019-20
0	2	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 1.4

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	1	1	1

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 5

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 5

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice
6. Rehabilitation Clinics
7. Linkages with general colleges

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - 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

Response:

The institution meets the physical infrastructure requirements outlined by NCTE standards. At present, the college has a built-up area of 3653.57 square meters; the building is situated in an area of 5-acre 2 cent, 483 sq. links. It is well-equipped with the necessary amenities and resources to support a wide range of educational programs, administrative functions, and extension services. The college building is designed with effective ventilation and lighting to minimize electrical energy usage. Additionally, the college features a green campus.

Physical Infrastructure

Campus Details:

- Constructed Area: 3,614.34 square meters

Building Design:

- Good ventilation and lighting to minimize electrical energy consumption

Teaching and Learning Facilities

1. **Classrooms:**
    - Classrooms equipped with LCD projector, and other teaching aids.
2. **Laboratories:**
    - Natural Science Lab
    - Physical Science Lab
    - Psychology Lab
    - Computer Lab (for English reading, listening, and speaking skills)
3. **Library:**
    - Library with more than 10000 books, reference books, educational encyclopaedia, and year books
    - 25 journals in education, magazines, and daily newspapers
    - Well-maintained with seating facilities for 60 students
    - Book bank
4. **Support Facilities:**
    - Photocopier cum scanner accessible to students and teachers
    - UPS inverters with batteries and generator for uninterrupted power supply

Administrative and Special Rooms

1. **Offices:**
   - Principal Office
   - Administrative Office
   - Staff Rooms
2. **Meeting and Event Spaces:**
   - Auditorium
   - Multipurpose Hall
   - Seminar Hall
   - Visitors Room
3. **Counselling and Waiting Areas:**
   - Counselling Room
   - Common Room - Girls
   - Common Room - Boys
4. **Other Facilities:**
   - Record Room
   - Store Room
   - Kitchen
   - Coffee Vending Machine
   - Bore Well

Recreational and Health Facilities

1. **Fitness and Play Areas:**
   - Indoor games and Yoga room
   - Multipurpose Play Ground
2. **Health and Wellness:**
   - Health and Physical Education Resource Centre
   - Separate Toilet Facilities for Students and Staff
   - Water Purifier and Cooler
   - Sanitary Pad Incinerator
   - Separate Waste Bins for Paper, Plastic and Food Waste

Eco-Friendly and Green Practices

- Rainwater Harvesting
- Eco-Friendly Campus

Additional Information

- Recognized schools within reasonable distance for internship and practice teaching

Parking: Available for staff, students, and visitors

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)

4.1.2

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

Response: 33.33

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

Response: 4

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 12

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 15.75

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
1.90770	0	1.42285	4.42899	3.05188

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

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	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The library is fully automated using the KOHA ILMS 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.

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

1. **e-journals**
2. **e-Shodh Sindhu**
3. **Shodhganga**
4. **e-books**
5. **Databases**

Response: D. Any 1 of the above

File Description	Document
Data as per Data template	[View Document](#)
Any additional information	[View Document](#)

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.55

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0.65239	0.6834	0.34709	0.30387	0.78206

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 0.75

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 32

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 39

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 42

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 26

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 23

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The institution is equipped with a range of ICT facilities to support teaching, learning, and administrative functions. Here is an overview of the available resources:

General ICT Infrastructure

High-Speed Internet: The entire campus is covered with high-speed Wi-Fi connectivity.

Office Equipment: 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 and Multipurpose Spaces

ICT-Enabled 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 15 computers for student use, LCD projectors, and high-speed internet connectivity. The projector supports hands-on training sessions and workshops.

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	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 14.29

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 100

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)

4.3.4

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

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 12.22

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0.9	1.2	1.8	1.59	2.9

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

Infrastructure and Maintenance Policy

The institution has established comprehensive systems and procedures for maintaining and utilizing its physical, academic, and support facilities, including laboratories, library, sports complexes, computers, and classrooms. The Infrastructure and Maintenance Policy is outlined as follows:

General Infrastructure

Assessment and Approval: New infrastructure needs raised by stakeholders are reviewed at various levels, including the staff council and management.

Purchasing: Requests for purchasing sanctioned items are submitted to the college purchase committee for endorsement.

Stock Management: A stock register for infrastructure facilities is meticulously maintained. Inventory is verified annually, and necessary additions, renovations, repairs, and upgrades are carried out based on the needs of the learners.

Utilization and Maintenance: Efforts are made to ensure optimal use of physical, academic, and support facilities. Complaints related to cleanliness and maintenance can be addressed through the Grievance Redressal Cell.

Posters and Banners: Any posters, banners, or boards must receive prior approval from the principal before being displayed on campus.

ICT Facilities: ICT infrastructure is accessible to all staff and students. ICT equipment in classrooms is regularly monitored by non-teaching staff (NTS), and an Annual Maintenance Contract (AMC) is maintained for servers, computers, and other ICT equipment.

Laboratories

Equipment Management: Laboratory equipment is purchased and maintained periodically. Equipment is issued to students during internships based on the recommendation of the subject teacher and recorded in the issue register.

Library

Data Management: The library uses management software for data maintenance. All visitors must sign the gate register upon entry.

Library Rules: Utilization, maintenance, and enhancement of library facilities are governed by the Library Advisory Committee, which also monitors developments and suggests new initiatives and purchases. The library systems and software are under continuous maintenance.

Classrooms

Design and Maintenance: Classrooms are designed and maintained according to NCTE norms and based on learner needs. Students are expected to handle classroom facilities with care and maintain cleanliness.

Sports Infrastructure

Maintenance and Access: The college maintains sports courts, grounds, and yoga room.

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

File Description	Document
Any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2

Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Response: C. Any 6 of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 25.41

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
40	17	28	12	28

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 23

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 23

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 60.98

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
53	64	70	41	72

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Student Council is Active and Plays a Proactive Role in the Institutional Functioning

The Student Council at Avila College is integral to the institution's operations, orchestrating a range of student activities and serving as a vital link between students and faculty. This report outlines the functions and achievements of the College Union Student Council, including its involvement in academic, co-curricular, and extracurricular activities.

Election Process: The Student Council is elected democratically by the student body, adhering to guidelines set forth by the College and Mahatma Gandhi University. The election follows a presidential system (Students directly elect members of the college union from various contestants) and is overseen by a senior faculty member appointed as the Returning Officer. This democratic process ensures that the council represents the diverse interests and voices of the student population.

Coordination and Organization: The Student Council coordinates and organizes various student activities, including sports, arts, cultural events, and literary programmes. It collaborates with staff and student bodies to create and implement action plans for these activities.

Liaison Function: Acts as a liaison between students and teachers, facilitating communication and addressing student concerns, Works to highlight and nurture the diverse talents and capabilities of students.

Program Planning and Execution: Assists the staff advisor in planning and executing a range of programs aimed at developing both academic and non-academic skills, Implements a rotation mechanism to ensure mandatory student participation in various programs.

Academic and Co-Curricular Activities: Promotes and facilitates all curricular and co-curricular activities, ensuring broad student involvement and development, Organizes field visits, national day celebrations, and extension activities of a multidimensional nature.

Collaboration with College Cells and Clubs: Collaborates with various college cells and clubs, including: College Magazine Committee, Arts Club, Grievance-Redressal Committee, Language Club, Anti-Ragging Cell, Women's Cell, Mathematics Club, Social Science Club, Commerce Club and Science Club and supports and leads student participation in cultural programmes and local events.

University Representation: The elected University Union Counsellor (UUC) represents the college at the university level, voicing student opinions and contributing to broader university discussions.

Achievements: Successful coordination of diverse activities, including sports tournaments, arts festivals, and literary competitions, Effective management of student participation through the rotation mechanism, ensuring inclusive involvement, Strengthened student-faculty relations through regular liaison activities and feedback mechanisms, Active engagement in cultural and national celebrations, fostering a sense of community and pride among students.

The Student Council of Avila College plays a pivotal role in enhancing the academic and extracurricular experience of students. Through its democratic election process, comprehensive program planning, and collaborative efforts with various college cells and clubs, the council contributes significantly to the institutional excellence and student development.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 3.6

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
8	3	4	0	3

File Description	Document
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Alumni association of the institution plays a vital role in the development of the institution. They leverage their professional networks, financial resources, and expertise to enhance various aspects of institutional growth. Two significant contributions by alumni associations can be highlighted: improving waste management through the provision of incinerator and enhancing campus amenities by funding coffee vending machines for canteen facilities.

1. Enhancing Waste Management

A notable contribution by the alumni association was the introduction of incinerator for sanitary napkins. Waste management, especially concerning sanitary products, poses significant challenges for educational institutions. Traditional disposal methods can be inadequate, leading to environmental and health concerns. By funding the installation of specialized incinerators, the alumni association addressed these issues effectively. The incinerators not only ensure the safe and hygienic disposal of sanitary napkins but also contribute to the institution's sustainability goals. They help reduce the environmental footprint of the institution by minimizing landfill waste and controlling contamination. This initiative demonstrates a commitment to both environmental stewardship and student welfare. It also aligns with modern waste management practices, showcasing the alumni association's role in promoting responsible and innovative solutions.

2. Enhancing Canteen Facilities

Another significant contribution was the provision of coffee vending machines for the institution's canteen facilities. A well-functioning canteen is crucial for student satisfaction and campus life, providing a space for social interaction and nourishment. However, maintaining such facilities requires ongoing investment and modernization. By funding the installation of coffee vending machines, the alumni association improved the quality and efficiency of the canteen services. These machines offer convenience and a variety of beverage options for students and staff, enhancing their daily campus experience. The presence of such amenities not only meets the evolving needs of the campus community but also supports the institution in creating a more attractive and comfortable environment. This contribution highlights the alumni association's role in enhancing the quality of life on campus through thoughtful and practical improvements.

In summary, alumni association of the institution significantly impact institutional development through their contributions, which address both immediate needs and long-term goals. The initiatives reflect the alumni's commitment to fostering a better learning environment and demonstrate their ongoing connection to and support for their alma mater.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**

2. **Involvement in the in-house curriculum development**

3.   **Organization of various activities other than class room activities**

4.   **Support to curriculum delivery**

5.   **Student mentoring**

6.   **Financial contribution**

7.   **Placement advice and support**

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 6

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
3	1	1	1	0

File Description	Document
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

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.

Response:

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	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document

Criterion 6 - 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

Response:

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 maximum number of students belonging to marginalised sections of society."

Mission of the Institution

1. Create a team of mentors/facilitators equipped with knowledge and skills necessary to incorporate modern techniques and strategies in teacher education.
2. Generate committed and competent teachers who give utmost importance to values.
3. Uplift the socially and educationally backword sections of the society.
4. Strengthen the minorities and make them self-sufficient through education.

In alignment with the vision and mission of the institution, the following objectives have been established:

1. To educate the student teachers to become skilled and competent teachers.
2. To equip the student teachers with modern practices in educational field.
3. To familiarize prospective teachers with fundamentals of educational research.
4. To provide value-based education.
5. To identify and develop the creative abilities and innate potentialities of student teachers.
6. To develop innovative strategies in learning process.
7. To organize programmes fostering cordial relationship with educational institution in the locality.

The college is managed by the Latin Catholic Diocese of Cochin. The college's governing body convenes regularly to oversee its operations and offer innovative suggestions to uphold quality standards. The planning and execution of academic and non-academic activities each year align with national and state policies, considering the needs of stakeholders. The governance of the institution illustrates strong leadership and a collaborative approach, reflecting its commitment to effective management. This participatory mechanism ensures that decisions are made with input from various stakeholders, aligning with the institution's vision and mission. By integrating these principles, the institution fosters an inclusive environment where strategic goals are met through collective effort and shared responsibility. The manager of the institution facilitates and oversees this participatory mechanism, ensuring that teachers, students, and non-teaching staff are actively involved in shaping perspective plans and

institutional policies. The principal serves as the executive head, overseeing academic functions. Governance is inclusive, with teachers, non-teaching staff, and students participating in various committees, clubs, and decision-making bodies. Decisions on college activities are discussed in staff council meetings. The Parent Teachers Association holds general and executive meetings to gather parental feedback and opinions. The student council plays a significant role in decisions regarding student activities. Additionally, the Internal Quality Assurance Cell (IQAC) is responsible for planning and coordinating programmes aimed at maintaining the institution's quality culture.

The involvement of all college members is actively ensured in the implementation of each programme. Decisions are made democratically, considering the opinions of everyone involved. All stakeholders are encouraged to express their views on the college's operations, with platforms such as meetings of the managing council, staff council, student council, PTA, and alumni serving as venues for these expressions.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

The college envisions establishing itself as a hub of excellence in teacher education, accessible to a diverse student body, including marginalized communities. The institution effectively implements a decentralized approach that fosters unity and mutual respect, ensuring the smooth functioning of the college. The institution's organizational structure adheres to the principle of decentralization. Managed by the Diocese of Cochin, the college is overseen by a manager appointed by the diocese, who directs its operations. The principal serves as the executive head for academic functions, while bodies such as the staff council and IQAC assist in making decisions related to the college's operations.

Governance of the institution revolves around its vision, emphasizing quality and decentralized management with the involvement of all stakeholders: faculty, staff, students, parents, alumni, and the local community. It promotes shared responsibility, open communication, and involvement in shaping the college's policies, procedures, and direction. This participative management style enhances faculty empowerment, motivation, and job satisfaction, leading to greater engagement in achieving the college's

goals. There are various decision-making bodies within the institution. These committees, which include faculty, students, staff, and external experts depending on their specific functions, are formed with input from all teaching and non-teaching staff. The planning and execution of institutional programmes and activities are managed by these committees, each led by designated convenors.

The institution practices participatory management by involving teaching staff in decision-making processes related to curriculum planning, teaching methods, and assessment strategies. Various committees within the institution are managed by teaching staff, who play a decisive role in decision-making bodies such as the IQAC and the Grievance Redressal Cell. Academic matters are addressed in staff council meetings, which are held as needed to discuss and resolve issues. During these meetings, decisions are made regarding academic policies, curriculum changes, and other educational concerns. Teaching staff are deeply involved in the functioning of all committees and cells associated with the institution. Their strong participation ensures that academic and administrative decisions are well-informed and reflective of their insights and expertise.

Administrative staff are actively engaged in the institution's governance. Their suggestions and recommendations are considered, fostering a collaborative and inclusive work environment through teamwork and team-building activities. Regular meetings are held where non-teaching staff can contribute to decision-making processes. They play a significant role in all committees and cells, demonstrating effective participation.

At the student level, decentralization and participatory management empower students to be actively involved in decision-making processes within the institution. The Student Council plays a central role in planning and executing a range of programmes, including curricular, co-curricular, and extension activities. Students are members of various cells within the college and they lead the programmes of various clubs. Additionally, students are given responsibilities in different committees for various programs, working under the guidance of teachers.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

The institution places a high value on transparency across its financial, academic, administrative, and other functions, employing various concerted efforts to uphold this principle.

Financial Transparency

The college upholds transparency in its financial dealings. Each year, the principal engages in discussions with the manager to strategize and secure fundraising efforts for the college's development. Funds are allocated systematically across various categories, and the expenses related to student fees are clearly communicated to students and parents, with receipts provided for all transactions. Financial records are maintained, with regular verification by the principal. An annual audit of the financial statements is conducted by a registered chartered accountant.

Academic Transparency

The college ensures academic transparency by providing students with access to the course curriculum and academic calendar, allowing them to track their progress. Internal examination answer sheets and assignments are carefully evaluated and returned to students for review. Feedback on practical activities is provided in a timely manner. Internal marks are awarded fairly and shared with students for verification before being submitted to the university.

Administrative Transparency

There exists cordial relation between College Governing Body and Staff Council. The college's admission process strictly follows the centralized allotment system of Mahatma Gandhi University. College rules and regulations are accessible to students via the prospectus, handbook and website. The Grievance Redressal Cell is available to address grievances from students aiming to resolve issues promptly. The Staff Council and IQAC oversee academic and administrative functions, with final decisions on programmes discussed and approved in the Staff Council. The Student Council's input is also considered in various activities. The IQAC reviews academic and administrative functions and give recommendations for quality improvement. Both the IQAC and Staff Council ensure the effective implementation of college activities and provide necessary guidance.

The institution promotes transparency in all functions by adhering strictly to ethical guidelines, fostering accountability, and cultivating a culture of openness and trust among its members. These collective efforts serve to solidify transparency as a foundational principle of the institution, enhancing credibility and accountability within the broader community.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Over the past five years, the institution has developed and executed a strategic plan focused on certain key themes, leading to notable achievements and improvements across various aspects of its operations. The strategic initiatives have been particularly effective in maintaining academic excellence, fostering a green and eco-friendly campus, starting value added courses, and augmenting ICT resources.

Maintaining Academic Excellence

One of the institution's primary objectives has been to sustain and enhance academic excellence. This goal has been pursued with dedication and strategic planning, resulting in impressive outcomes. Nearly 100% of the students have consistently passed their examinations with high grades, reflecting the institution's commitment to academic excellence and quality education. For instance, in the 2022 examinations, two students achieved prestigious ranks, securing the 5th and 6th positions. This achievement was further surpassed in 2024 when eleven students earned ranks from 2nd to 10th place. These accomplishments not only highlight the students' hard work and dedication but also emphasize the effectiveness of the curriculum transaction, teaching methodologies, and support systems. The continuous improvement in student performance is a testament to the institution's strategic focus on maintaining high academic standards and fostering an environment conducive to learning.

Green and Eco-Friendly Campus

The institution has also placed a strong emphasis on creating a green and eco-friendly campus, recognizing the importance of environmental sustainability. Effective waste management has been a cornerstone of this initiative. A dedicated waste management committee has been established to oversee the systematic separation and disposal of different types of waste. This approach ensures that waste is managed efficiently, reducing environmental impact and promoting sustainability. The institution has signed an agreement with Fortune Infotech, Thoppumpady to ensure the safe disposal of e-waste. This partnership helps manage electronic waste responsibly, mitigating potential hazards associated with improper e-waste disposal. The campus has been further beautified with the planting of fruit and garden plants, contributing to a greener, more pleasant environment. These efforts not only enhance the aesthetic appeal of the campus but also support biodiversity and environmental conservation.

Inception of Value Added Courses

During the 2023-24 academic year, the college introduced two new value-added courses aimed at enriching the professional development of student teachers. These courses are designed to address critical aspects of modern teaching and personal growth:

1. **Inspiring Teachers for the 21st Century:** These courses focus on equipping student teachers with innovative strategies and approaches to effectively engage and inspire students in today's rapidly evolving educational landscape.
2. **Enhancing Soft Skills for Teachers:** Recognizing the importance of interpersonal and professional skills, this course aims to develop essential soft skills among student teachers.

Both courses are part of the college's broader commitment to providing comprehensive teacher education that goes beyond traditional academic training, preparing future educators to excel in both their professional and personal capacities.

ICT Augmentation

Recognizing the role of technology in modern education, the institution has augmented its ICT resources. The implementation of computers and LCD projectors has transformed the learning environment, enabling more interactive and engaging teaching methods. These technological advancements have facilitated a more dynamic educational experience, allowing for the integration of multimedia and digital resources into the curriculum. The availability of up-to-date ICT tools supports both teaching and learning processes, helping students develop essential digital skills and access a wider range of educational materials.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

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.

Response:

The overall administration of the college is overseen by the governing council under the Diocese of cochin. The governing body reviews and advises on enhancing the college's academic and administrative activities.

The college manager supervises the daily operations of the institution. The management is responsible for funding, monitoring, and evaluating developmental activities at the college. Under the management's guidance, the principal serves as the head of academic and administrative functions at the institution. The staff council provides advisory support to the principal, assisting with both academic and administrative tasks. Various academic and administrative bodies operate under the principal's leadership, with teaching faculty playing a central role in shaping and implementing academic activities. Administrative functions are handled by the non-teaching staff.

The Internal Quality Assurance Cell (IQAC) oversees the implementation of quality initiatives. Co-curricular activities are organized by different clubs and committees led by faculty members. Academic bodies like Curriculum Planning Committee are tasked with designing, executing, and evaluating academic programmes, while the student council contributes to the execution of both curricular and co-curricular activities, guided by a staff advisor.

Administrative responsibilities are distributed among non-teaching staff, including roles such as the library activities and the purchase. Various welfare bodies and cells facilitate the effective execution of activities. These include the Parent Teacher Association (PTA), alumni association, placement cell, grievance redressal cell, SC–ST cell, and anti-ragging cell, and waste management committee. The IQAC monitors all academic and administrative functions and prepares a plan for curricular, co-curricular, and administrative activities at the beginning of each academic year. This plan is guided by the academic calendar to ensure smooth implementation.

The college operates in compliance with the policies, rules, and regulations set by the Government of Kerala, the affiliated university, and the National Council for Teacher Education (NCTE). The college manager has the authority to appoint staff. Institutional policies, which are made available through the college website and handbook, govern the conduct of both staff and students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)
Link for additional information	[View Document](#)

6.2.3

Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

The decision to introduce value-added courses, which are not part of the B.Ed. curriculum but are endorsed by the Internal Quality Assurance Cell (IQAC) and the Staff Council, has been successfully

implemented. This strategic initiative aligns with the college's mission to enhance the professional and personal development of its student teachers, providing them with skills and knowledge that go beyond traditional academic training.

Starting Value Added Courses

In the 2023-24 academic year, the college launched two new value-added courses aimed at addressing crucial aspects of modern teaching and fostering personal growth among student teachers. These courses, introduced with the endorsement of the IQAC and Staff Council, are designed to enrich the educational experience and better prepare future educators for the dynamic challenges of the teaching profession.

Inspiring Teachers for the 21st Century: This course is focused on equipping student teachers with innovative strategies and approaches necessary for engaging and motivating students in today's rapidly changing educational landscape. It covers contemporary teaching methods, technological integration, and adaptive strategies to address the diverse needs of modern learners. By focusing on these areas, the course aims to enhance the ability of future educators to inspire and effectively teach students in a way that resonates with the current educational environment.

Enhancing Soft Skills for Teachers: Recognizing that technical knowledge alone is insufficient for effective teaching, this course aims to develop essential soft skills among student teachers. It includes training in communication, emotional intelligence, conflict resolution, and leadership. These skills are critical for creating a positive and productive classroom environment, managing diverse classroom dynamics, and fostering strong relationships with students and colleagues. The development of these competencies is crucial for professional success and personal growth in the teaching field.

Both courses were conducted with a duration of 32 hours each, and were delivered through face-to-face classes held in July and August 2023. This format allowed for interactive learning and practical engagement with the course content. A total of 80 students enrolled in these value-added courses, reflecting a strong interest and commitment to professional development among the student teachers.

Out of the 80 students who joined, 68 successfully completed the "Inspiring Teachers for the 21st Century" course, while 63 completed the "Enhancing Soft Skills for Teachers" course. The successful completion rates for these courses underscore the effectiveness of the programs in meeting their objectives and the students' engagement with the material.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The institution places a high priority on the welfare of both teaching and non-teaching staff, implementing a comprehensive range of measures to ensure their well-being and job satisfaction. These initiatives reflect the institution's commitment to fostering a supportive and enriching work environment, which is essential for maintaining high morale and productivity among staff members.

Financial Benefits and Security

One of the core components of the institution's welfare strategy is its robust financial support system. Staff members benefit from contributions to Provident Fund (PF) and Employee State Insurance (ESI), ensuring long-term financial security and health coverage. These contributions are systematically managed to provide staff with a safety net for their future and cover medical expenses, which contributes significantly to their financial and emotional well-being.

Additionally, the institution offers gratuity payments, which are a crucial part of staff members' retirement planning. This benefit rewards staff for their long-term service and provides a financial support upon retirement. By securing these aspects of financial well-being, the institution demonstrates its commitment to staff members' future stability and peace of mind.

Professional Development Opportunities

Recognizing the importance of continuous learning and growth, the institution invests in professional development opportunities for its staff. These opportunities include workshops, training sessions, and conferences that are designed to enhance their skills and knowledge. Professional development is crucial for maintaining up-to-date teaching practices, improving administrative efficiencies, and fostering career growth. By supporting staff in their professional journeys, the institution not only enhances their capabilities but also contributes to the overall quality of education and administrative functions within the institution.

Festival Allowance and Special Benefits

The institution acknowledges the cultural and social significance of festivals and provides a festival allowance, such as the Onam allowance, to its staff. This benefit is a token of appreciation and ensures that staff can celebrate important occasions with added financial support. Such allowances are valued for their role in enhancing staff satisfaction and fostering a sense of belonging and community within the workplace.

Additional Financial Support

In addition to regular financial benefits, the institution offers various forms of supplementary support. Staff members have access to interest-free loans, which can be utilized for personal emergencies or significant life events. This financial assistance provides a vital support system, helping staff manage unexpected expenses or undertake important projects without undue financial stress.

Sponsoring of Staff Tours and Refreshments

To further enrich the work experience, the institution sponsors staff tours and organizes refreshments. Staff tours offer opportunities for relaxation and team-building, providing a break from the routine and fostering stronger interpersonal relationships among colleagues. These tours are carefully planned to be both enjoyable and rejuvenating, contributing to staff morale and cohesion.

The institution regularly provides refreshments during meetings and events, creating a more welcoming and comfortable atmosphere. These small gestures are significant in maintaining a positive work environment, ensuring that staff members feel valued and appreciated.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.3.3

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

Response: 4

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	1	0

File Description	Document
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)

6.3.4

Percentage 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

Response: 12.99

6.3.4.1 Total 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 during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3	4	2	1	0

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Avila College of Education has established a comprehensive performance appraisal system that ensures both teaching and non-teaching staff are effectively evaluated on their professional contributions. This

system plays a vital role in maintaining the high standards of education and administrative efficiency.

For teaching staff, the appraisal process is multi-faceted, involving regular assessments of academic progress, adherence to assigned responsibilities, and engagement in both curricular and extracurricular activities. The college conducts staff council meetings where the progress of academic and non-academic tasks assigned to the staff is thoroughly discussed. These meetings serve as a platform for constructive dialogue, allowing staff members to receive feedback on their performance, address any challenges they may be facing, and collaboratively find solutions. The discussions are guided by the institution's commitment to continuous improvement and excellence in teaching practices.

An essential component of the performance appraisal system is the feedback collected from students at the end of each academic year. This feedback serves as a crucial measure of the effectiveness of teaching staff, providing insights into their teaching methodologies, engagement with students, and overall impact on the learning environment. By incorporating student feedback, the college ensures that the appraisal process is not only top-down but also includes perspectives from those directly impacted by the teaching staff's performance. This feedback is analyzed to identify strengths and areas for improvement, guiding professional development initiatives and ensuring that the faculty remains responsive to student needs.

For non-teaching staff, the appraisal process is equally rigorous, although with a different focus. The performance of non-teaching staff is evaluated periodically by the Principal. These evaluations assess the efficiency, punctuality, and overall contribution of the non-teaching staff to the smooth functioning of the college. The Principal's evaluation is based on a set of predefined criteria, ensuring that the appraisal is objective and aligned with the institution's goals.

The performance appraisal system at Avila College of Education is a well-rounded approach that fosters accountability, encourages professional growth, and maintains high standards of education and administration. By regularly assessing the contributions of both teaching and non-teaching staff, the college ensures that it continues to provide a nurturing and effective learning environment for its students. The integration of feedback from various sources, coupled with regular evaluations, reflects the college's commitment to excellence and its proactive approach to professional development.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

To ensure the integrity and transparency of its financial operations, Avila College of Education, Edacochin, has implemented a dual system of internal and external auditing. This approach guarantees that all financial transactions are conducted in a transparent and accountable manner, aligning with the institution's commitment to maintaining high standards of financial management.

Avila College has a comprehensive internal auditing system. This internal audit is conducted annually by the management and an internal audit team. The internal audit serves as an on-going check to monitor and assess the college's financial operations throughout the year. It involves a detailed review of all financial transactions, including the allocation and utilization of funds, to ensure that they are in line with the institution's financial policies and goals. The internal audit also identifies potential discrepancies or inefficiencies in financial processes, allowing for prompt corrective action.

The external audit is a key component of this system and is conducted by a registered chartered accountant. This external audit involves a thorough examination of the college's financial records, including income, expenditures, assets, liabilities, and fund allocations. The chartered accountant audits the annual financial statement, ensuring that it accurately reflects the college's financial position. This process is crucial for verifying that the financial practices of the institution comply with legal and regulatory standards. By engaging an independent external auditor, the college ensures an objective assessment of its financial activities, which helps to build trust with stakeholders, including students, parents, faculty, and regulatory bodies.

One of the core principles guiding the college's financial management is transparency. All transactions are recorded and reported, ensuring that there is a clear and traceable account of how funds are utilized. The college is committed to systematic fund utilization, which means that resources are allocated and spent in a manner that aligns with the institution's strategic objectives and educational mission. In cases where the audit process uncovers any issues or audit objections, the college acts swiftly to rectify them. This proactive approach ensures that any concerns are addressed promptly, maintaining the integrity of the financial system.

The dual system of internal and external auditing at Avila College of Education provides a comprehensive framework for monitoring financial transactions. The integration of both internal examination and independent external review ensures that the college's finances are managed with the highest levels of accuracy, accountability, and transparency, fostering trust among all stakeholders involved.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)

6.4.2

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

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	[View Document](#)
Data as per Data Template	[View Document](#)

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Effective fundraising strategies play a crucial role in ensuring the smooth and efficient functioning of the institution. These strategies are designed to secure the necessary financial resources that support both the academic and administrative activities of the college, contributing to its overall mission of nurturing and developing promising teachers.

The primary sources of funds for the college include tuition fees collected from students and contributions towards the Parent-Teacher Association (PTA). These funds are essential for maintaining the high standards of education and services. The tuition fees represent a significant portion of the college's revenue, enabling it to cover operational costs, maintain facilities, and provide necessary educational resources. The tuition fees are set according to guidelines provided by government authorities, which take into account various factors such as the type of institution, the courses offered, and the socio-economic context of the region. By adhering to these norms, the college ensures that the fees charged are reasonable and accessible, making quality education attainable for a diverse student population.

The PTA fund, on the other hand, is an additional source of financial support that reflects the active involvement and commitment of parents in the college's mission. This fund is often used to supplement tuition fees, ensuring that the college has the flexibility to address unforeseen expenses or to invest in special projects aimed at enhancing the student experience.

The college is committed to the effective utilization of these funds, ensuring that every financial decision is aligned with its strategic goals. This careful management of resources is vital for the smooth operation

of both academic and administrative functions. By prioritizing effective fund utilization, the college can maintain its infrastructure, support faculty and staff, and invest in essential educational materials and technology.

By ensuring that funds are strategically allocated to various developmental programmes, the college not only supports its students' academic growth but also their holistic development. This approach reflects the college's commitment to producing competent, compassionate, and socially responsible teachers who are well-prepared to contribute positively to society.

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

Response:

The IQAC of Avila College of Education operates in alignment with the objectives outlined by the NCTE for teacher education institutions, as well as the college's own vision and mission. It collaborates closely with the staff council, and acts as a catalyst for both academic and administrative activities, to promote a culture of quality throughout the institution.

Each academic year, the IQAC prepares an action plan by analyzing feedback from stakeholders, the institutional strategic plan, academic performance of students, and current needs. Based on this action plan, the college organizes a variety of programmes with active involvement from stakeholders. The IQAC actively supervises and monitors the quality performance of all members of the institution, ensuring that standards are met. Regular reviews and discussions during IQAC meetings help identify gaps and determine necessary interventions. The IQAC's contributions to promoting a quality culture are evident through various activities, such as:

- Conducting in-house curriculum planning committee meetings to develop an action plan based on the academic calendar for curriculum transaction.
- Distributing responsibilities among staff and students to ensure smooth operations of curricular and co-curricular activities.
- Conducting teaching aptitude test to the new comers to evaluate the entry level behaviour and further actions like mentoring.
- Organising induction programmes to the beginners.
- Implementing Value Added Courses.
- Conducting talent hunt programme at the beginning of academic year to new comers to group them for competitions in a heterogeneous manner.
- Facilitating curriculum delivery through innovative and ICT-based strategies.
- Providing pre-internship orientation to student teachers.
- Holding regular IQAC meetings to appraise quality initiatives.
- Collecting and analyzing stakeholder feedback, followed by implementing necessary changes.
- Conducting student satisfaction surveys to assess the effectiveness of implemented strategies.

- Carrying out Academic and Administrative audits.
- Conducting performance appraisals of staff.
- Organizing skill development programmes for students.
- Commemorating significant days.
- Initiating eco-friendly campus projects.
- Collaborating with local bodies and institutions on various initiatives.

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The IQAC of the college formulates an action plan at the start of each academic year, placing a emphasis on the teaching-learning process. This plan is developed based on input and feedback from all stakeholders. The in-house curriculum planning committee makes a plan of curriculum transaction for the effective implementation of academic activities. At the beginning of the course, the student teachers are evaluated through an interview and teaching aptitude test to determine their entry-level competencies and needs. To address these needs, the college organizes programmes such as programme orientation, and mentoring. The curriculum is delivered through a variety of strategies, including discussions, group activities, seminars, debates, peer teaching, brainstorming, and ICT-based methods.

Internship-related activities such as classroom teaching, club activities, case studies, action research, art education, physical education, value education, assessment practices, documentary and short film production, and community living camps contribute to the development of students' teaching competencies. Special coaching is offered to students preparing for competitive exams like SET and KTET.

Feedback, both formal and informal, from students helps identify gaps and challenges. The IQAC and staff council periodically review curricular activities and provide necessary guidance to teachers. Mid-term meetings of the in-house curriculum planning committee discuss academic performance and suggest corrective measures if needed. Student progress is regularly assessed through questioning in the class, conducting class tests, mid-semester internal and model examinations, seminars, and assignments. Assistance and remedial coaching are provided to students who require additional support.

The involvement of students in various college activities is also periodically assessed. Continuous and comprehensive evaluation helps track the incremental progress of students. The results of university examinations are discussed/analysed in staff council, IQAC, and PTA meetings. The effectiveness of these strategies is evident from the students' performance in university exams, with the majority achieving A+ or A grades. Moreover, the number of students securing university ranks has been increasing each year.

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 3.8

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2023-24	2022-23	2021-22	2020-21	2019-20
6	6	5	0	2

File Description	Document
Data as per Data Template	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

The college has sought to enhance its quality through a variety of measures, guided by the recommendations of the NAAC peer team from their previous visit, feedback from stakeholders, and emerging needs.

The Internal Quality Assurance Cell (IQAC) was established on November 30, 2011, following the institution's first accreditation. This cell plays a crucial role in continually enhancing and maintaining the quality of education and overall institutional performance. Its primary focus is on ensuring that the standards set during the accreditation process are upheld and improved upon regularly.

One of the key initiatives implemented by the IQAC is the introduction of a biometric punching system. This system was designed to accurately monitor attendance for both students and staff, promoting accountability and efficient operation. Although its implementation was paused during the COVID-19 pandemic due to health and safety protocols, the system has now been reactivated, reaffirming the institution's commitment to operational efficiency and transparency.

The institution has invested in security measures by installing CCTV cameras and surveillance systems in examination halls and parking areas. This infrastructure is aimed at enhancing security, preventing examination malpractice, and ensuring the safety of vehicles and property on campus. Such measures contribute significantly to creating a secure and conducive environment for both academic and extracurricular activities.

Another important development has been the establishment of a grievance redressal mechanism. This formal system is designed to address and resolve complaints from students, staff, and other stakeholders in a structured and transparent manner. By providing a clear process for handling grievances, the institution fosters a fair and supportive environment, which is essential for maintaining trust and ensuring that issues are resolved effectively.

The IQAC has also placed a special emphasis on academic excellence and mentoring. This includes implementing various programmes aimed at improving academic standards and supporting faculty development. A structured mentoring system has been put in place to guide and assist students in their academic and personal growth, ensuring that they receive the support needed to achieve their full potential.

Participation in university arts festivals has been another area of focus. The institution encourages students to engage in these events, which helps in promoting creativity, teamwork, and cultural involvement. This emphasis on extracurricular activities complements the academic experience, contributing to the holistic development of students.

The institution has formed mutual agreements with neighbouring educational institutions. These collaborations facilitate the sharing of resources, joint programmes, and collective efforts in various academic and extracurricular domains. Special attention has been given to waste disposal management. The institution is committed to maintaining a clean and eco-friendly campus by implementing effective waste disposal practices. This focus on sustainability aligns with broader environmental goals and helps in creating a healthier and more responsible campus environment.

Together, these initiatives reflect the institution's dedication to maintaining high standards of quality, security, and environmental responsibility while fostering a supportive and engaging educational environment.

Criterion 7 - 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

Response:

Energy Policy Statement

In response to environmental challenges, Avila College of Education is committed to an energy policy focused on enhancing energy efficiency, conserving resources, utilizing alternative energy sources, and minimizing environmental pollution. The college strives to establish a campus that is eco-friendly and promotes health while integrating economically feasible alternative energy solutions to benefit future generations.

Energy Policy Statement Overview

The institution's energy policy highlights its commitment to energy conservation and environmental stewardship. This policy outlines proactive measures designed to reduce energy use and lower carbon emissions, with the goal of maintaining a campus environment that is both sustainable and eco-friendly.

Key Policy Focus Areas:

- Adoption of energy-efficient practices and technologies to minimize energy consumption.
- Promotion of non-conventional energy sources to diversify the energy mix and decrease the carbon footprint.
- Raising awareness about environmental responsibility and encouraging sustainable energy practices.
- Emphasis on the repair, reuse, and maintenance of equipment to extend its lifespan.

Energy Policy Strategies

To achieve these goals, the institution has implemented several strategies:

- Installation of LED bulbs as far as possible throughout the campus to cut down on electricity use.
- Old electrical equipments are replaced with energy-efficient models to reduce energy consumption and lower operating costs.
- Use of light-coloured paint on walls to enhance daylight efficiency and further decrease the need for artificial lighting.
- Regular maintenance of electrical equipment, including UPS systems, printers, and photocopiers, to prevent unnecessary energy waste.

Education and Awareness Initiatives:

- Educating students, faculty, and staff on the importance of turning off lights and fans when not in use.
- Promoting the use of public transportation, carpooling, bicycles, and electric vehicles among the college community.
- Displaying sign boards regarding energy saving.

File Description	Document
Institution energy policy document	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

Waste Management Policy

The waste management policy at our educational institution highlights commitment towards responsible waste handling, sustainability, and environmental stewardship. The waste management policy of the institution is based on the principle of "reduce, reuse, and recycle."

Key Policy Elements:

- **Three-Bin System:** The campus employs a three-bin system for effective waste segregation, where all stakeholders are encouraged to minimize their waste output.
- **Green Protocols:** Adherence to the Government of Kerala's green protocol guidelines is a cornerstone of our waste management practices.
- **Awareness and Advocacy:** We actively promote the reuse and recycling of materials within our campus community.
- **Efficient Segregation and Disposal:** Proper waste segregation and disposal practices are enforced to mitigate environmental impact.
- **E-Waste Management:** Electronic waste is collected and disposed of following regulatory requirements.
- **Eco-Friendly Materials:** Use of eco-friendly materials is recommended for both academic and extracurricular activities.

Implementation Procedures

Solid Waste Management:

- **Sorting and Collection:** Solid waste is collected in separate coloured bins for e-waste, dry waste, and food waste. Plastic wastes are transferred to Haritha Karma Sena, a Kerala Government initiative for waste management.

- **Reusable Materials:** Students are encouraged to use reusable lunch boxes. The college has acquired steel plates and glasses for use during events and avoids single-use plastics. Disposable plastic plates and glasses are not allowed on campus.
- **Sanitary Napkin Disposal:** Sanitary napkin incinerator is installed in the girls' restroom for environmentally friendly disposal.
- **Separation Training:** Regular training is provided to maintenance staff to ensure proper separation of degradable and non-degradable waste.

Liquid Waste Management:

- **Sustainable Practices:** Wastewater from wash areas is utilised for irrigating plantain and fruit plants.

E-Waste Management:

- **Regulatory Compliance:** E-waste is collected and disposed of in line with regulations. The institution has signed an MOU with Fortune Infotech- Thoppumpady to hand over the e-waste and its proper disposal.

Waste Management Team:

The waste management team composed of:

1. The Principal
2. A Faculty Member (on a rotational basis)
3. Student Members

The team is responsible for developing and implementing action plans to ensure the effective organization and execution of waste management strategies.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.3

Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: D. Any 1 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)

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

Response: A. All of the above

File Description	Document
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Commitment to Cleanliness, Sanitation, Green Cover, and Pollution-Free Environment

Maintaining Cleanliness:

Avila College of Education is dedicated to uphold a clean and healthy campus environment. We have installed water purifier to provide safe drinking water and maintain clean overhead tanks. Classrooms feature large windows to enhance ventilation with fresh air. During morning assemblies, the Principal encourages conservation of paper, water, and reduction of food waste. The contributions of the support staff are recognized, boosting their morale, while students are educated on proper waste disposal. The support staff also receives regular guidance on separating degradable from non-degradable waste.

Sanitation:

We ensure a continuous 24/7 water supply for our washrooms, which are regularly cleaned, disinfected,

and stocked with essential toiletries. Bins for disposable items are provided and emptied daily, and incinerator is available for sanitary napkin disposal. Air fresheners are used to maintain a pleasant environment. Separate restrooms are designated for male student teachers and female student teachers, as well as for staff. Various club activities promote good hygiene practices through informative posters and banners, positively influencing student behaviour.

Green Cover:

Our campus is dedicated to environmental sustainability and has a well-maintained garden with both ornamental and native plants. Numerous trees and plants are cultivated around the campus to foster a greener environment.

Pollution-Free Environment:

- Waste Reduction: The use of incinerators for the disposal of sanitary napkins helps to cut down on plastic waste and prevent environmental contamination.
- Minimized Air Conditioner Use: To reduce energy consumption and lower our carbon footprint, the use of air conditioners is kept to a minimum. We promote natural ventilation and energy-efficient cooling alternatives.
- Tree Planting: We actively engage in planting trees around the campus to absorb carbon dioxide, improve air quality, and create a greener environment.
- Eco-Friendly Practices: The institution advocates for and practices environmentally friendly habits, such as reducing single-use plastics and promoting the use of sustainable materials.
- Green Initiatives: Regular activities organized by the Eco Club, including sapling distribution and awareness campaigns, reinforce our commitment to maintaining a pollution-free environment.

Green Initiatives:

- **Sapling planting:** To mark Environment Day, our institution undertakes a significant sapling planting initiative aimed at enhancing our green cover and promoting environmental stewardship.
- **World Environment Day:** Our college observes World Environment Day annually to raise awareness about environmental issues.
- **Environmentally Themed Days:** We celebrate various environmental days, such as World Water Day and Earth Day, to promote green practices and environmental preservation.
- **Street Plays:** Students prepare and perform street plays that educate the community on the importance of environmental protection.
- **Field Trips:** The Eco Club organizes field trips to explore diverse ecosystems, expanding students' understanding of environmental conservation.

Our comprehensive approach ensures that we create and maintain an environment that is clean, green, and sustainable for all.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.23

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0.16	0	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Avila College of Education is dedicated to equipping teacher trainees with the skills necessary to foster progress and prosperity within local, underprivileged, and backward communities through high-quality education. We aim to inspire our trainees to champion the cause of educating students to overcome ignorance, poverty, and superstitions.

To instil social and humanitarian values in our students, we support Sehion Preshitha Sangham, a voluntary organization dedicated to providing meals for the destitute in the Cochin Corporation and for street people in various locations across the Ernakulam district. Our student teachers contribute by donating groceries for meal preparation and assisting the Sangham team in packing food on a rotational basis. This engagement not only aids in improving the quality of life for local residents but also reinforces our commitment to community service.

Additionally, our college undertakes various initiatives to raise awareness and 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, aiming to foster a more informed and healthier society.
- **Promotion of Eco-Friendly Practices:** To promote reduced plastic usage, our student teachers create and distribute paper bags at no cost to local shops.
- **Support During COVID-19:** During the pandemic, student teachers provided online tuition to ensure continuous learning for students. They also made and distributed masks freely to help mitigate the spread of the virus.
- **Community Outreach:** We conduct visits to nearby settlements to offer support and comfort to the destitute and those in need of both emotional and physical assistance.

Through these activities, our college strives to make a meaningful impact on the local community, enhancing overall well-being and fostering a culture of compassion and service among our students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct

3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: C. Any 2 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice - 1

Title: HOLISTIC DEVELOPMENT APPROACH FOR EMPOWERING STUDENT TEACHERS TO FACE MODERN CHALLENGES

Objective: The practice aims to recognize and develop the varied talents and abilities of student teachers. By valuing and utilizing these diverse skills, it seeks to enhance their effectiveness and adaptability in both professional and personal realms.

The Context: Today's young generation often struggles with resilience and managing everyday challenges. This lack of resilience may stem from limited real-world exposure, inadequate coping strategies, or insufficient life skills training, making it essential to prepare student teachers to handle modern complexities.

The Practice: It includes several activities designed to foster holistic development: Talent Hunt identifies and nurtures individual skills, Cultural Activities enhance cultural awareness and understanding, Reading of Holy Books provides ethical and spiritual guidance, Thought Presentation develops critical thinking and communication, and Food Preparation teaches life skills, teamwork, and respect for labour. Collectively, these activities support comprehensive growth and readiness for modern challenges.

Evidence of Success: Success is marked by improved Soft Skills, such as communication, teamwork, and problem-solving; a broad-minded Secular Outlook respecting diverse belief; increased Respect for

Culture; and an enhanced Dignity of Labour from practical tasks like food preparation.

Problems Encountered and Resources Required: Ensuring **Active Participation** from all student teachers can be challenging, as there may be differing levels of interest, motivation, or perceived relevance among participants. Essential resources include Materials and Facilities for activities, and adequate Time Allocation within the academic schedule.

Best Practice - 2

Title: CARE FOR THE POOR

Objective: The objective of this practice is to provide essential support to economically disadvantaged individuals who struggle to meet their basic needs.

The Context: Many underprivileged individuals in our society face significant challenges, including lack of access to fundamental necessities such as food, shelter, and clothing. These challenges are often exacerbated by economic hardships and limited social support, making it crucial to address their immediate needs.

The Practice: (1) Student teachers participate in fundraising activities to collect monetary contributions. They then use these funds to purchase groceries, which are donated to the 'Sehion Preshitha Sangham,' a voluntary organization in Cochin. This organization provides free noon meals to around a thousand destitute individuals living on the streets daily. **(2)** Student teachers visit the Palluruthy settlement, a facility dedicated for rehabilitating destitute and mentally challenged individuals. During their visits, they engage with the inmates, offering companionship and emotional support. Their interactions often include conversations, recreational activities, and simple acts of kindness that contribute to improving the emotional well-being of the residents.

Evidence of Success: The effectiveness of this practice is evident in the improved living conditions and overall well-being of the individuals who receive support. Feedback from the 'Sehion Preshitha Sangham' and the visible enhancement in the quality of life for the recipients demonstrate the positive impact of the initiative.

Problems Encountered and Resources Required: A significant challenge is Limited Funding, which can restrict the scale and frequency of support provided.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Education for Empowering Marginalized Communities

The Vision of the institution is "Build up a Centre of Excellence in teacher education which will provide opportunities for study and research up to doctoral degree, accessible to maximum number of students belonging to marginalised sections of society. To realize this vision, the institution is committed to achieving academic excellence while actively extending its services to students from marginalized communities." The vision statement implies that the institution is dedicated to becoming a leading centre in teacher education, with a particular focus on making advanced educational opportunities accessible and beneficial to students from marginalized communities.

In line with its vision, the institution is dedicated to empower marginalized communities through education and has become a leader in this important field. Located in West Kochi, where secondary teacher education opportunities are scarce, the institution serves a region that is densely populated and home to many marginalized and backward communities. The majority of students at Avila College of Education come from these communities, specifically from West Kochi and coastal areas. The institution is deeply committed to addressing educational inequalities and creating a supportive, inclusive environment. By offering a teacher education programme led by committed management and dedicated faculty, it fosters a culture of academic excellence to address the unique needs of its diverse student community.

The institution's high academic standards, combined with innovative teaching methods and a supportive learning environment, have resulted in outstanding achievements in exams and assessments. Beyond academic excellence, the institution focuses on holistic development by integrating academic learning with practical skills, critical thinking, and problem-solving. This holistic approach ensures that students excel academically and are prepared to tackle real-world challenges and succeed in their careers. The institution's commitment to assisting underserved people through various extension activities fosters empathy and generosity in future teachers, helping them become compassionate and valuable members of society.

Furthermore, the institution's dedication to continuous improvement is evident in its regular updates to the curriculum transaction process and teaching strategies, keeping pace with evolving educational needs. As a result, graduates are equipped with the skills and knowledge necessary to make meaningful contributions to their professions and communities. This reflects the institution's steadfast dedication to educational excellence and the empowerment of students from backward communities.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

"Teaching - A Mission" is the motto of the College. It signifies that teaching goes beyond mere instruction; it is a dedicated calling rooted in the desire to make a meaningful impact on students' lives. The motto reflects the belief that teaching is a dedicated calling aimed at making a meaningful impact on students' lives. Educators embrace their roles as mentors, fostering not just academic success but also personal and social growth. This mission-driven approach emphasizes holistic education, encouraging critical thinking and real-world engagement while nurturing a sense of community and social responsibility. By instilling a love for lifelong learning, teachers inspire students to become resilient, responsible citizens ready to navigate and contribute positively to an ever-changing world. This motto cultivates a culture of purpose and transformation, making education a powerful force for individual and societal change.

Concluding Remarks :

Avila College of Education, established by the Latin Catholic Diocese of Cochin in 1995, embodies the motto "Teaching - A Mission," highlighting its commitment to impactful education. Founded by the late Rev. Dr. Joseph Kureethara and named in honour of St. Teresa of Avila, the college aims to cultivate not just competent educators but also socially responsible citizens. With a focus on holistic development, it supports marginalized communities and emphasizes values such as spirituality, sincerity, and social consciousness. The institution's strengths, including experienced faculty and strong community ties, position it as a leader in teacher education. Despite challenges such as curriculum autonomy and funding, the college remains dedicated to enhancing educational opportunities and adapting to emerging needs, ultimately striving to foster a transformative learning environment that empowers both students and society at large.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
17	17	14	15	15 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
---	---	---	---	---
00	00	00	00	00	 Remark : HEI has not shared proper relevant supporting.
2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made the changes as per shared reports.
2.4.7	**A variety of assignments given and assessed for theory courses through** 1. **Library work** 2. **Field exploration** 3. **Hands-on activity** 4. **Preparation of term paper** 5. **Identifying and using the different sources for study**

	Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes as per shared reports.
2.4.10	**Nature of internee engagement during internship consists of** 1. **Classroom teaching** 2. **Mentoring** 3. **Time-table preparation** 4. **Student counseling** 5. **PTA meetings** 6. **Assessment of student learning – home assignments & tests** 7. **Organizing academic and cultural events** 8. **Maintaining documents** 9. **Administrative responsibilities- experience/exposure** 10. **Preparation of progress reports** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has made the changes as per shared reports.
3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:** **1.Seed money for doctoral studies / research projects** **2. Granting study leave for research field work** **3. Undertaking appraisals of institutional functioning and documentation** **4. Facilitating research by providing organizational supports** **5. Organizing research circle / internal seminar / interactive session on research** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared reports.
3.1.4	**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include** 1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations** 2. **Encouragement to novel ideas** 3. **Official approval and support for innovative try-outs** 4. **Material and procedural supports** Answer before DVV Verification : B. Any 3 of the above

	Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has made the changes as per shared reports.

3.3.1	**Average number of outreach activities organized by the institution during the last five years..**
	3.3.1.1. **Total number of outreach activities organized by the institution during the last five years.**
	Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3	5	4	6	4

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1	2	2	3	2

Remark : DVV has made the changes as per shared reports.

3.3.2	**Percentage of students participating in outreach activities organized by the institution during the last five years**
	3.3.2.1. **Number of students participating in outreach activities organized by the institution during the last five years**
	Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
98	98	98	97	95

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
56	52	85	49	45

Remark : DVV has made the changes as per 3.3.1

3.4.1	**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**
	3.4.1.1. **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**
	Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
4	3	3	1	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	1	1	1

Remark : DVV has made the changes as per shared reports.

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** 1. **Relevant educational documents are obtained on a regular basis** 2. **Documents are made available from other libraries on loan** 3. **Documents are obtained as and when teachers recommend** 4. **Documents are obtained as gifts to College** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made the changes as per shared reports.

4.3.4	**Facilities for e-content development are available in the institution such as** 1. **Studio / Live studio** 2. **Content distribution system** 3. **Lecture Capturing System (LCS)** 4. **Teleprompter** 5. **Editing and graphic unit** Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E. None of the above Remark : DVV has made the changes as per shared reports.

4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
9.392850	19.13475	8.34226	7.208302	9.866330

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0.9	1.2	1.8	1.59	2.9

	Remark : DVV has made the changes as per considered only repair and maintenance.
5.1.2	**Available student support facilities in the institution are:** 1. **Vehicle Parking** 2. **Common rooms separately for boys and girls** 3. **Recreational facility** 4. **First aid and medical aid** 5. **Transport** 6. **Book bank** 7. **Safe drinking water** 8. **Hostel** 9. **Canteen** 10. **Toilets for girls** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 6 of the above Remark : DVV has made the changes as per shared report.
5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website** 3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students** 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint** Answer before DVV Verification : B. Any 5 of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : DVV has made the changes as per shared reports.
5.3.2	**Average number of sports and cultural events organized at the institution during the last five years** 5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
12	9	6	0	9

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
8	3	4	0	3

Remark : DVV has made the changes as per shared clarification.

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**

2. **Involvement in the in-house curriculum development**

3. **Organization of various activities other than class room activities**

4. **Support to curriculum delivery**

5. **Student mentoring**

6. **Financial contribution**

7. **Placement advice and support**

Answer before DVV Verification : B. Any 4 or 5 of the above
Answer After DVV Verification: C. Any 2 or 3 of the above
Remark : DVV has made the changes as per shared clarification.

6.3.4

Percentage 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

6.3.4.1. **Total 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 during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
6	7	3	1	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	4	2	1	0

Remark : DVV has made the changes as per shared clarification.

7.1.3

Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made the changes as per shared clarification.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of full time teachers year wise during the last five years..** Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>16</td><td>18</td><td>15</td><td>15</td><td>16</td></tr></table> Answer After DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>16</td><td>15</td><td>15</td><td>15</td><td>16</td></tr></table>

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