

SELF APPRAISAL REPORT

(SECOND CYCLE)

**AVILA COLLEGE OF EDUCATION, EDACOCHIN,
COCHIN, KERALA – 682 010**

A self-financing College Affiliated to Mahatma Gandhi University,
Kottayam, Kerala (NCTE recognized)

Established in 1995

Accredited with B Grade by NAAC (2011)

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Submitted to



NAAC

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
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SECTION A

1. General Information about the College

Name of the Institution	: Avila College of Education
Address	: Edacochin, Cochin-682010, Kerala, S. India
Telephone No.	: (0484) 2328166, 3080300, 3080411
Fax. No.	: (0484) 2328166
E. mail.	: avilacollegeedakochi@gmail.com
Date of establishment	: 02-06-1995
Government Order	: G.O. No. 7531 / B3 / 94 / HE, dt. 26-09-1994
Nature of the institution	: Self Financing, Affiliated to M.G. University, Kottayam
University Order	: U.O. No. Ac.A1/1/Affl. / 94-95 dt 30-09-1994
Date of recognition by NCTE	: SRC (No. F-K1-Sec/Ex-42/SRO/NCTE/2000 2001/1640/dt 21-08-2000, Bangalore.
Name of the Principal	: Dr Benny Varghese
Name of the Manager	: Rev. Fr Johnson Chirammel
Total No. of Faculty	
B.Ed.	: 14
M.Ed.	: 03
Physical Education Instructor	: 01
SUPW Instructor	: 01
Office Staff	: 07
Librarian	: 01
B.Ed. Students	: 168
M.Ed. Students	: 04
Male candidates	: 07
Female candidates	: 165
No. of optional subjects in B.Ed.	: 08
(Mathematics, Physical Science, Natural Science, Social Science, Malayalam, English, Commerce, and Hindi)	
No. of optional subjects in M.Ed.	: 07
(Mathematics, Science, Natural Science, Social Science, Malayalam, English, Commerce, and Hindi)	
No. of faculty with Ph.D.	: 04
No. of faculty with M.Phil.	: 02

2. A Brief History of the College



Avila College of Education is situated at Edacochin, a suburb of Cochin Corporation in the Ernakulam District in Kerala. It had its humble beginning on 2nd June 1995 with 4 optional subjects (Maths, Physical Science, Natural Science, and Social Science) with the intake of 100 students. The College was sanctioned by Govt. of Kerala, (G.O. No. 7531/B3/94/HE, dt.26-09-1994), and is affiliated to Mahatma Gandhi University, Kottayam (U.O. No. AcA1/1/Affl./94-95, dt.30-09-2004) and recognized by NCTE SRC No. F-K1-Sec/Ed-42/SRO/NCTE/2000-2001/1640, dt.21-08-2000, Bangalore. At present the college has two units for B.Ed. and one unit for M.Ed. as per NCTE orders F. No/SRC/NCTE/AOS00019/B.Ed./KL/2015/68605 Dtd. 29/06/2015 and F. No/SRC/NCTE/APS03282/M.Ed./KL/2015/66425 Dtd. 31/05/2015 respectively. The College is established and administered by the Latin Diocese of Cochin of the Latin Catholic minority community of Cochin, under a trust called Aquinas Educational and Charitable Trust, with registration No. 45/IV/02, dt. 18-03-2002. His Excellency, Rt. Rev. Dr Joseph Kariyil, the Bishop of Cochin, is the Chairperson of the Trust. Rev. Fr Johnson Chirammel is the present Managing Trusty.

The National Commission for Minority Educational Institutions has granted the college Minority Status as per F. No. 329/2011.

The Diocese of Cochin has a history of about 450 years. It was erected on February 4, 1557 by Pope Paul IV in his Decree, "Pro EcellentoPraeeminentia." It was the second diocese

in India and it exercised jurisdiction over the whole of south, and the east of India, Burma and Ceylon. The first Bishop of Cochin was a Dominican Friar, Dom Gurogio Temudo (1558-1567). After the destruction of the educational institutions like St. Paul's College in the attack of the Dutch, there was stagnancy in the development of the diocese in the field of education. The first native bishop of Cochin was Rt. Rev. Dr Alexander Edezhath. A significant change occurred under Rt. Rev. Dr Joseph Kureethara, the second native bishop of Cochin. He took keen interest in developing the educational heritage of the Diocese of Cochin, by establishing several institutions.

HEAVENLY PATRONESS

The College is named after St. Teresa of Avila (1515-1584), a Spanish mystic writer and the first woman Doctor of the Catholic Church. She was born on 25th March 1515 at Avila, Spain. Being a great scholar, she made remarkable contributions to mysticism. Her most famous works are: *The Way of Perfection* - her autobiography, and *The Interior Castle* a document of her spiritual explorations. Love of God, spiritual insights and wisdom and humour are characteristics of her works which has inspired people of all ages. Considering her scholarly contributions to the Church, His Holiness, Pope Paul VI named St. Teresa of Avila, the Doctor of the Church.



A Portrait of **St Teresa of Avila**
Heavenly Patroness of the College

FOUNDER PATRON

Late Bishop of Cochin, Rt. Rev. Dr Joseph Kureethara is the founder patron of this institution. His long cherished dream to start a teacher education institution at Edacochin, an educationally and socially backward area of Cochin, came into reality in 1995. It was the dream of our founder patron to make this institution a citadel of higher education and a centre of research. Now Aquinas College of Arts and Science, Avila College of Education and Siena College of Professional Studies are functioning in the twenty acres Edacochin campus as a group of institutions, under Aquinas Educational and Charitable Trust. He visualized a centralised library for all the three colleges with the facility for study and research upto Ph.D. level. He also wanted to construct hostels for students and quarters for the staff. We hope to fulfill his dreams very soon.

Vision of the Founder Patron

“To become a centre of excellence in teacher education that will provide opportunities for study and research upto the Ph.D. level accessible to maximum number of students from marginalized and disadvantaged sections of the society.”

SECTION B**Part I: Institutional Data****A. Profile of the Institution**

1. Name and address of the institution : Avila College of Education, Edacochin,
Cochin – 682010, Kerala
2. Website URL : www.avilacollege.co.in
3. For communication

Office

Name	Telephone Number with STD Code	Fax No.	E-Mail Address
Principal Dr Benny Varghese	0484-3080412	04842328167	avilacollegeedakochi@gmail.com
Vice Principal	Nil		
Self Appraisal Coordinator Dr Josen George	0484-2328166	04842328167	avilacollegeedakochi@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal – Dr Benny Varghese	0484-2681062	9495736389
Vice-Principal	Nil	
Self - appraisal Coordinator – Dr Josen George		9495467577

4. Location of the Institution:

Urban ☐ Semi-urban ☒ Rural ☐ Tribal ☐
 Any other (specify and indicate) ☐

5. Campus area in acres:

5 Acres and 2 Cents

6. Is it a recognized minority institution?

Yes ☒ No ☐

7. Date of establishment of the institution:

Month & Year

MM	YYYY
June	1995

8. University/Board to which the institution is affiliated:

Mahatma Gandhi University, Kottayam

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

2f	MM	YYYY
	Nil	

12B	MM	YYYY
	Nil	

10. Type of Institution

- | | | | |
|---------------|-------|---|-------------------------------------|
| a. By funding | i. | Government | <input type="checkbox"/> |
| | ii | Grant-in-aid | <input type="checkbox"/> |
| | iii. | Constituent | <input type="checkbox"/> |
| | iv. | Self-financed | <input checked="" type="checkbox"/> |
| | v. | Any other (specify and indicate) | <input type="checkbox"/> |
| b. By Gender | i. | Only for Men | <input type="checkbox"/> |
| | ii. | Only for Women | <input type="checkbox"/> |
| | iii. | Co-education | <input checked="" type="checkbox"/> |
| c. By Nature | i. | University Dept. | <input type="checkbox"/> |
| | ii. | IASE | <input type="checkbox"/> |
| | iii. | Autonomous College | <input type="checkbox"/> |
| | iv | Affiliated College | <input checked="" type="checkbox"/> |
| | v. | Constituent College | <input type="checkbox"/> |
| | vi. | Dept. of Education of composite college | <input type="checkbox"/> |
| | vii. | CTE | <input type="checkbox"/> |
| | viii. | Any other (specify and indicate) | <input type="checkbox"/> |

11. Does the University/State Education Act have provision for autonomy?

Yes ☐ No ☒

If yes, has the institution applied for autonomy?

Yes ☐ No ☐

12. Details of Teacher Education programmes offered by the institution:

Sl. No	Level	Programme /Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/Sr. secondary			Certificate		
				Diploma		
		B.Ed	BA/BSc/MCom	Degree	2 years	English
iv)	Post Graduate			Diploma		
		M.Ed	B.Ed	Degree	2 years	English
v)	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/Sr. Secondary	B.Ed	F. No/SRC/NCTE/AOS00019/B.Ed./KL/2015/68605 Dtd. 29/06/2015		100 (Two Units)
Post Graduate	M.Ed	F. No/SRC/NCTE/APS03282/M.Ed./KL/2015/66425 Dtd. 31/05/2015		50 (One Unit)
Other (specify)				

(Additional rows may be inserted as per requirement)

B) CRITERION-WISE INPUTS

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes

☒

No

☐

Mission

Yes

☒

No

☐

Values

Yes

☒

No

☐

Objectives

Yes

☒

No

☐

2. Does the institution offer self-financed programme(s)?

Yes

☒

No

☐

If yes,

a) How many programmes?

Two

b) Fee charged per programme

14500 for Bed per sem
17500 for Med per sem

3. Are there programmes with semester system

Yes

4. Is the institution representing/participating in the curriculum development/
revision processes of the regulatory bodies?

Yes

☒

No

☐

If yes, how many faculty are on the various curriculum
development /vision committees/boards of universities/regulating authority.

Ten

5. Number of methods/elective options (programme wise)

D.Ed.

B.Ed.

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

8
7

6. Are there Programmes offered in modular form

Yes

☐

No

☒

Number

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes ☒ No ☐
 Number

8. Are there Programmes with faculty exchange/visiting faculty

Yes ☐ No ☒
 Number

9. Is there any mechanism to obtain feedback on the curricular aspects from the

• Heads of practice teaching schools	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
• Academic peers	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
• Alumni	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
• Students	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
• Employers	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

10. How long does it take for the institution to introduce a new programme within the existing system?

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes ☐ No ☒
 Number

12. Are there courses in which major syllabus revision was done during the last five years?

Yes ☒ No ☐
 Number

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes ☒ No ☐

14. Does the institution encourage the faculty to prepare course outlines?

Yes ☒ No ☐

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

✓
✓

2. Furnish the following information (for the previous academic year):

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

01/07/2015
20/08/2015
31/03/2016
100 Days / Semester
120 Days / Semester

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	5	68	73						
M.Ed. (Full Time)	0	4	4	0	1	1	0	3	3
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes ☐ No ☒

If yes, how many?

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/trainees enrolled).

a) Unit cost excluding salary component

10712

b) Unit cost including salary component

33928

(Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	90	50	75	45
M.Ed. (Full Time)	75	55	60	45
M.Ed. (Part Time)				

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes ☒ No ☐

8. Does the institution develop its academic calendar?

Yes ☒ No ☐

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	55	30	15
M.Ed. (Full Time)	55	10	35
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days 30

b) Minimum number of pre-practice teaching lessons given by each student 25

11. Practice Teaching at School

a) Number of schools identified for practice teaching 31

b) Total number of practice teaching days 80

c) Minimum number of practice teaching lessons given by each student 95

12. How many lessons are given by the student teachers in simulation and pre-Practice teaching in classroom situations

No. of Lessons In simulation 4

No. of Lessons pre- Practice teaching 5

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes ✓ No

14. Does the institution provide for continuous evaluation?

Yes ✓ No

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.		
B.Ed.	60	40
M.Ed. (Full Time)	32	68
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper	3	
b) Number of assignments for each paper	3	

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	✓	
Intranet		✓
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)		

18. Are there courses with ICT enabled teaching-learning process?

Yes ☒ No ☐

Number

19. Does the institution offer computer science as a subject?

Yes ☒ No ☐

If yes, is it offered as a compulsory or optional paper?

Compulsory ☐ Optional ☒

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	4	%	27
--------	---	---	----

2. Does the Institution have ongoing research projects?

Yes ☐ No ☒

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.

4. How does the institution motivate its teachers to take up research in education? (Mark for positive response and X for negative response)

- ❖ Teachers are given study leave
- ❖ Teachers are provided with seed money
- ❖ Adjustment in teaching schedule
- ❖ Providing secretarial support and other facilities
- ❖ Any other specify and indicate

✓
✓
✓

5. Does the institution provide financial support to research scholars?

Yes ☐ No ☒

6. Number of research degrees awarded during the last 5 years

a. Ph.D.

b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes ☒ No ☐

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	✓		10
National journals – referred papers	✓		15
Non referred papers			
Academic articles in reputed magazines/news papers	✓		5
Books			
Any other (specify and indicate)			

9. Are there awards, recognition, patents etc. received by the faculty?

Yes ☒ No ☐

Number

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	11	8
International seminars	3	6
Any other academic forum	2	

11. What types of instructional materials have been developed by the institution? (Mark '✓' for yes and 'X' for No)

Self-instructional materials	✓
Print materials	✓
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	✓
Digitalized (Computer aided instructional materials)	✓
Question bank	✓
Any other (specify and indicate)	

12. Does the institution have a designated person for extension activities?

Yes ☒ No ☐

If yes, indicate the nature of the post.

Full-time ☐ Part-time ☐ Additional charge ☒

13. Are there NSS and NCC programmes in the institution?

Yes ☐ No ☒

14. Are there any other outreach programmes provided by the institution?

Yes ☒ No ☐

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

5

16. Does the institution provide consultancy services?

Yes ☒ No ☐

In case of paid consultancy what is the net amount generated during last three years.

NIL

17. Does the institution have networking/linkage with other institutions/organizations?

Local level	✓
State level	✓
National level	✓
International level	✓

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

3651.67

2. Are the following laboratories been established as per NCTE Norms?

a) Methods lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b) Psychology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c) Science Lab(s)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
d) Education Technology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e) Computer lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f) Workshop for preparing teaching aids	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

3. How many Computer terminals are available with the institution?

40

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

150000

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

50000

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

20000

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

40000

8. Has the institution developed computer-aided learning packages?

Yes ☒ No ☐

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	4	13	0	0
Non-teaching	3	6	0	0

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	0	0	0	0
Non-teaching	0	0	0	0

11. a. Number of regular and permanent teachers
(Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	3	12	0	0

	M	F	M	F
	0	0	0	0

	M	F	M	F
	0	0	0	0

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	0	2	0	0
Readers	0	0	0	0
Professors	0	0	0	0

c. Number of teachers from

Same state	15
Other states	0

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	0
B.Ed.	12.5:1
M.Ed. (Full Time)	2:1
M.Ed. (Part Time)	0

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	3	6	0	0
Temporary	0	0	0	0

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	1	0	0	0
Temporary	0	0	0	0

14. Ratio of Teaching – non-teaching staff

2:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

--	--

16. Is there an advisory committee for the library?

Yes ☒ No ☐

17. Working hours of the Library

On working days	9.30 - 4.15
On holidays	9.30 - 4.15
During examinations	9.30 - 4.15

18. Does the library have an Open access facility?

Yes ☒ No ☐

19. Total collection of the following in the library

a. Books	10525
-Textbooks	8397
-Reference books	2128
b. Magazines	13
c. Journals subscribed	
- Indian journals	53
- Foreign journals	-
d. Peer reviewed journals	8
e. Back volumes of journals	290
f. Information resources	
- Online journals/e-journals	Open access/paid
- CDs/ DVDs	181
- Databases	Open access
- Video Cassettes	100
- Audio Cassettes	100

20. Mention the

Total carpet area of the Library (in sq. mts.)	125
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to initiate	
Partially automated	
Fully automated	✓

22. Which of the following services/facilities are provided in the library?

Circulation	✓
Clipping	✓
Bibliographic compilation	✓
Reference	✓
Information display and notification	✓
Book Bank	✓
Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	✓
Inter-library borrowing	-
Power back up	✓
User orientation /information literacy	✓
Any other (please specify and indicate)	

23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day

50

Maximum number of days books are permitted to be retained

by students

1 week

by faculty

2 weeks

Maximum number of books permitted for issue

for students

2

for faculty

5

Average number of users who visited/consulted per month

1500

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled

50.2:1

25. What is the percentage of library budget in relation to total budget of the institution

3%

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I 2013-2014		II 2014-2015		III 2015-2016	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	80	25000	50	20000	25	10000
Other books	200	60000	100	40000	50	20000
Journals/ Periodicals	5	5000	5	5000	3	350
Any others specify and indicate						
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016
D.Ed.			
B.Ed.	2	4	0
M.Ed. (Full Time)	0	0	0
M.Ed. (Part Time)			

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	✓	No	
-----	---	----	--

If yes, how many students are under the care of a mentor/tutor? 10-12

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes	✓	No	
-----	---	----	--

5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	96.2	95.5	96.1	100	100	100			
Number of first classes	102	87	49	4	4	8			
Number of distinctions	39	44	11	-	-	-			
Exemplary performances (Gold Medal and university ranks)									

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

NET

SLET/SET

Any other (Specify and indicate)
(KTET/CTET)

I	II	III
1	1	3
-	4	7
-	5	7

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I	II	III
Merit Scholarship			
Merit-cum- means			
Fee concession	12	19	17
Loan facilities	10	12	8
Any other specify and indicate	8	14	12

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes		No	✓
-----	--	----	---

9. Does the institution provide Residential accommodation

For Faculty

Yes		No	✓
Yes		No	✓

For Non-teaching staff

10. Does the institution provide Hostel facility for its students?

Yes	✓	No	
-----	---	----	--

If yes, number of students residing in hostels

Men

Nil

Women

12

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields

Yes	✓	No	
Yes	✓	No	
Yes		No	✓

Indoor sports

facilities Gymnasium

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

15. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	
-----	---	----	--

16. Give information on the Cultural Events (Last year data) in which the institution participated/organised

	Organised			Participated		
	Y	N	Number	Yes	No	Number
Inter-collegiate	✓		1	✓		3
Inter-university				✓		1
National						
Any other (specify and indicate)						

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students	Outcome (Medal achievers)
University		
Regional		
National		
International		

18. Does the institution have an active Alumni Association?

Yes	✓	No	
-----	---	----	--

If yes, give the year of establishment

1996

19. Does the institution have a Student Association/Council?

Yes	✓	No	
-----	---	----	--

20. Does the institution regularly publish a college magazine?

Yes	✓	No	
-----	---	----	--

21. Does the institution publish its updated prospectus annually?

Yes	✓	No	
-----	---	----	--

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%)		Year 2 (%)		Year 3 (%)	
	BEd	MEd	BEd	MEd	BEd	MEd
Higher studies	15	-	15	3.5	20	7
Employment (Total)	50	70	60	80	70	90
Teaching	40	65	48	70	62	85
Non teaching	10	5	12	10	8	5

23. Is there a placement cell in the institution?

Yes	✓	No	
-----	---	----	--

24. Does the institution provide the following guidance and counselling services to students?

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

Yes	No
✓	
✓	
✓	

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes ☒ No ☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	1
Staff council	20
IQAC/or any other similar body/committee	5
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	5

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	✓	No	
Medical assistance	Yes	✓	No	
Insurance	Yes		No	✓
Other (specify and indicate)	Yes		No	

4. Number of career development programmes made available for non-teaching staff during the last three years

Nil		
-----	--	--

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization

Nil		
-----	--	--

- b. Number of teachers who were sponsored for professional development programmes by the institution

National	0		
International	0		

- c. Number of faculty development programmes organized by the Institution:

3		
---	--	--

- d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

3		
---	--	--

- e. Research development programmes attended by the faculty

6		
---	--	--

- f. Invited/endowment lectures at the institution

24		
----	--	--

- Any other area (specify the programme and indicate)

--	--	--

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes		No	✓
-----	--	----	---

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

If yes, give the number of hours spent by the faculty per week

3 hrs

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid

Nil

Fees

4020100

Donation

77000 (PTA)

Self-funded courses

Nil

Any other (Specify and indicate)

47826 (Photostat)

a) Contribution from own units

b) Telephone booth 153

c) Application forms 13110

d) Bank interest 1129947

e) Uniform materials

f) Miscellaneous 15913

9. Expenditure statement (for last two years)

Year 1

Year 2

Total sanctioned Budget	5500000	5000000
% spent on the salary of faculty	51	52
% spent on the salary of non-teaching employees	16	17
% spent on books and journals	5	5
% spent on developmental activities (expansion of building)	3	4
% spent on telephone, electricity and water	4	4
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	4	3
% spent on maintenance of equipment, teaching aids, contingency etc.	5	5
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	4	3
% spent on travel	3	3
Any other (specify and indicate)	5	4
Total expenditure incurred	5903623	4293991

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.

Deficit in Rs.

706009 (2014-15)

403623 (2015-16)

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

13. ICT/Technology supported activities/units of the institution:

Administration

Finance

Student Records

Career Counselling

Aptitude Testing

Examinations/Evaluation/ Assessment

Any other (specify and indicate)

Yes	<input checked="" type="checkbox"/>	No	
Yes	<input checked="" type="checkbox"/>	No	
Yes	<input checked="" type="checkbox"/>	No	
Yes	<input checked="" type="checkbox"/>	No	
Yes		No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	
Yes		No	-

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes ☒ No ☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes ☒ No ☐

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes ☒ No ☐

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes ☒ No ☐

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers ☒

b) for students ☒

c) for non-teaching staff ☒

19. Are there any ongoing legal disputes pertaining to the institution?

Yes ☐ No ☒

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes ☒ No ☐

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes ☒ No ☐

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms?

Yes ☒ No ☐

2. Do students participate in the Quality Enhancement of the Institution?

Yes ☒ No ☐

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	0	0	6	3
b	ST	1	0.5	5	2.8
c	OBC	5	2.8	124	71
d	Physically challenged	0	0	0	0
e	General Category	1	0.5	24	14
f	Rural	7	4	70	40
g	Urban	0	0	98	56
h	Any other (specify) OEC	0	0	9	5

4. What is the percentage of the staff in the following category?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	1	6.6	0	0
b	ST	0	0	0	0
c	OBC	8	53	9	100
d	Women	11	73	6	67
e	Physically challenged	0	0	0	0
f	General Category	6	40	0	0
g	Any other (specify)	0	0	0	0

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission				On completion of the course			
	Batch I		Batch II		Batch I		Batch II	
	BEd	MEd	BEd	MEd	BEd	MEd	BEd	MEd
SC	58.9	60	52.1	67.6	62.9	50.4	61.6	69
ST								
OBC	56.8	65	63.4	69.2	59.9	65.31	64.8	64.4
Physically challenged								
General Category	67.6	67.8	62.3	64.6	67.8	67.4	65.5	65.4
Rural	55.2	64.58	61.9	66.3	59.4	65.15	63.9	64.9
Urban	58.3	69.4	64.1	69.7	59.9	67.9	64.6	65.4
Any other (specify) OEC	68.1		60.5		69.2		63.8	

Section B

PART II: THE EVALUATIVE REPORT

1. EXECUTIVE SUMMARY

Establishment of the College

Avila College of Education established in the year 1995 is owned and managed by the Diocese of Cochin representing the Latin Catholic minority community of Cochin. The College was sanctioned by the Government of Kerala as per GO. No. 7531/B3/94/HE, dt. 26.09.1994 and is affiliated to Mahatma Gandhi University, Kottayam (U.O.No.AC.A1/1/Aff./94-95, dt.30.09.1994) and recognized by NCTE, SRC (no. F-K1-sec/EX-42/SRO/NCTE/2000-2001/1640, dt.11-08-2000), Bangalore. At present the college conducts Bachelor of Education (B.Ed.) programme and Master of Education (M.Ed.) programme. The National Commission for Minority Educational Institutions has granted the college Minority Status as per F. No. 329/2011.

Regulatory Bodies and their controls

The main regulatory bodies are: The NCTE Southern Region, Bangalore, the Kerala State Government, and the Mahatma Gandhi University, Kottayam. The principal and the staff are the regulatory body of the academic and co-curricular activities of the college. The overall running of the institution and all the nonacademic aspects of the college are under the governance of the Manager, Aquinas Educational and Charitable Trust of the Diocese of Cochin.

Admission Procedure in B.Ed. Programme (Two year)

Admission to the B.Ed. programme is regulated on the basis of marks obtained in the qualifying examination. Seats available for B.Ed. programme are mainly classified as merit seats and management seats. Merit seats are to be filled purely based on marks/grades obtained for the qualifying examination whereas management seats are to be filled by the concerned management. Allotment of seats is carried out by the college strictly following the rules of reservation provided by the University and Government.

Eligibility for Admission

Academic: Candidates should have passed the degree examination under the 10+2+3 pattern with one main subject and two subsidiary subjects from any of the universities of Kerala or any other university recognized by any of the universities in Kerala. The minimum requirement of marks for admission to B.Ed. course is (50%) in Bachelors Degree (Science/Arts subjects) in aggregate (ie. For part I+II+III) or in part III and M.Com. for B.Ed. Commerce.

Age: There is no upper age limit for admission to B.Ed. Course

Admission Procedure in M.Ed. Programme (Two year)

Candidates possessing a B.Ed. degree with not less than 55% marks are eligible for admission to M.Ed. programme. Admissions to the M.Ed. programme are regulated on the basis of marks obtained in the qualifying examination. Admission to merit seats and management seats are done as in the case of B.Ed. programme.

Relationship with Co-operating Schools

Internship/ Practice teaching is an essential component of B.Ed. programme. As per the direction of NCTE and the University, now 20 weeks are set apart for teaching practice. The institution has selected 31 schools (co-operating schools) in and around Edacochin for the smooth completion of teaching practice of our students. We maintain cordial relationship with these

schools. The schools provide full support and co-operation for us. Before sending students for practice, with the prior consent from the concerned DEO, the Principal visits the schools personally and discusses various aspects and requests the school authorities for permission for teaching practice.

After this, the students are sent to procure the time-table and the syllabus. The students have to take 55 lessons in optional subject, five lessons in innovative practices, three lessons in physical education, two lessons in health education, three lessons in Yoga, two classes in value education, and classes on art forms. In addition to this, they conduct achievement test, and child study as part of their teaching practice. The institution invites the teachers from the co-operating schools as resource persons for demonstration classes and also invites them to seminars and workshops conducted in our College. The College library, microteaching clinic and language laboratory are open to the faculty of co-operating Schools also.

Relationship of the College with the Community

The institution believes in cordial college-community relationship as educational institutions cannot exist in isolation. Most of the students are from the nearby locality. The college maintains good relationship with the local community. To improve the relationship with the neighbouring community, every year students of this college visit the relief settlement home in the vicinity. During the visit students offer snacks, medicines, etc. for the inmates. The student teachers also visit Shilpa School every year (a local special school for mentally challenged students). A small amount is also contributed to the school every year. The institution conducts health surveys of its locality. With the initiative of the institution, a library was established at Kallencherry – an underdeveloped area in the neighbouring Kumbalanghi Village. The institution contributes for the maintenance of this library.

Challenges faced by the Institution in improving quality

- ❖ Lack of financial resources due to shortage of admission to teacher education programmes.
- ❖ Less facility/opportunity for professional growth of faculty due to lack of UGC assistance for research or project.
- ❖ Absence of research courses due to Government policies.
- ❖ No representation in decision making bodies of the University.
- ❖ Leaving of faculty for better job opportunities.
- ❖ Lack of financial support from Government/other agencies.
- ❖ A section of students joining the course without genuine interest.

1. CRITERION WISE ANALYSIS

CRITERION I: CURRICULAR ASPECTS

1.1 Curricular Design and Development

1.1.1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

Objectives of the Institution

- ❖ To prepare the student teachers to become skilled and competent teachers.
- ❖ To equip the student teachers with modern practices in educational field.
- ❖ To familiarize prospective teachers with fundamentals of educational research.
- ❖ To provide value based education.
- ❖ To identify and develop the creative abilities and innate potentialities of student teachers.
- ❖ To develop innovative strategies in learning process.
- ❖ To organize programmes focusing on community uplift and national development.
- ❖ To implement programmes fostering cordial relationship with educational institutions in the locality.

The above mentioned objectives encompass the following aspects:

Intellectual - The institution aims at:

- ❖ Providing and sustaining high quality teacher education.
- ❖ Inculcating intellectual pursuit among the student teachers.
- ❖ Promoting teacher education among all classes, castes, and communities.
- ❖ Providing to the country and world, the employable, and responsible citizens.
- ❖ Ensuring intellectual growth of the student teachers hailing from disadvantaged/marginalized sections of the society.

Academics - The institution attempts to:

- ❖ Cultivate academic quest among the student teachers.
- ❖ Promote the culture of lifelong learning among the student teachers.
- ❖ Incorporate innovative aspects in the teaching-learning process.

Training - The institution is committed to:

- ❖ Conduct professional courses in teacher education by providing best possible facilities and infrastructure.
- ❖ Develop life skills among student teachers to face the complexities of life.
- ❖ Provide qualified teaching professionals with competency and commitment.

Access to the Disadvantaged - The institution tries to:

- ❖ Run professional Teacher Education courses with preference to disadvantaged/marginalized sections of the society.
- ❖ Uplift the backward communities through professional education.

Equity - The institution:

- ❖ Provides education to all, irrespective of considerations of caste, creed, and religion with particular preference to the backward classes of society.
- ❖ Provides quality education for overall growth and development of student teachers.
- ❖ Arranges scholarships to the student teachers belonging to the SC/ST/SEBC/fishermen category provided by the Government and other agencies.
- ❖ Provides tutorials and mentoring to support students especially weak.

Self Development - The institution attempts to:

- ❖ Facilitate self development and harmonious growth of its student teachers.
- ❖ Make the student teachers self reliant and capable of leading others.

- ❖ Improve communication skills by giving everyone opportunities for seminars, presentations, and speeches.
- ❖ Allow each student teacher to deliver their “thought” during morning assembly conducted every day.
- ❖ Enable its student teachers to develop self-confidence to face difficulties of life.

Community and National Development - The institution seeks to:

- ❖ Inculcate a sense of social responsibility and social service among its student teachers through visits, surveys, public health promotion programmes, etc.
- ❖ Contribute to the social and national cause.
- ❖ Help the poor by providing midday meals.

Issue of Ecology and Environment - The institution attempts to:

- ❖ Spread awareness about environmental issues through classes, seminars, and activities.
- ❖ Actively engage all student teachers in the activities of science club.
- ❖ Promote culture of saving non-renewable natural resources.
- ❖ Maintain medicinal garden, plants, and trees in the campus.
- ❖ Maintain a green environment at the institution premises.

Value Orientation- The institution:

- ❖ Imparts moral education by examples and practical actions.
- ❖ Respects all religious values by activities such as reading holy books of different religions during daily morning assembly and other functions.
- ❖ Instills the values of respect to elders, honesty, loyalty, and patriotism.
- ❖ The community living camp helps develop values such as cooperation, tolerance, dignity of labour, etc. among student teachers.

Employment – The institution seeks to:

- ❖ Supply quality professionals in education for secondary and higher secondary schools.
- ❖ Promote employment opportunities for candidates through the functioning of a placement cell.

Global Trends and Demands - The institution committed to:

- ❖ Follow a well conceived curriculum incorporating ICT and innovative practices.
- ❖ Utilize ICT and microteaching to prepare globally competent teachers.

1.1.2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies).

The institution follows the curriculum prescribed by Mahatma Gandhi University for B.Ed. and M.Ed. courses that reserves the right to revise and develop the curriculum. It ensures the relevance of its programmes and seeks modifications in the existing course to meet the emerging needs. It considers the feedback from student teachers, alumni, Parent Teacher association, community, and other stakeholders in curriculum development and planning.

Need assessment - The institution attempts to put forward suggestions to the university regarding the curriculum. It assesses the existing curriculum for:

- ❖ Suitability for practical applications.
- ❖ Bringing in modifications.
- ❖ Updating the existing curriculum.
- ❖ Making it more effective and efficient for student teachers.

Development of information database

Database from faculty:

- ❖ Faculty members are required to give their suggestions regarding the curricular aspects. Periodic meeting of the staff council is an occasion to discuss such academic matters.

Database from Student Teachers:

- ❖ Student teachers are given directions to write down their reflections based on curricular activities.
- ❖ Evaluation of faculty is also done by student teachers.

Data base from Alumni:

- ❖ Opinion of passed out student teachers are collected through Alumni association.

Data base from Academic experts

- ❖ Opinion of the experts on the relevance of curriculum is sought with special emphasis on needs of society and practical aspects.

1.1.3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The teaching-learning process of the institution has minimized the traditional methods of teaching such as lecturing and is renewed to meet the emerging needs of the students at par with global trends. The instructional process integrates constructivist methods of teaching, using technology like LCD Projector, Internet, Computers, and other audio-visual aids to present the lessons effectively. In order to meet the global demands, the following course of study is included in the B.Ed. curriculum by the affiliating university. The curriculum development committee takes all the relevant aspects into consideration. The faculty of this college is actively involved in the process.

Brief Outline of B.Ed. Curriculum

Theory Courses

Group I: Core Courses

- EDU 101: Contemporary India and Education
- EDU 102: Childhood and Growing up
- EDU 103: Development and Resources in Educational Technology
- EDU 201: Knowledge and Curriculum
- EDU 202: Learning and Teaching
- EDU 203: Assessment for Learning
- EDU 301: Language Across the Curriculum
- EDU 401: Gender, School and Society
- EDU 402: Personality Dynamics in Education

Group II: Pedagogic Courses

- EDU 104: Understanding the Discipline of (Optional Subject)
- EDU 105: Learning to function as (Optional Subject) teacher
- EDU 204: Pedagogical Dimensions of (Optional Subject)
- EDU 205: Curriculum & Resource Development in (Optional Subject) Education
- EDU 403: Professional Development of (Optional Subject) teacher

Group III: Associate Course -Elective (Any two are offered by the college)

1. Environmental Education
2. Special Education
3. Special Education
4. Elementary Education
5. Guidance and Counselling

Practical Courses

1. Practice Teaching – 20 weeks with a minimum of 50 lessons and related practical work which include five demonstration classes, five discussion classes and five criticism classes.
2. Community experience and SUPW
3. Art Education
4. Health care and Physical Education
5. Yoga practice

Brief outline of M.Ed. Curriculum

A. Common Core Courses

1. Perspective Courses

1. Philosophy of Education
2. Advanced Educational Psychology- Learning and Development
3. Introduction to Education Studies
4. Sociology, History and Political Economy of Education
5. Advanced Educational Psychology - Individual Differences
6. Curriculum Development and Transaction

2. Tool Courses

1. Introduction to Educational Research and Statistics
2. Advanced Educational Research and Statistics
3. ICT and Skill Development (ICT, Communication Skill, Expository Writing, Academic Writing including Research Proposal and Self Development including Yoga)

3. Teacher Education Courses

1. Theoretical Bases of Teacher Education
2. Teaching, Research, Innovations and Issues in Teacher Education
3. Field Internship

B. Specialisation courses

1. Context and Issues of Elementary Education
2. Context and Issues of Secondary and Senior Secondary Education
3. Specialisation Course opted from Thematic Cluster-A: Guidance and Counselling
4. Specialisation Course opted from Thematic Cluster-B: Inclusive Education
5. Specialisation Course opted from Thematic Cluster-C: Advanced Methodology and Pedagogical practices of optional subject
6. Field Internship: in primary schools, primary teacher education institutions, field site relevant to the area of specialisation opted from thematic cluster A&B, secondary and senior secondary schools, secondary teacher education institutions, field site relevant to the area of specialisation opted from thematic cluster C.

C. Research Dissertation and Viva-Voce

B.Ed. and M.Ed. curricula are given in Appendix 8 and Appendix 9 respectively.

1.1.4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

Thrust areas like environmental protection, value education, and information-communication technology are included in the curriculum. Apart from the prescribed curriculum of Mahatma Gandhi University, the institution frequently arranges programmes, which will enable the student teachers to absorb values and also lead an ecofriendly life. The college organizes different programmes on environment, which include:

- ❖ Celebration of the environment day (June 5th).
- ❖ Campus cleaning and beautification and green campus programme.

- ❖ Planting saplings.
- ❖ Organizing competitions (Poster making, Slogan writing, Quiz, etc.)

For the development of humanitarian, national, and spiritual values the institution has included various programmes like lectures, discussions, and seminars. The institution starts our morning assembly every day with prayer, readings from the holy books, like the Bible, the Quran, and the Bhagavat Gita. It also arranges ethical teaching classes for student teachers with a view to develop secular values as well as other cardinal values. The institution conducts yoga classes, educational tours, and debates regularly.

Regarding Information and Communication Technology, the institution has made computer awareness a part of the B.Ed. curriculum. Provision is made in the time table to impart basic training in computers to our students. The College has a sophisticated multimedia room with the latest hardware and software for multimedia production and presentation. The computers in the College are in local area network with appropriate software and support. More details are included under the criterion 'infrastructure facilities.'

1.1.5. Does the institution make use of ICT for curricular planning? If yes give details.

In one of the core course for B.Ed. programme, *EDU 103: Development and Resources in Educational Technology* prescribed by the university, ICT component is taken care of. The institution encourages the use of internet, power point presentations, video lessons, preparation of blogs, and use of library links by the faculty and student teachers in the teaching and learning processes. All of the faculty members are trained in power point presentation. The student teachers are trained in the skills of internet access, and use of smart class rooms.

The College has a computer lab with 25 computers. B.Ed. students prepare power point presentation and blogs as part of the curricular activities. Computer practicals are also included in the M.Ed. curriculum. The College has a computerized Microteaching clinic where students practice Microteaching skills.

1.2 Academic Flexibility

1.2.1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

The institution strives to make teaching a reflective practice by a variety of teaching learning experiences.

- ❖ Reflective journal writing for all the academic activities are carried out by student teachers.
- ❖ Self-evaluation and peer evaluation are encouraged during practice teaching.
- ❖ Collaborative group learning, both inside and outside the classrooms is encouraged.
- ❖ Peer criticism on lessons and videotaped microteaching and criticisms are conducted.
- ❖ Apart from assessment practices, staff and students are encouraged to critically evaluate themselves in all important aspects.

1.2.2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the PTs both in the campus and in the field?

The institution tries to provide varied learning experiences to its student teachers to ensure adequate flexibility and scope in the operational curriculum. In order to provide varied learning experiences, the institution utilizes teaching-learning methods like discussions, workshops, seminars, debates, project work, etc. As per the calendar of activities, cultural programmes are conducted every week to boost the innate aesthetic and artistic abilities of the students. Students

are encouraged to celebrate all days of importance like the Republic Day, Science Day, Independence Day, Environmental Day, Women's Day, Onam, Christmas, Ramzan, etc. with various cultural programmes. In addition to this, we celebrate the following days related to the institution like the College Union Inauguration, Arts Festival, Sports Day, College Day, etc. in a colourful manner with the full cooperation of the students and staff.

Physical Education, Art Education and SUPW programmes have sufficient place in our curriculum. As a part of SUPW activities our students are given training for book binding, candle making, soap making, file making with low cost materials, etc. As a part of community awareness, our students conduct community living camps, socio economic survey, health survey, visit to rehabilitation centres, etc.

The institution conducts study tours and field trips every year.

As part of co-curricular activities, the institution organizes various clubs in which the students actively participate. The different clubs are:

- ❖ Mathematics Club
- ❖ Social Science Club
- ❖ Language / Literary Club
- ❖ Science Club
- ❖ Commerce Club
- ❖ Nature Club

All the clubs function under a sponsor (teaching faculty) and under the leadership of office bearers elected from the students. The clubs organize field trips, seminars, quiz programmes, and publish manuscript magazines.

Library facilities are made available for self study and reference of students and staff. The library is well equipped with latest books and journals. It has also internet facility for online access of information sources on the web. Basic computer knowledge is imparted to students to access information through sources like the Internet and the computer aided learning materials, digital libraries, and information databases.

1.2.3. What value added courses have been introduced by the institution during the last three years which would, for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community Orientation, Social Responsibility, etc.

The institution follows the syllabus as prescribed by the Mahatma Gandhi University. So there is no specific value added courses introduced in this institution. However the institution regularly conducts seminars and workshops on ICT skills, communication skills, and other soft skills. Student teachers are given opportunities to improve their language abilities during the tutorial periods included in the timetable.

A course on communicative English is included in the fourth semester of B.Ed. programme.

ICT is an integral part of modern teacher education. The institution is equipped with a good computer laboratory and Language Lab. The student teachers are given assignments to be completed with the help of computers.

1.2.4. How does the institution ensure the inclusion of the following aspects in the curriculum?

- i. **Interdisciplinary/Multidisciplinary**
- ii. **Multi skill development**
- iii. **Inclusive education**
- iv. **Practice teaching experience/ internship**

- v. **Work experience/ SUPW**
- vi. **Any other (specify and give details)**

Avila College of Education attempts to include the above mentioned aspects as detailed below:

i. Interdisciplinary/multidisciplinary

- ❖ No subject is taught in isolation in the institution. The subjects of B. Ed. have interdisciplinary nature which combines philosophical and sociological principles to understand the social significance of teaching learning process.
- ❖ Concepts of psychology are incorporated in developing teaching skills, for classroom management, and in the evaluation procedure.
- ❖ Irrespective of the optional subject each student teacher is familiarized with basics of environmental education.
- ❖ Research proposals and tools prepared by the M.Ed. students are discussed in the whole class to provide multidisciplinary approach.
- ❖ Irrespective of the optional subject student teachers participate in debates on different issues.

ii. Multi skill development

- ❖ The student teachers are encouraged to take part in the multi-skill development activities that are organized by the college.
- ❖ Besides the prescribed curriculum co-curricular activities are conducted by the institution.
- ❖ The student teachers have to participate in different cultural activities that are organized throughout the academic year.
- ❖ The student teachers prepare slogans, posters, banners, street plays on different moral and social issues.
- ❖ Various clubs of the institution such as science club, nature club, language club, etc. also play an important role in multi-skill development.
- ❖ Student teachers are given opportunities to develop their presentation skills through ICT incorporated seminar presentations.
- ❖ Through microteaching, core teaching skills are imparted. The following skills are identified as core-skills and special attention is given to enhance them.
 - Skill of set induction
 - Skill of questioning.
 - Skill of explanation
 - Skill of illustration with example
 - Skill of reinforcement
 - Skill of stimulus variation
 - Skill of black board work
 - Skill of class room management

iii. Inclusive education

- ❖ In B.Ed. Syllabus, topics like problems of mentally and physically challenged children and human resources development are included. Exposure to these gives the students awareness of inclusive education.
- ❖ Inclusive education is taken as an elective course for M.Ed. programme.

- ❖ Tutorial system and series of examinations are conducted to help the below average students prepare well for university examinations.
- ❖ Multisensory approach is followed for classroom transaction.

iv. Practice teaching

- ❖ Practice teaching of student teachers is an integral part of B.Ed. programme. It is arranged in various nearby schools every year. Twenty weeks are set apart for teaching practice in two semesters. As per NCTE calendar of activities, two weeks are spent for preparation of teaching practice. Five discussion lessons, five demonstration classes, five criticism classes, and three micro teaching lessons are conducted as part of the preparation of teaching practice.
- ❖ College faculty and the school staff supervise and provide necessary guidance and suggestions to the student teachers, at different stages of internship and evaluate the classes. Peer evaluation is also encouraged during practice-teaching.
- ❖ Student teachers conduct case study and various practicals on school children in the practicing schools.

v. School Experience / Internship

The teaching practice sessions give good school experience to the student teachers. For the entire teaching practice, the students are directed to consider themselves as the members of the school. The student teachers are insisted to actively participate in all the activities of the school such as morning assembly, celebrations, youth festival, etc. The student teachers prepare a report of the school, highlighting its strengths and weaknesses. Internship is also arranged for M.Ed. students in primary schools, primary teacher training institutions, secondary schools, and secondary teacher training institutions.

vi. Work Experience / SUPW (Socially useful productive work)

Special attention is given in the time table for SUPW activities. One hour per week is allotted to SUPW activities and students are given practice in candle making, book binding, envelop making, chalk making, etc. under the guidance of an SUPW instructor.

vii. Research Experience

The M.Ed. students are given one month time as per university rules to collect data for research work. Before leaving for data collection two or three Research Colloquia are conducted to discuss and modify research topics. Each PG student gets opportunity to present his/her topic before all PG students, staff members, and external experts. All the participants of the colloquia are free to raise questions and give suggestions. Each research proposal is accepted after constructive criticism during the colloquia. The Avila Journal of Educational Research includes research articles of the M.Ed. students also.

viii. Any other specify

- ❖ Health and Physical Education: The institution accepts that education is the development of 4Hs. i.e. Head, Hand, Heart, and Health. Therefore utmost importance is given to health and physical education. Special provision is given for it in the curriculum and special time is allotted for it in the time table. The students are given practice in minor games and other sports activities under the leadership of physical education instructor. The institution has a well maintained play ground through resource sharing with Aquinas

College - one of the Colleges under the same management in the adjoining campus with sufficient space for organizing different games.

- ❖ Inter house competitions are frequently organized and prizes/certificates are awarded to the winners to provide motivation.
- ❖ Student teachers undertake extension activities such as AIDS awareness programme, exhibitions, social survey, environment campaign, etc.

1.3. Feedback on Curriculum

1.3.1. How does the institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The institution collects feedback from the student teachers, alumni, employers, community, and other stakeholders. The institution encourages the students to give their feedback regarding the teaching-learning process that is going on in the institution. Feedbacks from students are collected at the end of the course through a questionnaire. The feedback from the community and Alumni are collected at the time of PTA meeting and Alumni Association meeting respectively.

A questionnaire has been prepared incorporating major aspects of curriculum/curriculum implementation and sent it to the employers. The filled questionnaires are collected and their suggestions are codified for further action.

1.3.2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

The feedback is analyzed critically by the members of IQAC. Responses from questionnaires are collected and analyzed. The institution makes use of the feedback to improve the practices of the institution and also to evaluate the curriculum.

1.3.3. What are the contributions of the institution to curriculum development? (Member of BOS sending timely suggestions, feedback, etc.)?

When the University arranges seminars/workshop, etc. related to curriculum restructuring, all the staff members of this institution whole heartedly participate in them. The experience of faculty members with the curriculum is shared among the peer members. Last time (i.e. in 2015), when the University arranged workshops to restructure B.Ed. and M.Ed. curricula, all the staff members of this institution participated and gave suggestions for the modification of the curriculum.

1.4 Curriculum Update

1.4.1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

B.Ed. curriculum of the Mahatma Gandhi University has undergone a major restructuring during the academic year 2015-2016. The duration of the programme has been lengthened to two years with four semesters. Many new areas were included in the curriculum in tune with the changed international perspectives in teacher education and incorporating modern ICT practices. The major areas of change are the following:

- ❖ Special emphasis is given for globalization, value crisis, and gender issues.
- ❖ Inclusion of modern psychological theories, like multiple intelligence theory and social constructivism

- ❖ Introduction of psychology practicals.
- ❖ ICT related practicum and practicals.
- ❖ The duration of practice teaching has been augmented to 20 weeks from 30 working days.
- ❖ Community living camp is made a part of the curriculum.

M.Ed. curriculum has also undergone a major restructuring during the academic year 2015-2016. The duration of the programme has been enhanced to two years with four semesters. The major areas of change are the following:

- ❖ Special emphasis is given for multiculturalism, inclusive education, logical positivism, value crisis, gender issues, etc.
- ❖ Introduction of field internship.

All these changes have been well received by the students and teachers so far. Feedback on the curriculum is communicated to the University in the appropriate form.

1.4.2. What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

The feedback from the student teachers regarding the curriculum is communicated to the university by the institution. They share their views on the relevance/irrelevance of the topics/items prescribed. Difficulties faced by student teachers in understanding particular concepts/contents and during practice teaching sessions are discussed at appropriate platforms. Feedback from the practicing schools is collected, analyzed and creative suggestions are incorporated. The institution seeks opinions of various stakeholders from the view point of updating/revising curriculum. The suggestions are communicated to the University for improving/updating the curriculum when the University takes initiative for it.

1.5 Best Practices in Curricular Aspects

1.5.1 What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

- ❖ An IQAC is functioning in the institution which suggests and implements various academic pursuits like research colloquia, seminars, debates, quizzes, etc. in the college.
- ❖ Periodic review of the curricular practices/implementation is carried out by the staff council of the institution.
- ❖ Innovative practices of teaching are adopted for transacting curriculum.
- ❖ Feedback is obtained about the curriculum design from different resources and attempts are made to incorporate modifications.
- ❖ Faculty evaluates the process of curriculum transaction through various measures such as classroom interaction, internal assessment, student portfolio assessment, projects, assignments, etc.
- ❖ The management recruits teachers only on the basis of academic merit and experience and encourages the teachers to pursue further study and research. Faculty empowerment is facilitated through participation in seminars/ conferences.
- ❖ The institution seeks feedback from students about the faculty and the same is communicated to the faculty with a view to enhance quality.
- ❖ Workshops are conducted by academic experts to provide guidance and quality input for teaching particular topics like teaching skills, ICT in classrooms, use of audio visual aids, constructivist approach, etc.
- ❖ The institution tries to promote ICT in lesson planning and in preparation of teaching-learning materials.

- ❖ To equip the students with teaching skills, the institution provides a well equipped micro teaching clinic.
- ❖ To develop skills of language teaching, the institution has a modern language laboratory with 10+1 cabin.
- ❖ In addition to these, the institution provides a well furnished psychology lab, technology lab, and science lab (Physical Science & Natural Science), with a view to impart quality education to the student teachers.
- ❖ Internet connectivity with facility for online access of journals and books are provided.
- ❖ Computer knowledge is provided to all students by the institution.
- ❖ Research colloquia conducted for M.Ed. students sharpen their research skills. The institution encourages students to select new topics for research.
- ❖ A Research Committee was constituted to encourage research culture among the staff and students.
- ❖ The institution started the publication of a research journal with ISSN.
- ❖ Publication of M.Ed. Dissertation Abstracts.
- ❖ Organization of two National Seminars and publication of proceedings with ISBN.

1.5.2. What innovations/best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?

The institution develops and implements the following innovations/best practices to achieve the objectives and effective transaction of the curriculum.

- ❖ Constructivist approach is generally followed for classroom transaction giving minimum importance to lecturing. Student teachers are encouraged and guided to organize seminars, group discussions, peer teaching/evaluation, etc.
- ❖ Teacher educators vehemently utilize the library facilities – books, educational journals, periodicals, e-journals, e-books, and introduce the same to the student teachers. Student teachers are motivated to use such resources for further learning.
- ❖ Practices like mentoring/tutorial systems, chain of examinations, model examination, class tests, etc. contribute to academic progress. Progress report is sent to parents so that they will be aware of the academic progress of their ward.
- ❖ Skill development of student teachers is ensured by the training in microteaching clinic which is specially designed for this purpose. Video /audio recordings of micro lessons provide valuable information for self assessment. Video recordings are helpful in assessing various aspects of teacher talk, its relevance, clarity of instructions and explanations, teacher’s responses to students, responses of students, etc. Video recordings also help in understanding the teacher aspects of his/her own behavior/ performance.
- ❖ Student feedback: The institution believes that the perceptions of student teachers add a valuable perspective to the entire system. The student teachers are asked about their views on individual teachers’ performance. This is done with questionnaires.
- ❖ The aim of the research colloquia conducted by the M.Ed. department is to sharpen the research skills of PG students. Each student finalizes the research topics and tools after presenting the topic in two or three colloquia.
- ❖ Apart from the study tours, field trips are arranged by different clubs to give firsthand experience to students. A report of the field trip is also prepared and submitted by the students.

- ❖ The morning assembly includes readings from major holy books and thought for the day. These practices help to inculcate good values in students. Even though it is not a part of the curriculum, it can be considered as an aspect of hidden curriculum. Classes on ethical teaching also form a part of the B.Ed. course.
- ❖ Student's profile is collected from all students and filed in the college office for reference. The profile includes the academic achievement, health status, and other personal details of the students. Teachers get accurate information about the students from these profiles. It is also used by the Placement Cell of the College to select suitable candidates for employment in various institutions.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?

1. Curricular Design & Development

- Academic programs and courses are in tune with the vision, mission and the objectives of the college.
- The curriculum is designed to facilitate entry to further higher education as well as employment.
- Curriculum offered by the institution has relevance to the regional and national developmental needs.

2. Academic Flexibility

- Curriculum content has adequate scope and flexibility to adapt to the demands on the school teachers and the emerging issues in the national contexts.
- Debates, seminars, group discussions are conducted to develop self confidence in the student. Elective options are available to the students.
- Students are exposed to varied learning experiences.

3. Feedback on curriculum

- Student feedback is collected at the time of exit and through suggestions while pursuing their studies.
- Feedback from employers may be collected from time to time in a structured manner.
- Feedback from alumni and community are collected at the time of alumni and parent teacher meet.

4. Curricular update

- The curriculum used to be updated by the affiliating university (Mahatma Gandhi University) in regular intervals. The last revision was undertaken in 2009 along with introduction of Semester and credit system.

5. Best practices in curricular aspects (if any)

- Integration of ICT in the course curriculum.

Actions taken based on the suggestions

The institution has made attempts to collect feedback from employers in a systematic manner. A questionnaire has been prepared incorporating major aspects of curriculum/curriculum implementation and sent it to the employers. The filled questionnaires are collected and their suggestions are codified for further action.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

- ❖ The institution is keen to incorporate all the innovative practices suggested in the new curriculum (2015).
- ❖ The institution gives special emphasis on ICT in curriculum transaction. Student teachers prepare e-portfolio and blogs besides preparing power point presentations.
- ❖ For curricular transaction teachers incorporate ICT and constructivist methods like brain storming, cooperative teaching, debates, etc. instead of lecture method.
- ❖ All the faculty members actively participated in the curriculum revision workshops conducted by the University.
- ❖ Besides gathering feedback from students, parents, and alumni, the institution has made attempts to collect feedback from employers in a systematic manner by using a questionnaire. These suggestions are forwarded to the concerned authority in time.
- ❖ The institution has taken steps to promote community service and to arouse social concern in students.

CRITERION II – TEACHING, LEARNING AND EVALUATION

2.1 Admission process and student profile

2.1.1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

As the college is functioning under the self financing stream, the institution follows the directions and policies of the State Government and the University in the admission procedure time to time. The agreement between the Government and the management association ensures 50% seats in the management quota and 50% in open merit. Admission to the merit seats are carried out on the basis of the merit list prepared by the institution from the candidates applied under merit quota following the Government and University norms. Admission to the management seats are done by the institution from the candidates applied under management quota on the basis of marks obtained in the qualifying examination.

2.1.2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

Mahatma Gandhi University Kottayam advertises a notification for admission to B.Ed. and M.Ed. courses in affiliated colleges in the University website and in various newspapers. The criteria for the admission with all necessary details are included in the advertisement.

The institution gives advertisements in the print and visual media. The website of the institution is regularly updated showing details regarding the programmes. The prospectus of the institution provides information regarding various aspects of the college.

2.1.3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

Regarding the 50% open merit seat, the institution strictly follows the criteria given by the State Government and Mahatma Gandhi University, Kottayam and rank lists are prepared from the applicants on merit basis and are published. As far as the management seats are concerned the management takes utmost care to admit students on the basis of the marks of the qualifying examination.

2.1.4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

Merit seats are reserved to students belonging to SC, ST, OBC, and OEC are allotted to them as per rules. Fee concession and scholarships are arranged to economically backward students as per eligibility. Students from any section of society can seek admission provided they have the necessary qualifications.

2.1.5. Is there a provision for assessing student's knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.

Yes, there is provision for assessing students' knowledge, needs, and skills before the commencement of teaching programme:

- ❖ At the time of admission each applicant is interviewed by the Principal, Senior Assistant, and Programme Coordinator to know them personally.
- ❖ Every academic session begins with an orientation about the programme. The student teachers are given opportunity to share their views, to make queries and discuss their point of view regarding the programme structure and schedule.

- ❖ Every year institution organizes the talent hunt programme before the commencement of the regular classroom teaching to assess the various skills of the student teachers.

2.2. Catering to diverse needs

2.2.1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students?

The institution is situated in the outskirts of Cochin City away from the hustle and bustle of city life. The College functions in a calm and serene atmosphere. The college provides an environment conducive for learning and development of the student teachers in the following ways:

- ❖ The institution has adequate infrastructure, sufficient to fulfill the needs of B.Ed. and M.Ed. programmes according to University and NCTE norms.
- ❖ The online library is equipped with latest books, journals, and magazines. The library is computerized with internet facility. There are separate registers for the staff and students in the library. Separate registers are kept for B.Ed. students from different options and M.Ed. students. Apart from this an 'in and out register', 'online register' and 'register for daily issue' are also maintained.
- ❖ Students from each B.Ed. optional are given separate time and day for taking library books. The details are displayed in the library. All these practices ensure discipline in the library.
- ❖ Use of ICT is motivated among student teachers in preparing lesson plans, practicals, and practicum.
- ❖ Laboratory facility is available for various subjects. A member of the teaching staff is in charge of each laboratory.
- ❖ There is an emphasis on sports and cultural activities. Student teachers are exposed to various cultural programmes. Community living camps organized by the institution help the student teachers develop social skills.
- ❖ Students are made aware of the needs of under privileged sections of the society, by arranging field trip to the settlement colony nearby, which functions under the Cochin Corporation.
- ❖ Punching system established in the institution for staff and students helps to maintain punctuality and discipline in the campus.
- ❖ There are separate leave forms for the staff and student teachers. Monthly record of attendance is given to the concerned teacher.
- ❖ There are separate uniforms for B.Ed. and M.Ed. students. The staff members are also very modest in dressing.
- ❖ All decisions regarding academic and non academic matters including discipline are taken by the Principal and the staff members in the staff council meetings.
- ❖ Students are free to express their views in the students' council meetings which are attended by the staff advisor.
- ❖ The parents discuss and express the opinions during PTA meetings.
- ❖ B.Ed. students are well informed about the rules, regulations and discipline to be maintained in the schools before they go for practice teaching.

2.2.2 How does the institution cater to the diverse learning needs of the students?

The institution adopts following measures to cater to the diverse learning needs of the students:

- ❖ Multimedia approach is incorporated in teaching-learning process.
- ❖ The institution follows discussion and assignment method in the class rooms.
- ❖ The library hours are maintained with a view to encourage self study habits and research work.
- ❖ Online library also helps our students to enter into the world of information explosion.
- ❖ Advanced learners are encouraged to present class seminar through LCD.
- ❖ B.Ed. students are asked to prepare and present a summary of respective school subjects in the optional classes. This helps to achieve mastery over the content.
- ❖ In the B.Ed. programme utmost importance is given to discussion, criticism, and demonstration classes.
- ❖ Assignments and projects are given to B.Ed. and M.Ed. students. A child study record is prepared by the B.Ed. students as part of the syllabus. Apart from that, a school report is also prepared by the B.Ed. and M.Ed. students, when they go for practice teaching/internship.
- ❖ In the M.Ed. section selection of topics for research work, preparation of tools etc. are finalized through group discussion and colloquia.
- ❖ The institution organizes debates on social issues, quiz competitions, etc.

2.2.3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

- ❖ The institution follows the curriculum prescribed by Mahatma Gandhi University for B.Ed. course. The restructured curriculum implemented in 2015 helps the student teachers to understand the role of diversity and equity in teaching-learning process. The curriculum provides theoretical insight to the student teachers to visualize the various educational, social, and psychological issues. The institution provides opportunities to practice the theoretical aspects in real life situation through field experiences. Almost equal weightage is given to theory and school-based practical activities.
- ❖ During the teaching learning process, the teacher educators uphold the values of democracy, avoid criticism, and become pro-active and well attentive to understand different viewpoints in a democratic way. The individuality of the student teachers is respected and different viewpoints are taken as merely the reflection of diversity.
- ❖ The student teachers are made aware of the reasons for the problematic behaviour of children in the school classes and they are given practice to prepare the child study record, which will help the student teachers to understand the children and treat them accordingly.
- ❖ Student teachers are made aware about the concept of multiculturalism and value of respecting different cultures through various cultural activities.
- ❖ The classes commence with a morning assembly with daily prayers which include readings from the holy books of various religions, news headlines, and thought of the day. The prayer session is planned in a way that embodies sentiments of all castes and religions. Reciting national anthem that expresses national integrity is an integral part of the morning assembly.

- ❖ Messages are given during the morning assembly based on the importance of the day such as birthdays of national leaders/freedom fighters, national and international days of importance, etc.
- ❖ Field trips/study tours are arranged to provide planned exposure to student teachers on cultural diversity and integration.

2.2.4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

- ❖ The institution appoints qualified candidates as faculty after an interview. Besides the Principal three of the faculty members possess Ph.D. in Education. Seven faculty members are NET qualified.
- ❖ Faculty is updated by ensuring participation in seminars, workshops, etc. organized by the institution, University, and other institutions.
- ❖ The IQAC monitors all activities of the institution conducted by various optional classes and clubs under the sponsorship of teacher educators. A visitor's diary is maintained in the institution, where the dignitaries who visited the institution have recorded their comments.
- ❖ A Complaint/suggestion Box is kept in the institution. The students can utilize it to give their opinions and suggestions by keeping their identity anonymous. These suggestions are discussed in the staff council and necessary steps are taken.
- ❖ The external experts who visit the institution for B.Ed. external practical examination share their views about the functioning of the College.
- ❖ Students express their views and suggestions in the student council meetings which are attended by the staff advisor. Feedback from B.Ed. and M.Ed. students are collected at the end of the course. The information collected through all these sources are discussed with the teachers by the Principal and thus they are made aware of the diverse needs of the students.

2.2.5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

Various activities of the institution help the student teachers to know and develop skills related to diversity and inclusion and apply them effectively in classroom situation.

- ❖ The faculty creates among student teachers a clear understanding of the psychology of school children giving emphasis on individual differences.
- ❖ Student teachers visit Palluruthy Relief Settlement Home, functioning under the Corporation of Cochin. About 300 destitutes are staying in the settlement, which includes people with mental problems, abandoned men and women, misused women and their babies from various states. Students collect clothes before going to settlement visit. They also collect money to buy snacks and medicines when they go to the settlement. Apart from donating clothes, medicines etc., the students also arrange cultural programmes with the inmates of the settlement.
- ❖ Visit to Special Education Institution is compulsory for all batches of students. The student teachers can get first hand information about the functioning of the Special School for the Mentally Retarded Children and various degrees of mental retardation. Students

also visit some orphanages functioning near the College. They also collect an amount as donation to these institutions.

- ❖ The College is situated in the most under developed area (West Cochin) of Ernakulam District. The area is thickly populated, underdeveloped and prone to water born diseases. Socio-economic and health surveys are conducted by the student teachers.
- ❖ A child study is conducted by each B.Ed. student as part of the curriculum. It is a case study on an exceptional child. The data for child study is collected during practice teaching. Apart from these some of the M.Ed. students have taken research topics related to special education and inclusive education. The institution also arranges guest classes on these topics.

2.3. Teaching Learning Process

2.3.1 How does the institution engage students in “active learning”? (Use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

In order to facilitate active learning of student teachers, the institution provides the following resources and facilities.

- ❖ Library: The institution maintains a library with more than 12000 books, of which 2500 are reference books. Further the institution subscribes 36 journals including four foreign journals. Online access to journals and open access resources on education are available. The library is provided with newspapers and magazines. The institution provides internet and reprographic facility for students and staff. A full time librarian is in charge of the library. The student teachers are encouraged to use library as much as possible. In addition to the essential visits to library there is a provision of library period in the time table. Students of each optional subject are allotted specific days of the week for library use. They are allowed to take two books at a time and retain the same for two weeks.
- ❖ Computer Laboratory: The student teachers utilize the computer laboratory for their works/projects. They develop skills related to internet access, e-mailing, blog creation, using multimedia, and preparing power point presentation.
- ❖ Web Site: Avila College of Education has its own website www.avilacollege.co.in. All the information related to the college is updated from time to time in the website.
- ❖ Projects: The student teachers are assigned projects on different subjects like teaching methods, ICT, case studies on exceptional children, social issues, etc. individually as well as in groups to facilitate learning while-doing. Student teachers are also encouraged to conduct action research on the classroom issues.
- ❖ Role Playing: The student teachers are engaged in active learning through role-playing. Various issues of social and educational significance are enacted by the student teachers through skits, dramas, mimes, etc.
- ❖ Peer Teaching: The student teachers are encouraged to conduct peer-teaching in the institution. Peer observation and discussions are also carried out.
- ❖ Simulation classes are organized, before the commencement of teaching practice to instill confidence among student teachers to face a real classroom situation. Micro teaching based on selected skills and link practice help student teachers to manage the real class room situations.

- ❖ Internship: The student teachers have to teach at least 60 lessons in their own optional subject in real classrooms in cooperating schools. During the internship period, the student teachers involve in other activities of the school such as organizing morning assembly, engaging free periods, taking students to the play ground, etc. They help school officials in the curricular and co-curricular activities.
- ❖ Practicum: Practicum is part of the curriculum which is considered as an extension of the theory taught in the classroom. Each theory course invariably follows a practicum, the scores obtained for which is considered for internal assessment. The practicum includes activities like surveys, experiments, preparation of power point presentations, etc. The student teachers are allowed to choose activities of practicum at their own interest so as to actively engage them in such activities.
- ❖ Reflective journaling: Student teachers maintain a reflective journal which includes their reflections activities performed by them. Student teachers' feelings and thoughts about the activities/situation are revealed in the journal entry.
- ❖ Student Portfolio: Student teacher portfolio delineates a reflective account of student teacher's experiences of the B.Ed. programme. It provides a means for managing and evaluating multiple assessments for each student and the necessary mechanism for covering all the information available about studentteachers' activities in respect of practicum/practical. Portfolio provides student teachers an opportunity to discuss their works/activities with teachers.

Details of the practicum, practicals, and mode of transmission are given in Appendix 8.

2.3.2. How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

The institution gives utmost care to promote interactive teaching-learning process to explore the innate talents and potentialities of the students. For this, the conventional teaching approach (lecture method) is discarded as far as possible and the new approach which promotes constructivism is adopted. The institution adopts participatory learning activities to facilitate self-management of knowledge, and skill development by the student teachers.

- ❖ Self Management: Student teachers are given projects/assignments in various topics which make them to use library and other resources and encourage them to interact and establish relationships with the peers and teachers. Teachers act as guides for such projects. They are encouraged to conduct seminars on given topics.
- ❖ Skill Development: For the development of various skills among student teachers the institution organizes activities such as conduct of morning assembly, yoga sessions, cultural programmes, and celebration of festivals and national days. Workshops on "*Preparation of Teaching Aids*" are organized by various departments of the institution in which the student teachers have to prepare the teaching aids their own. Other programmes for skill development among student teachers include: project based learning, computer based learning, seminars, workshops, field trips, paper presentation, group discussion, tutorials/ mentoring, micro teaching, practice teaching, and internship.

2.3.3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

The students are made aware of almost all the modern methods and approaches of learning. As child centered joyful learning strategy is followed in high schools now, B.Ed. curriculum is also in tune with the existing high school curriculum. So project method and constructivist approach are given more importance in class room activities.

For effective learning, the students are given practice in innovative approaches such as concept attainment model, inquiry training model, and advance organizer model. The students have to include lessons in these innovative approaches while doing their teaching practice.

Brain storming is practiced in class rooms to generate ideas on issues related to academic content. This is a small group instruction technique in which participants are allowed to express their ideas on the discussion topic without the fear of criticism. Finally the most appropriate idea is chosen from the suggestions made by the participants.

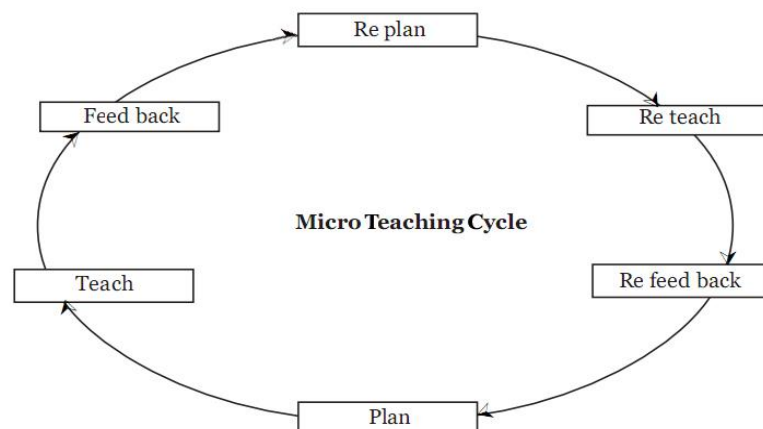
2.3.4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

The student teachers are given training in theoretical aspects of the model as well as training in the class room teaching. They have to prepare lesson transcripts on the basis of any two models of teaching and take classes based on the same during practice teaching.

2.3.5. Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

The institution considers microteaching as an effective tool to inculcate the necessary teaching skills among student teachers. The following skills are selected as core teaching skills and training is given to enhance each skill in this institution:

1. The skill of introduction (set induction)
2. The skill of questioning (especially probing questions)
3. The skill of explanation
4. The skill of illustration with example
5. The skill of reinforcement
6. The skill of stimulus variation
7. The skill of blackboard work
8. The skill of class room management



The micro teaching is conducted in three phases

1. Knowledge acquisition phase
2. Skill acquisition phase
3. Transfer phase

During the knowledge acquisition phase, the student teachers familiarize the theoretical aspects of various skills. The components of each skill are learned by the student teachers. They observe demonstrations of skills' practice.

In the skill acquisition phase each student teacher prepares micro teaching lessons for six minutes and they practice it (microteaching cycle). Microteaching Clinic of the institution is utilized for practicing the skills. The classes are recorded and evaluations are made effectively by using the videotapes. B.Ed. students are given practice in three selected micro teaching skills.

During the transfer phase three or more skills are practiced at the same time (Link practice). The link practice enables the student teachers to face the real classroom with confidence.

Each student gets an opportunity to practice all the three selected micro teaching skills. M.Ed. students also utilize the microteaching clinic. The micro teaching skills practiced in each B.Ed. optional subject during the last academic year is given below.

Optional Subject	Microteaching Skills practiced
English	Skill of introduction, Skill of stimulus variation, Skill of reinforcement, Skill of probing questions, and fluency in questioning
Malayalam	Skill of blackboard using, Skill of questioning, Skill of stimulus variation
Hindi	Skill of probing questions, Skill of reinforcement, Skill of stimulus variation
Physical Science	Skill of stimulus variation, Skill of reinforcement, Skill of probing questions.
Natural Science	Skill of stimulus variation, Skill of blackboard using, Skill of probing questions.
Social Science	Skill of reinforcement, Skill of stimulus variation, Skill of questioning.
Mathematics	Skill of set induction, Skill of probing questions, Skill of reinforcement/stimulus variation.
Commerce	Skill of stimulus variation, Skill of probing questions, Skill of reinforcement

2.3.6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

As per NCTE calendar of activities, students spend two weeks for preparation of teaching practice, which includes content analysis, discussion, demonstration, criticism, etc.

a. Content Analysis

For content analysis the institution follows content cum methodology approach. The student teachers are asked to analyze the contents of the lessons (8th, 9th, 10th, 11th & 12th standards) giving emphasis on facts and concepts with special attention to the curricular objectives of the lesson.

b. Lesson Planning

The institution follows constructivist approach in lesson planning.

Two column lesson plan which ensures constructivism

Process / Activity	Response / Evaluation
The students are divided into groups and are encouraged to perform certain activities	Outcome of the activity

c. Developing of core teaching skills through microteaching**d. Observation of demonstration lessons**

The institution has provisions for observing the demonstration classes of best outgoing students of this institution. In addition to this, the institution also arranges demonstration classes by experts from DIETs, SRG, and DRG. After observation of the classes, discussions with the teachers are also arranged with a view to clarify the doubts of the student teachers. Five demonstration classes are arranged for each optional subject in our institution.

e. Criticism

After demonstration classes, criticism classes are held. Five criticism classes are arranged. Here one student teacher takes the class. The other student teachers observe and criticize the class immediately after the class of the student teacher. For each option the students have to record five such criticism lessons.

Diagrammatic Representation of Practice Teaching

Preparation of Teaching Practice in the Institution (15 days)

(Discussion / Demonstration / Criticism)



School induction programme (30 days during II Semester)

(The student teachers get familiarized with the school practices, observe classes of senior teachers, and take five classes)



Practice teaching (16 weeks during III Semester)

(The student teachers take 50 lessons in their own optional subject, five lessons in innovative practices, three lessons in physical education, two lessons in health education, three lessons in Yoga, two classes on value education, classes on art forms, achievement test, and diagnostic test and remedial teaching)

Class room teaching

Student teachers take classes under the supervision of the concerned teachers either in Malayalam or English medium.

Observation of Peer Teaching

The institution ensures observation of peer group as well as co-operation of peer group in student teachers' classes. This observation is done in the concerned schools, where they are doing their internship and also during criticism classes.

Peer feed back

The institution encourages peer feedback irrespective of their optional subject. Student teachers prepare a proforma for peer evaluation and evaluate two classes of peers using this proforma. When the concerned optional teacher visits the co-operating schools, both the peers as well as the optional teacher give their feed back to the student teacher.

Supervision and evaluation of practice teaching

The practice teachings in schools are supervised by the concerned teacher educators, subject teachers in the cooperating schools, and the Principal of the B.Ed. College. 50% of the lessons are observed and evaluated objectively on the basis of a proforma developed by the institution. During internship, teacher educators frequently visit the school to observe the classes. (Evaluation Proforma is given in Appendix - 11).

2.3.7. Describe the process of Block teaching / Internship of students in vogue.

As per the directions of NCTE and University, 20 weeks for internship are ensured, which include practice teaching and observation of school practice. The following general instructions are given to the student teachers.

1. The B.Ed. student teachers are insisted to reach the allotted schools before the first bell and they have to attend the school assembly.
2. All the student teachers are instructed to mark their attendance in the register, which is kept in the Principal/HM's office.
3. No one is allowed to avail leave without the prior permission of the respective school Principal/HM during the entire internship period, and the same shall be marked in the attendance register.
4. The student teachers are required to be punctual, modest in dress, and exemplary in behaviour and character.
5. Before they begin teaching, the lesson plans are to be attested by the respective optional teachers and the concerned co-operating teachers.
6. The student teachers are reminded that the college uniform is compulsory, as per the college rules. The photo identity card is a part of the college uniform.
7. The student teachers are insisted to participate in all the school activities according to the instruction of the school authorities.
8. Student teachers are given a diary to be kept with them while they are in practicing schools so that the supervisors can write down their evaluative remarks and suggestions about the class.
9. A copy of the evaluation sheet, lesson plan, etc. should be kept every day on the table of the supervising teacher.

Activities during School Induction Programme (Four weeks)

- ❖ Five lessons in the optional subject in constructivist format
- ❖ Preparation of School Profile and practices
- ❖ Critical evaluation of school time table
- ❖ Preparation of Sociogram

- ❖ Psychology test administration
- ❖ Conducting Learning disability survey/project
- ❖ Analysis of prevailing assessment practices
- ❖ Reflective Journaling on school induction

Activities during School Internship (16 weeks)

- ❖ 50 lessons in the optional subject in constructivist format
- ❖ Five lessons in the optional subject using innovative practices
- ❖ Conducting achievement test in the concerned optional subject and statistical analysis
- ❖ Conducting diagnostic test in the concerned optional subject followed by remedial teaching
- ❖ Organization of club activities
- ❖ Peer evaluation of classes
- ❖ Two classes on Value education
- ❖ Three classes on Physical education
- ❖ Two classes on Health education
- ❖ Three classes on Yoga
- ❖ Taking classes on Art education
- ❖ Conducting an Action research
- ❖ Conducting a Case study
- ❖ Project on problems of learning
- ❖ Preparation and practice of a Self Assessment Tool
- ❖ Organize an activity to conscientise about the cultural heritage of India
- ❖ Evaluate the Artistic talents of the students
- ❖ Reflective journaling on school internship

The student teachers are directed to act as members of the school community during their internship. They are instructed to participate in all the activities of the school during the internship period. Student teachers help conduct morning assembly, arts festival, sports competitions, etc. In addition to these, they conduct programmes like seminars, debate, quiz competitions, and science exhibition. They also help in the improvement of the laboratory and library of the concerned school. With the help of the head of the school and the co-operating teachers, our students also offer special coaching to the needy students.

2.3.8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

The cooperating teachers of the practice-teaching schools are effectively involved in the internship sessions right from developing the lessons plans down to delivery of the lessons. Before allotting the schools to student teachers, permission is obtained from the concerned District Educational Officer. The permission is then passed on to the respective schools. With the consent of the head of the school student teachers are allotted schools for their internship. During their first visit to school, the student teachers consult with the concerned subject teachers (mentor teacher) in the school. The mentor teachers help students to procure school time table and portions of syllabus to be taken during the internship. The students are not permitted to take the class without prior discussion with the mentor teacher. In addition to this, the mentor teacher has to examine each lesson plan of the student teacher, put the signature in the teaching practice record, and has to evaluate maximum lessons in the concerned subject.

Suggestions given by the cooperating subject teachers of the practice-teaching schools are welcomed. The classes taken by the student teachers are evaluated by concerned cooperating subject teacher in the prescribed proforma. These evaluations are counted for giving internal marks.

2.3.9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

In order to face the diverse learning needs of the students, the institution provides training to the student teachers in curricular, co-curricular, and extracurricular activities. Before going to schools for practice teaching, seminars on modern practices and the procedures of evaluation that is going on in schools are arranged for student teachers. Student teachers are given training in the incorporation of ICT and multimedia approach in teaching.

Guidance and counselling classes by experts are also arranged. Guest classes are arranged to prepare student teachers for managing diverse learning needs of students. Classes are arranged on topics like learning disability, mental disability, etc. Educational films are also shown to student teachers. All these help them know the diverse learning needs of the students.

2.3.10. What are the major initiatives for encouraging student teachers to use/ adopt technology in practice teaching?

For encouraging student teachers to use technology in practice teaching, the institution provides computer awareness classes and training in preparing power point presentations. The student teachers are insisted to use OHP and LCD in classes and given practice to use all these equipments. They are familiarized with the smart classroom practices also.

2.4. Teacher Quality

2.4.1. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

Number of students for B.Ed. course	: 167 (First year and second year)
No. of schools for teaching practice (2015-16)	: 31
Ratio	: 167:31

The ratio of student teachers to identified practice teaching schools is approximately 5.4 : 1. The schools are selected based on the performance, discipline, and availability of resources/facilities in the schools. The students are given freedom to select their practicing school from among the 31 schools identified by the institution.

2.4.2. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

The institution follows various mechanisms of giving feedback to the students about their performance. These feedbacks facilitate the performance improvement of student teachers.

- ❖ Feed back is given to students in the form of criticism of their classes. During criticism classes the student teachers are given feedback by the peers as well as the optional teachers.
- ❖ The teacher educators observe the lessons taken by the student teachers in the practice teaching schools and record their observations/suggestions on the school diary provided to the student teacher.
- ❖ The student teachers' performance is also assessed through peer evaluation. A discussion is made among the student teacher and teacher educator in the presence of peers is carried out to make the student teacher aware of his/her strengths and weaknesses.

- ❖ The performance of the student teacher is assessed by the mentor teacher of the practicing school and suggestions are given.
- ❖ During internship, the student teachers get feedback from the principal/HM of the cooperating school, and the Principal of the College.

Student teachers go through all the remarks given by the teacher educators/mentor teacher/Principal/Head of the school/peers and incorporate the changes suggested to improve their teaching competencies and skills.

2.4.3. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

In the present B.Ed. curriculum one core paper includes school management, the learning of which enables the student teachers to equip themselves with the educational policies, administrative frame work, present practices and programmes in schools. They get an idea about time table, school record, co-curricular activities, role of PTA, etc.

The student teachers are familiarized with the curriculum and syllabus of class VIII, IX, X, XI and XII. The teachers' manual helps them identify the curriculum objectives. Thus the student teachers obtain knowledge about the diverse needs of the students before they start their internship. They are also provided with as much information about the schools that they are going for practice teaching.

2.4.4. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

- ❖ The student teachers have to learn the content of the current text books of VIII, IX, X, XI, and XII classes as part of their optional course.
- ❖ The modern methods and strategies followed in the schools for teaching and evaluation are taught as part of optional courses to student teachers. Student teachers are provided with sufficient knowledge and understanding of the theoretical and practical aspects of the modern constructivist approach.
- ❖ The faculty of the institution gets training in modern methods of teaching and evaluation by attending refresher courses and seminars conducted at the initiative of consortiums of optional teachers of Mahatma Gandhi University. At least once a year, such training programmes are arranged, which help the teachers to equip themselves with modern practices.
- ❖ Seminars are arranged in the institution with a view to familiarize the student teachers with the modern practices/methodology of the school with the help of experts from DIET.
- ❖ The institution also arranges demonstration classes by experts from DIET, DRG, SRG, etc. which provide the student teachers an opportunity to understand the modern methods of teaching.

2.4.5. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

The institution gives maximum attention for the personal and professional development of the faculty. Every year the institution organizes seminars at national level and state level. The seminar topics are related to current issues and problems of education. In order to have research experience, we arrange research colloquium with the help of eminent scholars in the field of teacher education in Kerala such as Dr Celine Pereira (Director, School of Pedagogical Sciences, Mahatma Gandhi University) and other experts.

The faculty members are encouraged to participate in Orientation/Refresher/Seminars/Conferences/Symposiums, etc. conducted by the University, other teacher education institutions/agencies. There is a provision for granting duty leave to staff, when they attend such programmes. The registration fee is also given by the institution for programmes conducted by University. Teaching faculty is encouraged to go for higher studies like PG courses, Ph.D., etc. They are given adjustment of class periods in time table for such endeavours.

2.4.6. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

The institution encourages staff to perform their best. The performance of the staff members is appreciated by the staff council. The best performing staff is considered for appointment to key positions in the College.

2.5. Evaluation process and reforms

The institution follows continuous and comprehensive evaluation scheme. Care is taken to make the assessment and evaluation utmost reliable, objective, and transparent and the same is communicated to the student teachers well in advance so as to facilitate improvement of the performance of the student teachers.

2.5.1. How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

- ❖ Generally barriers in learning are identified by the faculty during class room interaction. Students are free to contact any staff member or Principal to clarify their doubts and discuss their problems. Students' feedback data are collected and analyzed periodically to take necessary actions.
- ❖ Students have the freedom to express their difficulties in the student council meetings. A Grievance Redressal Cell is functioning in the institution to address the grievances aroused by student teachers.
- ❖ There is a provision for remedial classes and tutorial/mentoring for slow learners and low achievers. During tutorial periods and remedial classes, group as well as individual problems are discussed and addressed.
- ❖ Parents can express their views in the PTA General Body and PTA executive meetings. Necessary steps are taken based on the suggestions of the parents regarding academic matters.
- ❖ A suggestion/complaint box is kept near to the entrance. Any stake holder can put his/her suggestions/complaints in the box. The suggestions/complaints are analyzed and worked upon.
- ❖ The institution is situated in a green and pollution free environment with all infrastructural facilities conducive for running teacher education programmes.
- ❖ The institution a well furnished auditorium with 300+ seating capacity and is equipped with required equipments such as public address system, LCD projector, etc. for effective conduction of curricular and co-curricular programs. The institution also has a play ground, a seminar hall, a multipurpose hall equipped with LCD projector. Besides, it has computer lab, language lab, smart class, and microteaching clinic.
- ❖ Feedback from alumni and local people are also sought. On the basis of feedback analysis conclusions are drawn and decisions are taken for implementation.
- ❖ The institution takes utmost care of the performance of the faculty members. The periodic

student feedback helps to evaluate faculty performance and the same is communicated to the faculty for quality enhancement.

All the possible efforts are made by the faculty to remove the identified barriers. The IQAC reviews aspects related to academic functioning and takes steps to facilitate growth and remove barriers.

2.5.2. Provide details of various assessment/evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?

Procedure of Assessment for B.Ed. Programme

The performance of student teachers is evaluated by both external and internal assessment mechanisms. A student teacher portfolio showcasing all practical and practicum and its internal assessment is maintained by every student teacher. A separate certificate for Competency Profile together with a college certified digital copy of the best class presented by the student teacher is given to him/her along with the University Certificate.

The following competencies are considered for preparing competency profile.

- ❖ Knowledge management
- ❖ Communication
- ❖ Instructional Designing
- ❖ Class room Management
- ❖ Instructional Management
- ❖ Student Assessment
- ❖ Student Diagnosis
- ❖ Professionalism

The institution strictly follows the evaluation procedure given Mahatma Gandhi University. The evaluation of each course contains two parts:

- (a) Internal or In Semester Assessment (ISA)
- (b) External or End Semester Assessment (ESA)

For all courses (Theory and Practical), grades are given on a seven point scale based on the total percentage of marks as given below. For theory courses total mark is calculated by adding internal and external marks. For practical courses total mark is calculated by considering the internal assessment of each component during 1st semester and that of 2nd, 3rd and 4th semesters are calculated by considering internal marks and the standardization procedure executed by the respective external examination boards.

Percentage of Marks	Grade	Grade Point
90 and above	A+ - Outstanding	10
80-89	A - Excellent	9
70-79	B - Very Good	8
60-69	C - Good	7
50-59	D - Satisfactory	6
40-49	E - Adequate	5
Below 40	F - Failure	4

Note: Decimals are to be rounded to the next whole number.

Overall grade and Semester grade for the B. Ed. Programme is calculated on a seven point scale. Grades for the different semesters and overall programme are given based on the corresponding **CPA** as shown below.

Grades for the different semesters and overall programmes

CPA	Grade
Above or equal to 9.5	A+ - Outstanding
Above or equal to 9, but below 9.5	A - Excellent
Above or equal to 8, but below 9	B - Very Good
Above or equal to 7, but below 8	C - Good
Above or equal to 6, but below 7	D – Satisfactory
Above or equal to 5, but below 6	E –Adequate
Below 5	F – Failure

For a pass in the examination of B.Ed. programme, a candidate should secure a minimum of E Grade (CPA= 5) in aggregate for each semester with a minimum of E Grade (40% marks) in each theory course and D Grade (50% marks) for each practical course and viva-voce. A separate minimum of 30% marks each for internal and external assessment of all individual theory courses is required for pass for a course.

A. Internal Assessment

The internal assessment of all components of theory courses are published before the University Examinations and are acknowledged by the candidates. All the details of internal assessment are kept in the college for two years after the end of the programme and are made available for verification by the University if needed. All the documents and records pertaining to the practical courses are made available before the External Examination Board constituted by the University. The responsibility of internal assessment is vested on the course coordinator.

i. Internal evaluation of theory courses is done by class tests and the related practicum. Two class tests and one practicum is done by all students for every course.

Scheme of Assessment for Internal evaluation of theory courses

a. Theory Courses with Credit 5

Title	No of Tasks @ course	Marks	Total Marks
Internal Test	2	10	20
Practicum	1	10	

b. Theory Courses with Credit 3

Title	No of Tasks @ course	Marks	Total Marks
Internal Test	2	5	10
Practicum	1	5	

ii. Internal evaluation of practical courses is done by means of appropriate instruments and suitable criteria designed and developed by teacher educators.

B. External Evaluation

i. External evaluation of all theory courses is done by End Semester Examinations conducted by the university.

End Semester Assessment of theory courses**a. Theory Courses with Credit 5**

Duration of Examination	Marks		
	External	Internal	Total
3 Hrs	80	20	100

b. Theory Courses with Credit 3

Duration of Examination	Marks		
	External	Internal	Total
2 Hrs	50	10	60

ii. External evaluation of practical courses in the III and IV semesters is done by the examination board constituted by the University from time to time. There is no external examination for practical courses in the I and II semesters. The examination board constituted by the University evaluates the teaching competence of each student teacher by observing the classroom teaching in the III semester. The examination board evaluates all the documentary evidences in the form of records, reports, materials and soft copies in respect of the student teacher portfolio in the respective semesters.

The details of evaluation procedure for B.Ed. are provided in the curriculum given in Appendix 8.

Procedure of Assessment for M.Ed. Programme

The academic growth of the student is assessed through continuous internal evaluation and end semester examination.

A. Internal Evaluation

Components of the Internal Evaluation and their marks are shown below.

Component	Marks
Assignment/Seminar/Project/Survey	5
Practicum	5
Written Examination	10
Total	20

a) Assignment/Seminar/Project/Survey: The student has to take a minimum of one assignment/seminar/project/survey per course.

b) Practicum: Each student should take up a minimum of two items or do as per directions given in the section -Practicum of each course.

c) Written Examination: A minimum of two class test is to be attended per semester and the average of the two marks is taken.

B. External Evaluation**Theory***Self Appraisal Report*

The external evaluation of all semesters is conducted by the University at the close of each semester. 20 percent mark is given for continuous internal evaluation and 80 percent mark for the end semester examination.

Grading

The Internal and External examinations are evaluated using Indirect Grading System based on a 6-point scale. For all courses (theory) grades are given on a 6-point scale based on the total percentage of marks in both internal evaluation and external evaluation as given below.

Percentage of Marks	Grade	Grade point
90 and above	A+ Outstanding	10
80-89	A Excellent	9
70-79	B Very good	8
60-69	C Good	7
50-59	D Satisfactory	6
Below 50	E	Failure

Pass Requirement

The minimum marks required for a pass in the M.Ed. degree exam shall be 50 percent in the aggregate for theory, internship, dissertation, and viva-voce. The minimum requirement for a pass in each paper shall be 40 percent and for a pass in internship, dissertation and viva-voce shall be 50 percent each.

The details of evaluation procedure for M.Ed. are provided in the curriculum given in Appendix 9.

2.5.3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The institution conducts class/monthly tests and mid-semester/model examinations for each theory course. The valued answer scripts are given to students for their acknowledgement as early as possible. Student progress report is prepared immediately after each mid-semester/monthly examination and is sent to the parents. The performances of the students in these examinations are considered for arranging tutorial classes towards the end of the course. Special coaching to students is offered who show poor performance in the monthly/mid-semester examination.

Before the commencement of the external examinations, the internal marks are published. Grievances if any from the part of students are addressed by the Grievance Redressal Cell of the institution then and there.

2.5.4. How is ICT used in assessment and evaluation processes?

Electronic punching system is implemented in the institution. The regularity of the students in the class is thus easily assessed. The library usage is monitored by computers. The personal data of students are digitally recorded. The e-College Solutions Software developed by GJ InfoTech, private limited is used for these functions.

Internal assessment marks for theory courses as well as practical courses are submitted to the University through online procedure.

2.6. Best practices in Teaching–Learning and Evaluation process.

2.6.1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

Significant innovations in teaching learning process are listed below:

- ❖ Promotion of constructivist methods of teaching: The institution utilizes constructivist methods for classroom transaction. Group discussions, brain storming, buzz sessions, seminars, debates, cooperative learning, etc. are widely used by the faculty in classroom situations and the student teachers are encouraged to practice the same during their internship.
- ❖ The institution organizes community living camps, study tours, and field trips with a view to acquire firsthand knowledge and inculcate social skills, values, leadership qualities, etc. among student teachers.
- ❖ Microteaching: Training in teaching skills is given great importance using a well equipped microteaching clinic. Video recording of micro teaching lessons is done and the student teachers observe their own performance, which allow them for self-reflection and think of better ways of presentation to improve performance.
- ❖ Incorporation of ICT in teaching-learning/evaluation process: All the faculty members utilize power point presentations for class room transaction. Student teachers are motivated to use power point presentations and they prepare blogs their own. Use of internet among faculty and students for academic purposes is encouraged in the institution. Software is used for all works related to evaluation and grading.
- ❖ Formative evaluation: The institution gives utmost importance to formative evaluation. Class tests and terminal examinations are conducted and the results are communicated to parents also.
- ❖ Tutorial System: Based on the performance of the students in class/monthly tests an effective tutorial programme is conducted. Faculty members are assigned charges to each tutorial group. Revision of content, clarification of doubts, discussion of previous year University question papers, etc. include in this programme.
- ❖ Mentoring System: The improvement of the student teachers at different stages of the programme is monitored and they are appropriately guided through a mentoring system. All the student teachers of B.Ed. programme are divided into small groups (10-12) and each group is allotted to a mentor (faculty member). One hour per week is allotted for mentoring as per the timetable. The mentors create a cordial environment in which the student teachers are encouraged to share their issues/problems related to learning process. The mentor makes a personal relationship/rapport with each student teacher in his/her group and provides timely support and guidance. The mentors offer expertise to the student teachers to help them advance their careers and improve their learning.
- ❖ Reflective journaling: In order to improve the teaching methods and strategies/practices student teachers regularly prepare reflective journals of their classes/activities.
- ❖ Case study: The student teachers conduct case study on exceptional children after getting necessary theoretical background from the classrooms. This helps them to understand the issues/problems of exceptional children and scope of inclusive education.
- ❖ Student portfolio: Student teachers prepare portfolio with a view to
 - Outline a reflective account of student teacher's experiences of the B.Ed. programme.

- Provide a means for evaluating multiple assessments for each student and for incorporating all the information available about student teachers' activities in respect of practicum and practical.
- Provide student teachers an opportunity to communicate, present, and discuss their works/activities with teachers.
- ❖ A series of research colloquia are arranged with internal and external experts for M.Ed. students before finalizing the research topic.
- ❖ In the beginning of the B.Ed. programme, the programme coordinator gives an orientation to parents on the instructional procedure, grading, evaluation, etc. with the help of LCD. This is to give awareness to parents about the various aspects of the B.Ed. programme.
- ❖ To facilitate student learning printed notes are given to B.Ed. students.

2.6.2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

The institution reflects on the best practices in the delivery of instruction by using the technology in the classrooms. The faculty members are skilled in delivering their lessons with the help of power point and LCD Projector or O.H.P. They have the knowledge and experience of developing and using different teaching aids and instructional techniques. They use constructivist strategies in their classrooms i.e. demonstration, discussion, seminar, storytelling, problem solving, project method, role playing, report writing, quiz, puzzles, buzz sessions, brain storming, and inductive-deductive reasoning. The faculty members have developed various teaching aids, models, slides, transparencies, modules, charts, flash cards to teach the student teachers more effectively.

The student teachers are given basic computer knowledge and they are instructed to take class with the help of LCD projector/OHP and they are familiarized with smart classroom practices. A separate hour is included in the B.Ed. timetable for giving basic computer knowledge to student teachers. LCD Projector and OHP are also utilized by student teachers and teacher educators during demonstration classes, criticism classes and teaching practice. Student teachers avail internet facility in the library. They create blogs their own and use micro teaching clinic and language lab.

Additional Information to be provided by institutions opting for Reaccreditation/ Reassessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

1. Admission process and student profile

- Wide publicity is given for inviting applications for admission through print and visual media. Fifty percent of seats are filled up by the Government Central Counselling system through online admission method and rest 50% is filled up by the management on the basis of merit.
- Admission process is transparent and based on pre determined criteria. The admission process is as per government norms. Around 90% of the students are girls.
- The college may conduct regular bridge courses in some subjects learning level into consideration, soon after the admissions.

2. Catering to the diverse needs.

- The college needs to encourage advanced learners to accept more academic challenges. Attention is given for the weak learners through tutorials.
 - Steps need to be taken to attract differently abled students to the institution.
 - Mentoring of students through the tutor ward system is needed
3. Teaching learning process
- Detailed academic calendar is prepared by the college with a view to integrate the teaching, learning and evaluation process. Teachers prepare lesson plans.
 - Modern teaching aids are used off and on in classroom teaching and seminars.
 - Study tours, field studies and tutorials are conducted. Pre practice teaching and practice teaching is part of the curriculum and adequate preparation for practice of teaching is provided through various in house hands on experience including simulated practice. Micro teaching practices are adopted.
4. Teacher Quality
- 07 Teachers are Ph.D. holders and three teachers have completed their M.Phil. Seven Teachers are NET qualified.
 - Many teachers possess required qualifications as per NCTE norms.
5. Evaluation process and reforms
- System of continuous assessment of the students through assignments/seminars/project/survey is in vogue. Class tests and internal examinations as per university rules are conducted.
 - The examination system is transparent and as per the university rules.
 - Students are shown the answer scripts of various internal tests conducted by the institution and teachers discuss the shortcomings with individual students and the performance of the student is informed to his/her parents.
6. Best practices in Teaching learning and evaluation (if any)
- Experimental and participatory learning is encouraged.

Actions taken based on suggestions

At the commencement of academic year the institution arranges classes on communication skills in English to its student teachers. These classes are lead by the faculty members and also by external experts.

The institution offers its doors open to the differently abled students. Various steps are taken to attract such candidates in the institution. The library, classrooms, labs, restrooms, etc. are maintained in the ground floor of the building.

An effective mentoring system has been introduced by the institution. The improvement of the student teachers at different stages of the programme is monitored and they are appropriately guided through this system. Student teachers of B.Ed. programme are divided into groups (10-12) and each group is allotted to a mentor (faculty member). One hour per week is allotted for mentoring as per the timetable. The mentor makes a personal relationship/rapport with each student teacher in his/her group and provides timely support and guidance. The mentors offer expertise to the student teachers to help them advance their careers and improve their learning.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

- ❖ **Restructuring of Curricula of B.Ed. and M.Ed. programmes:** As per the directions of NCTE the Mahatma Gandhi University has restructured the curricula of B.Ed. and M.Ed. programmes in 2015. The duration of the programmes has been enhanced to two years

which include four semesters. The internship period is also lengthened correspondingly. All the changes are incorporated in this institution.

- ❖ **Admission Procedure:** The admission procedure has been changed during the period after the previous assessment and accreditation. Presently the admission to the teacher education programme is carried out by the institution itself based on merit following the directives issued by the Government and affiliating University.
- ❖ **Curricular Transaction:** The institution has adopted constructivist methods for classroom transaction. All the faculty members incorporate ICT in the teaching learning process and evaluation.
- ❖ **Conduct of National Seminars:** The institution has organized a NAAC sponsored National Seminar on “ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators” on 17-18, May 2013, and a National Seminar on “Paradigms of Educational Research for the 21st Century: Equipping Gen Next with Reflective Approaches” on 5-6, December 2014.
- ❖ **Publication:** The institution started the publication of an annual journal with ISSN in 2012. It has also published “M.Ed. dissertation abstracts I Volume,” and Proceedings of two National Seminars conducted by the institution.
- ❖ **Faculty improvement and research:** Over the last five years the college faculty has upgraded their academic profiles.
 - One new doctoral degree has been awarded to the teaching staff. Three of the teaching staff obtained post graduate degrees. Two of the faculty members were approved as research guides (Education). One of the staff members has successfully completed a certificate course in counselling conducted by Mahatma Gandhi University.
 - The faculty members of the institution have made attempts to enhance the publication output during the last five years. More than 20 articles have been published by the faculty members in national and international journals during this period. In addition to that 10 research papers have been presented by the faculty members in national and international seminars which got published in the respective proceedings with ISBN.
 - The faculty of the institution has established linkages and collaboration with other HEIs and research institutes such as IGNOU, Bharathiar University, Coimbatore, and Dhakshin Bharat Hindi Prachar Sabha, Kerala for research guidance, conducting lectures, and sharing expertise in doctoral committees.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1. Promotion of Research

3.1.1. How does the institution motivate its teachers to take up research in education?

The institution gives all support for the faculty to take up research work. The teachers are given study leave, adjustment in teaching schedule, secretarial support, and all other facilities. Library with internet and online access to educational resources is made available for the faculty. Every year the institution conducts research colloquium in which experts from the field of educational research are invited and their service is made available to the M.Ed. students as well as to the faculty also.

3.1.2. What are the thrust areas of research prioritized by the institution?

The researchers are given freedom to find their own area of research. But the institution puts forth its commitment to the improvement of marginalized and disadvantaged sections of society. So any research with the objective of improving the level of education of marginalized and disadvantaged sections is encouraged and well supported by the institution.

The thrust areas prioritized by the institution include:

- ❖ Special education
- ❖ Inclusive education
- ❖ Teacher education
- ❖ Secondary education
- ❖ Adolescent education
- ❖ Value education
- ❖ Class-room teaching methods
- ❖ Innovative practices
- ❖ Environmental education

3.1.3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

The institution encourages Action Research among the faculty members. The institutional level action research lead to the formation of a counselling cell, tutorial system, and ICT enhanced learning. These programmes/strategies help to arrive at immediate solutions to personal and educational problems of student teachers.

The student teachers are given awareness on the need and training for conducting action research. They are familiarized with the steps involved in the same. Each student teacher conducts an action research on any significant topic during their internship. Student teachers undertake action research in various areas such as:

- ❖ Remedial teaching (Tuition after school hours)
- ❖ Making improvised teaching aids
- ❖ Behavioural problems of students
- ❖ Learning difficulties in reading, writing, and arithmetic

The results so obtained are used for dealing with similar situations.

3.1.4. Give details of the Conference/Seminar/Workshop attended and/organized by the faculty members in last five years.

The seminars/workshops/conferences attended by each faculty member during the last five years are detailed below:

Name of the faculty member : Dr. Benny Varghese, Principal

Sl. No.	Name of the Seminar/ Workshop/ Conference	Venue	Date	Agency Sponsored
1	Workshop on Institutional Assessment portal	Mahatma Gandhi University, Kottayam	13th October 2011	SCERT, Kerala
2	Seminar on Grading System	Avila college of Education	9th February 2012	Avila college of Education
3	Seminar on Counselling Skills	Avila College of Education, Edacochin	15th February 2012	Avila College of Education
4	ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators	Avila College of Education, Edacochin	17-18, May 2013	NAAC
5	Education for Human Resource Development in a Technology Driven Era	IGNOU Kochi	11th November 2014	IGNOU Regional Centre, Kochi
6	Paradigms of Educational Research for the 21 st Century: Equipping Gen Next with Reflective Approaches.	Avila College of Education, Edacochin	5-6, December 2014	Avila College of Education, Edacochin
7	Workshop on the Restructuring of BEd Curriculum	Mahatma Gandhi University, Kottayam	4-7, May 2015	Mahatma Gandhi University.
8	Workshop on Curriculum Development of Two Year MEd Programme	Mahatma Gandhi University, Kottayam	4-7, June 2015	Mahatma Gandhi University.

Name of the faculty member : Dr. Elizabeth Thomas, Lecturer

Sl. No.	Name of the Seminar/ Workshop/ Conference	Venue	Date	Agency Sponsored
1	Seminar on Counselling Skills	Avila College of Education, Edacochin.	15th February 2012	Avila College of Education.
2	Workshop on Guidelines Regarding Teaching Practice as per the Revised Curriculum	St. Joseph College of Teacher Education for Women, Ernakulam	27th March, 2012	AKTCTA
3	ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators	IQAC, Avila College of Education, Edacochin.	17-18, May 2013	NAAC
4	Paradigms of Educational Research for the 21 st Century: Equipping Gen Next with Reflective Approaches.	Avila College of Education, Edacochin.	5-6, December 2014	Avila College of Education, Edacochin.
5	Orientation Programme on Two Year B.Ed. Curriculum	Mahatma Gandhi University, Kottayam	7th August 2015	Mahatma Gandhi University.
6	Gurusameeksha -2016: Teacher Training Programme	St. Joseph College of Teacher Education for Women, Ernakulam	3rd September 2016	IQAC & Alumni Association

Name of the faculty member : Mrs. Shiny T., Lecturer

Sl. No.	Name of the Seminar/ Workshop/ Conference	Venue	Date	Agency Sponsored
1	Seminar on Counselling Skills	Avila College of Education, Edacochin.	15th February 2012	Avila College of Education.
2	Workshop on Guidelines Regarding Teaching Practice as per the Revised Curriculum	St. Joseph College of Teacher Education for Women, Ernakulam	27th March, 2012	AKTCTA

3	ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators	IQAC, Avila College of Education, Edacochin.	17-18, May 2013	NAAC
4	Workshop on Preparatory and Practical courses in Teaching Natural Science	St. Joseph's Training College, Mannanam.	5th June, 2013	AKTCTA
5	Paradigms of Educational Research for the 21 st Century: Equipping Gen Next with Reflective Approaches.	Avila College of Education, Edacochin.	5-6, December 2014	Avila College of Education.
6	Orientation Programme on Restructured Two Year B.Ed.	Mahatma Gandhi University, Kottayam	4th August 2015	Mahatma Gandhi University.
7	Workshop on Practical Courses in Teaching Natural Science	St. Joseph's Training College, Mannanam.	3rd October 2015	AKTCTA
8	Workshop on Language Across Curriculum and Internship of Two Year B.Ed. Programme	Titus II Teachers' College, Thiruvalla.	8th June 2016	AKTCTA
9	<i>Gurusameeksha</i> -2016: Teacher Training Programme	St. Joseph College of Teacher Education for Women, Ernakulam	3rd September 2016	IQAC & Alumni Association

Name of the faculty member : Mrs. Theresa Jose, Lecturer

Sl. No.	Name of the Seminar/ Workshop/ Conference	Venue	Date	Agency Sponsored
1	Seminar on Counselling Skills	Avila College of Education, Edacochin.	15th February 2012	Avila College of Education.
2	Workshop on Guidelines Regarding Teaching Practice as per the Revised Curriculum	St. Joseph College of Teacher Education for Women, Ernakulam	27th March, 2012	AKTCTA
3	Workshop on New trends in Malayalam teaching	St. Joseph College of Teacher Education for Women, Ernakulam	18th December, 2012	MAMATA
4	ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators	IQAC, Avila College of Education, Edacochin.	17-18, May 2013	NAAC
5	Workshop on Preparatory and Practical courses in Teaching Malayalam	St. Joseph College of Teacher Education for Women, Ernakulam	5th June, 2013	AKTCTA
6	Paradigms of Educational Research for the 21 st Century: Equipping Gen Next with Reflective Approaches.	Avila College of Education, Edacochin.	5-6, December 2014	Avila College of Education.
7	Workshop on Syllabus Construction for Two Year B.Ed. programme	Mahatma Gandhi University, Kottayam.	4-6, May 2015	Mahatma Gandhi University.
8	Orientation Programme on Restructured Two Year B.Ed. Programme	Mahatma Gandhi University, Kottayam.	10th August 2015	Mahatma Gandhi University.
9	<i>Gurusameeksha</i> -2016: Teacher Training Programme	St. Joseph College of Teacher Education for Women, Ernakulam	3rd September 2016	IQAC & Alumni Association

Name of the faculty member : Dr. Sreeja S., Asst. Professor

Sl. No.	Name of the Seminar/ Workshop/ Conference	Venue	Date	Agency Sponsored
1	Seminar on Grading System	Avila college of Education	9th February 2012	Avila college of Education
2	Seminar on Counselling Skills	Avila College of Education, Edacochin	15th February 2012	Avila College of Education

3	ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators	Avila College of Education, Edacochin	17-18, May 2013	NAAC
4	Equipping New Era Practitioners: Teaching-Learning and Evaluation	St. Teresa's College, Ernakulam	20-21, June 2013	St. Teresa's College, Ernakulam
5	Learning Disability: No Child Left Behind	St. Thomas College of Teacher Education, Pala	27-28, June 2013	Learning Disability: No Child Left Behind
6	Paradigms of Educational Research for the 21 st Century: Equipping Gen Next with Reflective Approaches.	Avila College of Education, Edacochin	5-6, December 2014	Avila College of Education, Edacochin
7	Orientation Programme on Two Year B.Ed. Curriculum	St. Joseph College of Teacher Education for Women, Ernakulam,	3rd October 2015	AKTCTA

Name of the faculty member : Dr. Josen George, Asst. Professor

Sl. No.	Name of the Seminar/ Workshop/ Conference	Venue	Date	Agency Sponsored
1	Workshop on the "Practical Aspects of Physical Science"	St. Joseph's Training College Mannanam	4th June 2011	Consortium of Physical Science Teacher Educators
2	Seminar on Grading System	Avila college of Education	9th February 2012	Avila college of Education
3	Seminar on Counselling Skills	Avila College of Education, Edacochin	15th February 2012	Avila College of Education
4	ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators	Avila College of Education, Edacochin	17-18, May 2013	NAAC
5	Equipping New Era Practitioners: Teaching-Learning and Evaluation	St. Teresa's College, Ernakulam	20-21, June 2013	St. Teresa's College, Ernakulam
6	Course on "Research Methodology in Education"	Mahatma Gandhi University, Kottayam	12-14, August 2013	SPS, Mahatma Gandhi University
7	Paradigms of Educational Research for the 21 st Century: Equipping Gen Next with Reflective Approaches.	Avila College of Education, Edacochin	5-6, December 2014	Avila College of Education, Edacochin
8	Workshop on "Curriculum Development of Two Year M.Ed. Programme"	Mahatma Gandhi University, Kottayam	18-21, May 2015	PG BOS in Education, Mahatma Gandhi University
9	Orientation Programme on the "New Two Year B.Ed. Programme"	Mahatma Gandhi University, Kottayam	6th August 2015	Mahatma Gandhi University.

Name of the faculty member : Mr. Subin Paul, Lecturer

Sl. No.	Name of the Seminar/ Workshop/ Conference	Venue	Date	Agency Sponsored
1	Seminar on Counselling Skills	Avila College of Education, Edacochin.	15th February 2012	Avila College of Education.

2	ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators	IQAC, Avila College of Education, Edacochin.	17-18, May 2013	NAAC
3	Workshop on Preparatory and Practical courses in Physical Science Teaching	St. Joseph's Training College, Mannanam.	7th June, 2013	AKTCTA
4	Paradigms of Educational Research for the 21 st Century: Equipping Gen Next with Reflective Approaches.	Avila College of Education, Edacochin.	5-6, December 2014	Avila College of Education, Edacochin.
5	Orientation Programme on Restructured Two Year B.Ed. programme	Mahatma Gandhi University, Kottayam,	4th August 2015	Mahatma Gandhi University, Kottayam
6	Workshop on Practical Courses in Teaching Physical Science	St. Joseph's Training College, Mannanam.	3rd October 2015	AKTCTA
7	Orientation programme for AISHE Nodal Officers	Mahatma Gandhi University, Kottayam,	11th February 2016	Mahatma Gandhi University, Kottayam

Name of the faculty member : Mr. Shibu Scaria, Lecturer

Sl. No.	Name of the Seminar/ Workshop/ Conference	Venue	Date	Agency Sponsored
1	Seminar on Counselling Skills	Avila College of Education, Edacochin.	15th February 2012	Avila College of Education.
2	Workshop on Guidelines Regarding Teaching Practice as per the Revised Curriculum	S. N. Training College, Muvattupuzha	27th March, 2012	AKTCTA
3	ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators	IQAC, Avila College of Education, Edacochin.	17-18, May 2013	NAAC
4	Paradigms of Educational Research for the 21 st Century: Equipping Gen Next with Reflective Approaches.	Avila College of Education, Edacochin.	5-6, December 2014	Avila College of Education, Edacochin.
5	Orientation Programme on Two Year B.Ed. Curriculum	Mahatma Gandhi University, Kottayam,	6th August 2015	Mahatma Gandhi University.

Name of the faculty member : Ms. Saumya Paul, Lecturer

Sl. No.	Name of the Seminar/ Workshop/ Conference	Venue	Date	Agency Sponsored
1	Seminar on Counselling Skills	Avila College of Education, Edacochin.	15th February 2012	Avila College of Education
2	ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators	IQAC, Avila College of Education, Edacochin.	17-18, May 2013	NAAC
3	National Seminar on <i>Samakaleen Hindi sahitya-vaishvikaran ke sanderbh mein</i>	Dept. of Hindi, KE College Mannanam	10th November 2014	Dept. of Hindi, KE College Mannanam

4	Paradigms of Educational Research for the 21 st Century: Equipping Gen Next with Reflective Approaches.	Avila College of Education, Edacochin.	5-6, December 2014	Avila College of Education, Edacochin.
5	Orientation Programme on Restructured Two Year B.Ed. programme	Mahatma Gandhi University, Kottayam	4th August 2015	Mahatma Gandhi University, Kottayam
6	Workshop on Language Across Curriculum and Internship of Two Year B.Ed. programme	Titus II Teachers' College, Thiruvalla.	8th June 2016	AKTCTA
7	Gurusameeksha -2016: Teacher Training Programme	St. Joseph College of Teacher Education for Women, Ernakulam	3rd September 2016	IQAC & Alumni Association

Name of the faculty member : Mrs. Jessy Samuel, Lecturer

Sl. No.	Name of the Seminar/ Workshop/ Conference	Venue	Date	Agency Sponsored
1	Seminar on Counselling Skills	Avila College of Education, Edacochin.	15th February 2012	Avila College of Education.
2	Workshop on Guidelines Regarding Teaching Practice as per the Revised Curriculum	St. Joseph College of Teacher Education for Women, Ernakulam	27th March, 2012	AKTCTA
3	ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators	IQAC, Avila College of Education, Edacochin.	17-18, May 2013	NAAC
4	Workshop on Preparatory and Practical courses	St. Joseph's Training College, Mannanam.	5th June, 2013	AKTCTA
5	Paradigms of Educational Research for the 21 st Century: Equipping Gen Next with Reflective Approaches.	Avila College of Education, Edacochin.	5-6, December 2014	Avila College of Education, Edacochin.
6	Orientation Programme on Restructured Two Year B.Ed. programme	Mahatma Gandhi University, Kottayam	4th, 6th, and 10th, August 2015	Mahatma Gandhi University, Kottayam
7	Workshop on Revised Two Year B.Ed. Commerce Education curriculum	St. Thomas College of Teacher Education, Pala	12th October 2015	AKTCTA
8	National Seminar on Innovative Financial Services	Aquinas College, Edacochin	11-12, February 2016	Aquinas College, Edacochin

Name of the faculty member : Mrs. Soumini Snehi Jayan, Lecturer in Physical Education

Sl. No.	Name of the Seminar/ Workshop/ Conference	Venue	Date	Agency Sponsored
1	Seminar on Counselling Skills	Avila College of Education, Edacochin	15th February 2012	Avila College of Education
2	Orientation Programme on Teaching Practice of BEd	St. Joseph College of Teacher Education for Women, Ernakulam	27th March 2013	St. Joseph College of Teacher Education
3	Workshop on Preparatory and Practical Courses in Teaching	St. Joseph's training College, Mannanam, Kottayam	4th April 2013	St. Joseph's training College
4	ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators	Avila College of Education, Edacochin	17-18, May 2013	NAAC

5	Paradigms of Educational Research for the 21 st Century: Equipping Gen Next with Reflective Approaches.	Avila College of Education, Edacochin	5-6, December 2014	Avila College of Education, Edacochin
6	Orientation Programme on the “New Two Year BEd Programme”	Mahatma Gandhi University, Kottayam	10th August 2015	Mahatma Gandhi University, Kottayam

**Name of the faculty member : Mrs. Thankamma K. L.,
Instructor, SUPW and Art Education**

Sl. No.	Name of the Seminar/ Workshop/ Conference	Venue	Date	Agency Sponsored
1	Seminar on Counselling Skills	Avila College of Education, Edacochin	15th February 2012	Avila College of Education
2	ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators	Avila College of Education, Edacochin	17-18, May 2013	NAAC
3	Paradigms of Educational Research for the 21 st Century: Equipping Gen Next with Reflective Approaches.	Avila College of Education, Edacochin	5-6, December 2014	Avila College of Education, Edacochin

3.2. Research and Publication Output

3.2.1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

- ❖ During the last three years the institution has published three volumes of the journal - Avila Journal of Educational Research with ISSN: 2320-0707
- ❖ M.Ed. dissertation abstracts (vol. I) has been published by the institution in 2014.
- ❖ The faculty members have published research articles in the following journals:
 - Avila Journal of Educational Research, ISSN: 2320-0707
 - Cognitive Discourse, International Multidisciplinary Journal, ISSN: 2321-1075
 - Conflux International Journal of Education, ISSN: 2320-9305
 - Edutracks, ISSN: 0972-9844
 - Innovative Thoughts. International Research Journal, ISSN: 2321-5453
 - International Journal of Innovative Research and Development, ISSN: 2278 – 0211
 - International Journal of Scientific and Research Publications, ISSN: 2250-3153
 - Journal of Educational Research and Extension, ISSN - 0973 - 6190
 - Journal of Extension and Research, ISSN:0972-351X
 - Journal of International Organization of Scientific Research, e-ISSN: 2320-7388, ISSN: 2320 – 737X
 - Research Highlights, A Journal of Avinashilingam Institute for Home Science and Higher Education for Women, ISSN: 2231-2374
 - The International Journal of Humanities & Social Studies, ISSN 2321 - 9203
 - Trans Academia, An International Journal of Education, ISSN: 23193492
- ❖ The faculty members prepare and use power point presentations for classroom transaction. The students are given printed notes prepared by the faculty members in most of the subjects.
- ❖ Use of internet is encouraged among faculty and students for enhancing the quality of teaching

- ❖ For improving the quality of teaching student teachers prepare teaching aids (still and working) every year in their concerned optional subject. Workshops are conducted for preparing such teaching aids to be used by the student teachers in classroom teaching during their internship.
 - ❖ There is a collection of herbarium prepared by the student teachers.
 - ❖ Various psychological tools and apparatus are used by the faculty members for supporting their theory classes.
 - ❖ The student teachers make use of various chemicals and apparatus for their practice teaching.
 - ❖ The institution maintains various specimens useful for classroom teaching.
 - ❖ Globes, maps, and models are provided for the teaching learning of social science.
 - ❖ Documentaries such as *Mazhayarivu* (about rain) and “The last bird” have been prepared by the students of the institution.
 - ❖ M.Ed. students prepare various instructional tools and aids as part of their dissertation work every year. A list of instructional materials, CDs, research tools, etc. prepared by the M.Ed. students for the last three years is given below
- | | |
|--|------|
| Instructional materials (Written material) | – 29 |
| Instructional materials (CD) | – 3 |
| Research tools (standardized tools) | – 14 |
| Research tools (non-standardized tools) | – 46 |

3.2.2. Give details on facilities available with the institution for developing instructional materials?

- ❖ The institution has well equipped resource centers such as science lab (physical science and natural science) maths lab, social science, language lab, computer lab, educational technology lab with all the basic instruments, chemicals, apparatus and models required for teaching secondary school classes, and work experience lab for developing instructional materials.
- ❖ The educational technology lab has all the modern gadgets including ICT enabled tools for preparing teaching materials in e-form.
- ❖ In order to familiarize the student teachers with smart class practices the institution provides the necessary facilities.
- ❖ The institution has an online computerized library with latest books, journals and magazines. In connection with research, if the students especially PG students require any book or research tool, the Management is keen to procure them for the benefit of students.
- ❖ The institution provides enough computers for preparing instructional material in printed form, power point presentations, etc.
- ❖ Students and staff can also utilize the microteaching clinic and language lab.
- ❖ Equipments for book binding and other works related to socially useful productive work is available in the SUPW workshop.

3.2.3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

- ❖ The faculty of the institution has prepared power point presentations for their subjects and they use them to deliver most of their lessons by using power point presentations.
- ❖ The institution has prepared video learning programmes on monsoon in Kerala.
- ❖ Student teachers of the institution prepare software programmes related to school topics.

- ❖ CDs on microteaching classes are prepared in the micro teaching clinic by B.Ed. and M.Ed. students.
- ❖ Students also prepare power point presentations on various topics. M.Ed. students have prepared CDs and documentaries as part of their research work.

3.2.4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

- a. Organised by the institution**
- b. Attended by the staff**
- c. Training provided to the staff**

a. Organized by the institution

- ❖ The institution organizes workshop on preparation of teaching aids in each optional subject. Student teachers prepare the audiovisual aids needed for their practice teaching during this programme.
- ❖ A work shop was organized for student teachers to create blog and power point presentations.

b. Attended by the staff

- ❖ The staff of the institution attended the workshops on preparation of the present curriculum and syllabus for B.Ed. and M.Ed. programmes conducted by Mahatma Gandhi University (Details are shown in the table given in section 3.1.4).

c. Training provided to the staff

- ❖ A training programme was organized for the teaching staff to familiarize them with the blog creation.

3.2.5. List the journals in which the faculty members have published papers in the last five years.

The research papers of faculty members are published in the following journals:

- ❖ Avila Journal of Educational Research, ISSN: 2320-0707, published by Avila College of Education.
- ❖ Cognitive Discourse, International Multidisciplinary Journal, ISSN: 2321-1075
- ❖ Conflux International Journal of Education, ISSN: 2320-9305
- ❖ Edutracks, ISSN: 0972-9844
- ❖ Innovative Thoughts. International Research Journal, ISSN: 2321-5453
- ❖ International Journal of Innovative Research and Development, ISSN: 2278 – 0211
- ❖ International Journal of Scientific and Research Publications, ISSN: 2250-3153
- ❖ Journal of Educational Research and Extension, ISSN - 0973 - 6190
- ❖ Journal of Extension and Research, ISSN:0972-351X
- ❖ Journal of International Organization of Scientific Research, e-ISSN: 2320-7388, ISSN: 2320 – 737X
- ❖ Research Highlights, A Journal of Avinashilingam Institute for Home Science and Higher Education for Women, ISSN: 2231-2374
- ❖ The International Journal of Humanities & Social Studies, ISSN 2321 - 9203
- ❖ Trans Academia, An International Journal of Education, ISSN: 23193492

3.2.6. Give details of the awards, honors, and patents received by the faculty members in last five years.

- ❖ Dr. Benny Varghese, Principal, has received ‘**Best Teacher Award**’ constituted by MJSSA, Puthencruz, Kerala in 2015.
- ❖ One of the faculty members, Elizabeth Thomas received Ph.D. Degree in Education from Mahatma Gandhi University in 2015.
- ❖ Three of the faculty members Dr. Josen George, Mr. Subin Paul, and Mrs. Jiji T. R. were awarded M.A. Degree in Psychology by IGNOU.
- ❖ Dr. Sreeja S., Assistant professor has been qualified to the final round of ‘**Best Woman Doctoral Fellow Award**’ national contest conducted by Synergians as part of Women’s Day 2014 in Ernakulam on March 8, 2014.
- ❖ Dr. Josen George, Asst. Professor of this institution secured I Rank in Certificate Course in Counselling conducted by Mahatma Gandhi University (2013).

3.2.7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

- ❖ A major research project (for the award of Ph.D. Degree in Education) had been submitted by the one of the faculty members (Dr. Elizabeth Thomas) in 2014.
- ❖ Two minor research projects (for the award of M.A. Degree in Psychology) had been submitted by the faculty members Mr. Subin Paul and Mrs. Jiji T. R. of this institution in 2013.

3.3. Consultancy

The institution encourages its faculty to provide consultancy services to the field of education.

3.3.1 Did the institution provide consultancy services in last five years? If yes, give details.

- ❖ Many teacher education institutions in Kerala have consulted Avila College of Education on setting up facilities like microteaching clinic, infrastructure, library resources, class room construction, etc.
- ❖ PG students from different institutions used to visit the library in connection with their research work. Details are available in the library records. Many students from different Colleges and Universities consult the staff members of this institution for Ph.D., M.Ed., and M.Phil. dissertation work.
- ❖ The institution encourages its faculty to provide the consultancy services to schools and colleges and to be actively engage in their respective fields of expertise.
- ❖ The faculty members deliver extension lectures to provide their services in various educational institutions including special schools, inclusive settings, and schools in rural areas.

3.3.2 Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

Informal, free consultations are offered frequently by the staff to teachers and students from several teacher education institutions.

The staff members are competent to undertake consultancy in the following areas:

- ❖ Guidance and counselling

- ❖ Teacher effectiveness
- ❖ Ethical teaching
- ❖ Learning disability
- ❖ Adolescent problems/issues
- ❖ Research and statistics
- ❖ Environmental issues

Faculty members of the institution provide consultation at personal level on remunerative basis in various institutions/fields listed as follows.

1. Dr. Benny Varghese (Principal):

- ❖ Research Guide at Bharathiar University, Coimbatore (M. Phil.)
- ❖ Resource person for B.Ed., M. A. Education, and Diploma in Higher Education programmes of IGNOU
- ❖ Resource person at Diocesan Pre Marriage Counselling Centre, Cochin
- ❖ Acted as a resource person for the faculty improvement programme held at Sree Narayana Higher Secondary School, Ayyappankavu, Kochi on 23rd March 2012.
- ❖ Acted as resource person for the seminars for school teachers on 'Effective Teaching' conducted by Corporate Educational Agency, Ernakulam Diocese in April 2013.
- ❖ Acted as Director of IGNOU B.Ed. Camp held at MES Training College, Edathala, Aluva in April/May 2014.
- ❖ Acted as resource person for seminars/programmes conducted by Oriental Insurance Company Limited, Ernakulam in 2014 and 2015.
- ❖ Acted as a resource person for the faculty improvement programme of St. Mary's College and St. Mary's Public School Perumbavoor on 22nd March 2015.
- ❖ Acted as a resource person for the faculty improvement programme of Hill Valley College of Teacher Education and Hill Valley Higher Secondary School on 2nd May 2016.
- ❖ Acted as a resource person for the orientation programme for students of Siena College of Professional Studies Edacochin, De Paul college Angamaly, and St. Augustine's Higher Secondary School, Aroor in June 2016.

2. Dr. Elizabeth Thomas (Lecturer)

- ❖ Resource person for B.Ed. Programme of IGNOU

3. Dr. Sreeja S. (Asst. Professor):

- ❖ Research Guide at Bharathiar University, Coimbatore (Ph.D. in Education, EDU GU 3411)
- ❖ Research Guide in M.A Psychology (IGNOU)
- ❖ Resource person for B.Ed. and M. A. Education programmes of IGNOU
- ❖ Acted as resource person for seminars and programmes conducted by various agencies and organizations such as Porukara College of Education, Champakulam, Cochin Social Service Society, etc.
- ❖ Review Committee Member of International Journal of Innovative Research and Development, ISSN: 2278 – 0211.
- ❖ Personality Development Trainer at David Chris School of Communicative English.

4. Mrs. Theresa Jose (Lecturer)

- ❖ Acted as Resource Person for Teacher orientation programme organized by Ernakulam-Angamali Diocese on 21-22, May 2015.
- ❖ Acted as Subject Expert in the interview for the selection of teachers in Naipunya Public School Kochi on 18th April, 2016.

5. Dr. Josen George (Asst. Professor)

- ❖ Research Guide at Bharathiar University, Coimbatore (Ph.D. Education EDU GU 3624)
- ❖ External Expert and Research Guide in Education at Dhakshin Bharat Hindi Prachar Sabha, Kerala.
- ❖ Resource person for B.Ed. and M. A. Education programmes of IGNOU
- ❖ Acted as resource person for the seminars for school teachers on 'Science Teaching' organized by Corporate Educational Agency, Ernakulam Diocese in April 2013.
- ❖ Acted as resource person for seminars, classes, and programmes conducted by various institutions and organizations such as St. Albert's College Ernakulam, St. Joseph College of Teacher Education for Women, Ernakulam, St. Thomas Church Monipally, Kottayam, Jnanodayam Public School, Edacochin, etc.

6. Mr. Shibu Scaria (Lecturer)

- ❖ Acted as resource person for training programme for Student Police Cadets on Personality Development conducted at St. Jude HSS Vellarikkundu, Kasargod in April, 2016.
- ❖ Acted as resource person in the seminar on Community life and Social Skills conducted at St. Jude HSS Vellarikkundu, Kasargod for NSS students in April, 2016.

The institution promotes the consultancy services of its faculty members. The institution maintains a website which provides details of its staff members.

3.3.3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

The institution collects fees from the scholars for consulting the library resources. Thus an amount of Rs. 5100/- has been generated in the last five years. The sum is utilized for the developmental activities of the institution.

3.3.4. How does the institution use the revenue generated through consultancy?

The amount generated through consultancy is utilized for the developmental activities of the institution.

3.4. Extension Activities

3.4.1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

- ❖ The institution conducts socio economic survey and health survey almost every year. This is to generate awareness of good health practices.
- ❖ The institution has set up and maintains a library at Kallencherry, a rural village, 10km away from the college.
- ❖ Free classes on various issues like learning disability is taken for the parents by the faculty members of the institution.

- ❖ Teaching aids are donated to nearby schools to facilitate effective classroom teaching.
- ❖ Note books are provided to students of local schools by the student teachers.
- ❖ AIDS awareness programmes/street plays are conducted by the student teachers of the institution.
- ❖ Voter's awareness campaign is conducted through social media during election time.
- ❖ The student teachers have dispensed common salt in the water accumulated areas to check mosquito growth.
- ❖ Free tuition is arranged for the slow learners at practice teaching schools by student teachers of this institution.
- ❖ The student teachers provide mid-day meals to the poor people of the street.
- ❖ The student teachers provide dress, medicines, and food to the destitute of nearby rehabilitation centre.
- ❖ To disseminate the spirit of National Sports, the institution has participated in the '*Run Kerala Run*' programme conducted under the initiative of Malayala Manorama Daily, a leading news paper in Malayalam, on 20th January 2015.
- ❖ Dr. Benny Varghese, Principal is an active member of Y's Mens Club International and contributes articles regularly to their magazines and provides financial support for their social activities. He is a member of the governing bodies of Santhibhavan School, Edacochin, St. Juliana's School Palluruthy, and Bethsaida Public School, Perumbavoor. Dr. Benny Varghese regularly participates in the moral education programme conducted by MJSSA, Puthencruz, Ernakulam. He is a resource person for the 'Student Police Cadet' movement in the secondary schools in Ernakulam District.
- ❖ Mrs. Theresa Jose, Lecturer of this institution acted as Resource Person for Teacher orientation programme organized by Ernakulam-Angamali Diocese on 21-22, May 2015 and as Subject Expert in the interview for the selection of teachers in Naipunya Public School Kochi on 18th April, 2016. She has published an article *Chokkupodi* (about teacher's experience) in *Mathrubhoomi* Weekly (Malayalam).
- ❖ Dr. Sreejs S., Asst. Professor of this institution acts as a Review Committee Member of International Journal of Innovative Research and Development (ISSN: 2278 – 0211). She was the resource person in the state level seminar on Learning Disability organized by Porukara College of Education, Champakulam on 8th February 2013; for a one day awareness seminar on 'Mental Retardation and Other Disabilities' for Village Women Leaders organized by Cochin Social Service Society on 14th February 2012; and for the Community Based Rehabilitation Programme on 'Awareness on Mental Retardation and other Disabilities' at Kadamakkudy Grama Panchayath.
- ❖ Dr. Josen George, Asst. Professor of this institution is serving currently as the President, Y's Mens Club International, Monipally, Kottayam. He is also serving as a member of the Director Board of Uzhavoor Service Cooperative Bank, Uzhavoor. He has published several articles in local dailies.
- ❖ Mr. Subin Paul, Lecturer of this institution acts as a moral educator at St. Thomas Moore Sunday School, Palluruthy. He is also acting as a member of the Pastoral Council of Cochin Diocese.
- ❖ Mr. Shibu Scaria, Lecturer of this institution acted as resource person for training programme for Student Police Cadets on Personality Development conducted at St. Jude

HSS Vellarikundu, Kasargod and in the seminar on Community life and Social Skills conducted at St. Jude HSS Vellarikundu, Kasargod for NSS students in April 2016.

3.4.2. How has the institution benefitted from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

- ❖ The institution has benefitted from the community. The community gives full support for the programmes of the institution. They cooperate in the activities such as surveys, street plays, etc. conducted by the institution.
- ❖ Local schools allow internship/practice teaching and provide students for criticism classes, demonstration classes, and for practical examination. Local schools render all possible help for the smooth functioning of the College.
- ❖ The nearby schools allow the M.Ed. students for conducting experimental research among their students. M.Ed. students are allowed to conduct survey for their dissertation work in these schools.
- ❖ Various establishments in the community provide funds through advertisements in the college annual magazine.
- ❖ Local body members render their service to the institution by participating in the activities of the institution.
- ❖ The institution is benefitted from community resource persons in providing their expertise in various dimensions.
- ❖ The institution gets maximum support from the PTA for its various programmes.
- ❖ Free health check-up is annually organized by Lotus Eye Care Hospital for the student teachers in the institution.
- ❖ A programme for awareness about social evils is annually conducted in the institution by 'Janamaitri Police.'

3.4.3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

In future, the institution would like to conduct extension classes, spoken English classes, and working with community programmes like population education, adult education, special education, etc.

3.4.4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

The institution has established a village library at Kallencherry Panchayat in Kumbalangi near Edacochin in the year 2000-01. The library is still maintained by the institution by providing books.

3.4.5. How does the institution develop social and citizenship values and skills among its students?

- ❖ The institution organizes many programmes to impart value education and ethical teachings of great religions. Classes on the Bible, Quran, and Bhagavad Gita are conducted every year by eminent persons of the concerned religion.
- ❖ Onam, Christmas, and Ramzan are celebrated every year.
- ❖ The institution makes use of the morning assembly/functions to impart value education. Reading from the Holy Bible, Holy Quran and Bhagavad Gita, National Pledge and

National Anthem are our routine programmes of morning assembly. Avila Anthem, the invocation song of the institution has been compiled with the prayers from the Bible, the Quran, and the Upanishads.

- ❖ Thought of the day with Principal's remarks is also included in the assembly and it gives ample opportunity for inculcating values. The institution has a chapel and a prayer hall for meditation, reflection, and prayer.
- ❖ The institution conducts College union election at the beginning of the academic year, as per the rules and regulations prescribed by the University. The main aim of conducting such election is to inculcate the importance of civic awareness. Immediately after the election, the Council of College Union takes the responsibilities of the smooth functioning of the College. Under the guidance of the Principal, the college union undertakes all efforts to conduct the co-curricular activities, such as college union and Arts club inauguration, study tour, Youth festival, sports meet and Annual Day.
- ❖ The institution also celebrates days of national importance such as Independence Day, Republic Day, Teacher's Day, Gandhi Jayanthi, Martyr's Day, Children's Day, Science Day, Human Rights Day, Women's Day, Education Day, Environment Day, etc. with a view to inculcate moral as well as civic values among the students.
- ❖ The curricular and co-curricular activities e.g. teaching-learning experiences, practice teaching, seminars, workshops, debates, quiz, exhibitions, study tours/field trips, community living camp, help develop democratic, social, and citizenship values and skills among student teachers.
- ❖ AIDS awareness and Environment campaigns, Street plays on social issues, voter awareness programmes, social surveys, etc. provide an opportunity to instill values among student teachers.

3.5. Collaborations

3.5.1 Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

- ❖ The institution has been accredited by NAAC. It could organize a National Seminar on "ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators" on 17-18, May 2013 under the sponsorship of NAAC. An amount of Rs. 70000/- was received by the institution from NAAC.
- ❖ The institution has collaborations with local and state level organizations such as CTE, the Unaided Training College Principal's Association, the Unaided Training College Manager's Association, etc.
- ❖ The faculty members of this institution act as resource persons for IGNOU programmes.
- ❖ The faculty members of this institution serve as research guides and experts of Bharathiar University, Coimbatore and Dhakshin Bharat Hindi Prachar Sabha Kerala.

3.5.2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

- ❖ The institution has linkage with ISSN Centre and could obtain ISSN for its annual journal and ISBN for its proceedings of a National Seminar.
- ❖ The institution is keen on establishing international tie ups according to the policies of the University.

3.5.3. How did the linkages if any contribute to the following?

- 1. Curriculum Development**
- 2. Teaching**
- 3. Training**
- 4. Practice Teaching**
- 5. Research**
- 6. Consultancy**
- 7. Extension**
- 8. Publication**
- 9. Student Placement**

The contributions in these fields are indicated below:

- 1. Curriculum development:** The faculty members of this institution have contributed to the restructuring of B.Ed. and M.Ed. curricula of Mahatma Gandhi University, Kottayam. The linkages with IGNOU and other institutions helped them for providing suggestions during the curriculum development workshop.
- 2. Teaching:** Enhancement in quality of teaching is made possible by linkage with various institutions and organizations.
- 3. Training:** Interaction with experts makes the teacher training programme more effective. The institution makes use of the services of DRG and SRG to equip the student teachers with the recent developments of curriculum transaction.
- 4. Practice teaching:** Linkages with SCERT and DIET help the student teachers to know the modern strategies of teaching and evaluation.
- 5. Research:** Faculty members of the institution provide guidance to scholars in doing research in education. Linkage with eminent educationists helps in finalizing research topic for M.Ed. dissertations.
- 6. Consultancy:** Faculty members of this institution provide consultancy services to various institutions and organizations.
- 7. Extension:** Helps in establishing good relationship with community and in imparting social values. Extension activities are beneficial for both student teachers and community.
- 8. Publication:** The linkage with ISSN Centre provided with ISSN for its journal Avila Journal of Educational Research. Eminent educationists provide articles for the journal. The linkage with various establishments in the community helps in getting funds through advertisements in the college annual. Interviews and articles of eminent persons could be published in the college annual magazines.
- 9. Student Placement:** Placement Cell of the institution interacts with outside bodies/agencies/schools, etc. and leads to communicating our credibility and absorption of our trainees. Placement Cell also provides guidance to student teachers concerning placement in various reputed schools of Cochin City and beyond.

3.5.4. What are the linkages of the institution with the school sector? (Institute-school-community networking)

The institution has very good relationship with the cooperating schools where student teachers are sent for internship/practice teaching. In addition, it remains in touch with other schools. Internship in reputed schools provides student teachers with adequate exposure to the profession of teaching.

The institution has regular tie up with about 30 reputed higher secondary/secondary schools, where B.Ed. students go every year to take classes as part of the practice teaching. B.Ed. students prepare a school report when they go for practice teaching. Students from nearby schools participate in the demonstration and criticism classes. Some batches of student teachers have donated teaching aids to schools and have conducted exhibition of teaching aids. Note books are also provided to students of these schools by the student teachers.

M.Ed. students visit many schools for conducting surveys as part of their dissertation work. PG students undertake experimental studies to take classes in schools. The PG students have also done case studies on different special schools and tribal schools. Whenever the institution organizes seminars, teachers from nearby schools are invited. Experienced teachers from schools, DIET are invited as resource persons for guest classes.

3.5.5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching? If yes give details.

All our faculty members are actively engaged in schools with teachers and other school personnel for designing, evaluating and delivering practice teaching.

- ❖ Before the school based practice teaching sessions, the faculty and the student teachers interact with the school authorities and subject teachers to plan the activities to be carried out during the course of practice teaching. The topics for teaching and the time table are collected in advance.
- ❖ The faculty remains in constant touch with the subject teachers of the schools for facilitating successful conduct of activities and delivery of teaching lessons. The Principal of the institution makes frequent visits to all cooperating schools to ensure the smooth conduct of practice teaching programme.
- ❖ Evaluation of practice teaching sessions is carried out by the faculty members of the institution by observing classes taken by the student teachers. At the time of practice teaching the faculty remains present at the respective school to supervise and assess the performance of the student teachers. The practice teaching is also evaluated by the concerned subject teachers (mentors) of the respective school which helps the student teachers for evaluating and improving the performance. An evaluation proforma is distributed among the faculty members as well as the mentors for objective evaluation of the performance of student teachers. Suggestions from principal/headmaster /subject teachers are always welcomed and implemented.

3.5.6. How does the faculty collaborate with school and other college or university faculty?

Faculty members of the institution maintain good relationship with practice teaching schools as well as with the University. Many of our faculty members are having Ph.D. from the School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam. Some of the members of the teaching faculty have functioned as resource persons in programmes and seminars conducted by various colleges and schools. Some members of the teaching staff are engaged in the preparation of teaching modules for Universities like IGNOU. One of the members of the teaching faculty is a co-author of a published book on Physical Science Education and has contributed to a published book on Natural Science Education that are included as reference books for the B.Ed. Curriculum of the University.

Frequently the faculty members discuss with the optional teachers of other institutions to update their knowledge in optional subjects. They participate in seminars / workshops conducted in the University department and other colleges.

The faculty members of the college act as examiners for the theory/practical examinations conducted by the University.

3.6. Best Practices in Research, Consultancy and Extension

3.6.1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

The institution has taken various measures to enhance the quality of research, consultancy, and extension activities during the last five years.

- ❖ Teachers are encouraged to take up ongoing study and research. They are provided with duty leaves, secretarial assistance, and internet facilities.
- ❖ The institution has made collaboration with agencies such as NAAC, ISSN Centre, etc. with a view to enhance the quality of research.
- ❖ A research committee has been constituted in the institution.
- ❖ Preparations are being made by developing library facilities to get a research centre sanctioned.
- ❖ The institution took initiative for conducting National Seminars, publishing its journal, M.Ed. dissertation abstracts, and proceedings of National Seminars.
- ❖ The institution conducts research colloquia regularly.
- ❖ The institution pays attention to maintain a village library and allows its library open to research scholars and teachers.
- ❖ The institution allows and encourages the faculty members to extend their services to the community.

3.6.2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

The institution has good practices in research, consultancy, and extension activities during the last five years. The important practices and activities are given below.

- ❖ Publication of an annual journal-Avila Journal of Educational Research with ISSN.
- ❖ Publication of M.Ed. Dissertation Abstracts.
- ❖ Conducting two National Seminars and publication of their proceedings with ISBN.
- ❖ Publication of Journal articles by faculty members in various National and International journals.
- ❖ Participation of faculty members in National and International seminars/workshops.
- ❖ Research guidance (Ph.D. and M.Phil.) extended by faculty members.
- ❖ Conducting research by a faculty member leading to Ph.D. degree.
- ❖ Service of faculty members as experts in other institutions.
- ❖ Maintenance of a village library at Kallencherry.
- ❖ Awareness class given to parents on topics like learning disability.
- ❖ Conduct of health/civic sense awareness programmes.
- ❖ Programmes for eradication of mosquitoes.
- ❖ Improving online access to the best educational resources available such as eBooks and online journals as an ongoing process depending on the availability of funds.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?

1. Promotion of Research

- Research is yet to receive serious attention in the college.
- Absence of a research committee is conspicuous.
- Teachers need to be encouraged to involve in research. Teachers are free to avail facilities of the college to conduct their research.

2. Research and publications output

- Teachers of the college have attended seminars, workshops and conferences.
- Teachers have published papers and articles in research journals and magazines. Two books have been authored by teachers. But there is wide scope to enhance the publication output.

3. Consultancy

- Informal consultancy services are offered by the teachers and the infrastructural facilities provide training ground for other institutions. But no resource has been generated through consultancy as of now.
- There is a need to constitute a cell to organize and coordinate consultancy activities.

4. Extension activities

- The extension and outreach programmes are conducted by the students of the college. The faculty takes part in these activities.
- The outreach activities of the college include organizing health camps, creating awareness on practices for good health and conducting socio economic survey. The students of the college have established a village library.
- There is further scope to widen the extension and outreach activities.

5. Collaborations

- The institution has established linkages and collaboration with other institutions (Schools and colleges) and SCERT and DIET. But linkages may be established with other HEIs and research institutes of repute.

6. Best practices in research consultancy and extension (if any)

- Establishing a village library and conducting socio economic survey.

Actions taken based on suggestions

The institution has taken necessary measures to incorporate the above suggestions. A research committee was constituted with Dr. Josen George as the convener and **seven** teaching faculty as the members. The committee meets periodically and discusses research and publication activities of the institution. The committee initiated to publish a journal, research abstracts, and seminar proceedings. The committee is keen to encourage research among teaching staff. The institution provides all the necessary support for teachers to carry out research.

The faculty members of the institution have made attempts to enhance the publication output during the last five years. More than 20 articles have been published by the faculty members in national and international journals during this period. In addition **10** research papers have been presented by the faculty members in national and international seminars which got published in the respective proceedings with ISBN.

The institution allows PG and doctoral research scholars of other institutions to use the library resources collecting certain fees. Thus a sum of Rs. 5100/- has been collected during the past five years. A consultancy cell has been constituted in the institution. The cell actively

engages in the coordination of consultancy services of various faculty members. Faculty members of this institution provided consultancy services in various capacities such as:

- ❖ Dr. Benny Varghese, Principal, is an active member of Y's Mens Club International and contributes articles regularly to their magazines and provides financial support for their social activities. He is a member of the governing bodies of Santhibhavan School, Edacochin, St. Juliana's School Palluruthy, and Bethsaida Public School, Perumbavoor. Dr. Benny Varghese is regularly participates in the moral education programme conducted by MJSSA, Puthencruz, Ernakulam. He is a resource person for the 'Student Police Cadet' movement in the secondary schools in Ernakulam District.
- ❖ Dr. Sreeja S. (Asst. professor): Research Guide at Bharathiar University, Coimbatore (Ph.D.), Research Guide in M.A Psychology (IGNOU), Resource person for B.Ed. and M. A. Education programmes of IGNOU, Acted as resource person for seminars and programmes conducted by various agencies and organizations such as Porukara College of Education, Champakulam, Cochin Social Service Society, etc., Review Committee Member of International Journal of Innovative Research and Development, ISSN: 2278 – 0211., and Personality Development Trainer at David Chris School of Communicative English.
- ❖ Dr. Josen George (Asst. professor): External Expert and Research Guide in Education at Dakshin Bharat Hindi Prachar Sabha, Cochin., Research Guide at Bharathiar University, Coimbatore (Ph.D.), Resource person for B.Ed. and M.A. Education programmes of IGNOU, and acted as resource person for classes, seminars and programmes conducted by various institutions and organizations such as St. Albert's College Ernakulam, St. Joseph College of Teacher Education for Women, Ernakulam, St. Thomas Church Monipally, Kottayam, Jnanodayam Public School, Edacochin, etc.
- ❖ Mrs. Theresa Jose (Lecturer) has extended service as a Resource Person for Teacher orientation programme organized by Ernakulam-Angamali Diocese and a Subject Expert in the interview for the selection of teachers in Naipunya Public School Kochi.
- ❖ Mr. Shibu Scaria (Lecturer) has served as a resource person for training programme for Student Police Cadets on Personality Development and Community life and Social Skills for NSS students conducted at St. Jude HSS Vellarikkundu, Kasargod.

The institution has made attempts to widen the extension and outreach activities through various programmes such as:

- ❖ Maintenance of a village library at Kallencherry,
- ❖ Awareness class given to parents on topics like learning disability,
- ❖ Conduct of health/civic sense awareness programmes,
- ❖ Programmes for eradication of mosquitoes,
- ❖ AIDS awareness and Environment campaigns - street plays,
- ❖ Voter awareness programmes, and
- ❖ Social and health surveys.

The faculty of the institution has established linkages and collaboration with other HEIs and research institutes such as IGNOU, Bharathiar University, Coimbatore, and Dhakshin Bharat Hindi Prachar Sabha, Kerala for research guidance, conducting lectures, and sharing expertise in Doctoral committees. The institution has also established linkage with ISSN centre.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

The institution has taken initiative to constitute a research committee and a consultancy cell as quality sustenance and enhancement measures. The institution has organized two National seminars after the previous assessment and accreditation. The publication output has enhanced through publication of an annual journal with ISSN since 2012, seminar proceedings with ISBN, and M.Ed. dissertation abstracts.

The institution has initiated to provide learning materials such as note books, pen, instrument box, etc. to poor students of local schools and mid-day meals to street children. Health surveys and follow-up activities such as programmes to eradicate mosquitoes are conducted by student teachers of the institution.

CRITERION 4: INFRASTRUCTURE AND LEARNING RESOURCE

4.1. Physical Facilities

4.1.1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

The institution maintains the physical facilities as per the NCTE norms.

a. Area: The institution possesses five acres of land. It is a semi urban area in Cochin Corporation.

b. Building: Master Plan Enclosed as Appendix 1.

In addition to spacious class rooms, the institution maintains well-equipped library, online access facility, an auditorium with seating capacity of 300, mini conference hall (seating capacity - 100), micro teaching clinic, psychology lab, computer lab, technology lab, health room, language lab, SUPW room, multimedia room, etc. There are separate common rooms for boys and girls. The institution maintains separate lavatory facility for boys and girls in each floor of the college building.

The class rooms have enough space with proper ventilation and are well furnished. The numbers of classrooms, laboratories, halls, etc. are given below.

❖ Big Class Rooms	8
❖ Small Class Rooms	8
❖ Multipurpose Hall	1
❖ Mini Conference Hall	1
❖ Auditorium	1
❖ Prayer Hall	2
❖ Common Room	2
❖ Guest Room	1
❖ Physical Science Laboratory	1
❖ Natural Science Laboratory	1
❖ Computer Lab	1
❖ Microteaching Lab	1
❖ Multimedia Room	1
❖ Language Lab	1
❖ Technology Lab/Smart class	1

4.1.2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

Every year we spend some amount for the expansion and maintenance of infrastructure including building and procuring of new furniture, books, software, online subscription and other equipments (Refer Appendix 7).

4.1.3. List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

The institution provides various facilities conducive for co-curricular activities and extracurricular activities including games and sports.

- ❖ The institution has a furnished auditorium with a seating capacity of 300. An adequate sound system with uninterrupted power supply is maintained in the auditorium. The platform of the stage of the auditorium is wooden paneled for the convenience of the performers. The stage is well furnished with front and back curtains, and spot lights.
- ❖ The institution provides computers with internet facilities and a multimedia room for editing videos and production of short films and documentaries.
- ❖ The institution provides various equipments for indoor and outdoor games for student teachers.
- ❖ The institution maintains a play ground of adequate area for conducting any kind of sports and outdoor games.

4.1.4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

- ❖ The auditorium of the institution is used for hosting seminars and other functions by colleges functioning under the same management.
- ❖ The seminar hall of the institution is also used to arrange programmes of other institutions functioning under the same management.
- ❖ Many research students from other institutions utilize the library facility of this institution.
- ❖ The micro teaching clinic and language laboratory of this institution is used by students of other colleges including arts and science students studying in institutions under the same management.
- ❖ The infrastructure facility of this institution is utilized by M. G. University to conduct entrance examinations for courses like M.Ed., MSW, MFT, etc.
- ❖ The institution has tie up with Aquinas College, another college under the same Educational Agency for the use of play ground.

4.1.5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

The institution has the following facilities:

- ❖ Pure drinking water facility
- ❖ Adequate toilets and rest rooms for male and female staff and students separately
- ❖ Rest rooms for staff and student teachers
- ❖ First aid facilities
- ❖ Comfortable seating arrangements
- ❖ Air-conditioned library and micro teaching clinic.
- ❖ The institution maintains the surroundings neat and clean by laying tiles on the courtyard, and tarring the road.
- ❖ The institution has built adequate parking sheds for vehicles of staff and students.
- ❖ The institution maintains a lawn
- ❖ A health center is maintained in the institution which includes exercise equipment such as treadmill, dumbbells, etc.
- ❖ The college has plans to develop a full-fledged canteen. Now a canteen outlet is functioning in the college.

4.1.6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Adequate Hostels for female students are available in the adjacent convent buildings. Private Hostels and home-stay for male students are also available near to the college campus. There is adequate facility for sports and games and indoor games in collaboration with the others colleges of the Management in the adjoining campus.

4.2. Maintenance of Infrastructure

4.2.1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any (• Building • Laboratories • Furniture • Equipments • Computers • Transport/Vehicle)

Budget allocation and utilization of fund in the last five years for the maintenance of the following are given below.

	Item	Allotted Amount	Utilized Amount
a	Building	200000	211630
b	Laboratories	785000	835819
c	Furniture	315000	332971
d	Equipment	325000	309114
e	Computers	2025000	1961068
f	Transport/Vehicle	1200000	1225000

4.2.2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

- ❖ The available infrastructure is used to the optimum level by maintaining all the facilities in the best condition and also by allowing the neighbouring institutions to make use of microteaching clinic, language lab, and multimedia room for the benefit of staff and students.
- ❖ The institution provides special time allocation for library use and computer training in the time table itself. The utilization of microteaching clinic, language lab, and smart class is made compulsory for all the student teachers.
- ❖ The institution provides technical support with the assistance of a full time computer technician.
- ❖ The maintenance of infrastructure facilities is properly carried out by attending the problems then and there.

4.2.3 How does the institution consider the environmental issues associated with the infrastructure?

The institution gives utmost care to maintain the campus eco-friendly through various means:

- ❖ The buildings are constructed in an eco-friendly way. The backwaters and mangrove in the vicinity are unaffected by the construction of the buildings.
- ❖ The campus is in harmony with the environment. The area selected for this college is free from pollution even though it is by the side of the national highway.

- ❖ Lawn, garden, and herbal garden are maintained in the college campus. The institution gives special attention to develop social forestry in the college campus.
- ❖ Only the most essential air-conditioning equipments are installed with a view to ensure least damage to the environment.
- ❖ The institution maintains its campus plastic free. Students and staff are not allowed to bring and dispose plastic carry bags and other harmful materials.

4.3. Library as a Learning Resource

4.3.1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/computer services)?

Yes, the institution has a qualified librarian and sufficient technical staff to maintain the library in procurement of books and journals, online services, CDs, and computer services. The institution obtains rare books and software through online purchase.

4.3.2. What are the library resources available to the staff and students? (Number of books-volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.).

Details of total collection in the library available to staff and students are given below:

a.Number of books for issue	-	8397
b.Reference books	-	2436
c.Magazines	-	13
d.Journals	-	41
e.Back volume of journals	-	8
f. Video Cassettes	-	100
g.Audio Cassettes	-	100
h.Internet facility is available (details)	-	Reliance internet with 2 MBPS
i. Online access of journals and books both open sources and paid.		

4.3.3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

Yes, the library committee frequently meets to discuss the relevant issues and also to take decision to purchase the latest books and journals. The library committee includes the Principal, Librarian, one member each from the B.Ed. and M.Ed. teaching staff.

4.3.4. Is your library computerized? If yes, give details.

Yes, E College Solutions Software is used for all the important functions of the library.

4.3.5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, the library has four computers with internet connection, online access of books and journals and reprographic facilities available to staff and students.

4.3.6. Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.

The institution makes use of library software. The software used is e-College Solutions developed by GJ InfoTech Private Limited.

4.3.7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day, etc.)

Library is open on all working days throughout the year. Library is working for six days per week and seven hours per day. The library remains open for access from 09.30 am to 04:30 pm.

4.3.8. How do the staff and students come to know of the new arrivals?

The staff and students come to know about the arrivals of books and encyclopedias through the stock register-hand written as well as computerized. The new magazines and journals are displayed on the display cabinet.

4.3.9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, the institution has a book bank. Students use this facility to borrow books. They are allowed to keep the books for two weeks without return or renewal. B.Ed. students are allowed to take two books and M.Ed. students three.

4.3.10. What are the special facilities offered by the library to the visually and physically challenged persons?

Special attention is given to the physically challenged. The library facility is available at the ground floor.

4.4. ICT as learning resource.

4.4.1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institution ensures the optimum use of the facility.

The institution has well equipped computer laboratory with 40 computers with enough hardware, software, net connection, etc.

Besides, there is a sophisticated multi-media room to produce educational videos and audios. The institution maintains a microteaching clinic.

4.4.2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included

The curriculum has provision for imparting basic computer knowledge- preparation of power point presentations, blogs, updating information, etc. (Copy of syllabus is enclosed with this report as Appendix 8 and 9).

4.4.3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

The institution takes utmost care to incorporate new technologies in the curriculum transaction as much as the University syllabus permits. Student teachers make use of power point presentation using LCDs for their lesson plans. All the student teachers prepare blogs and update information. Similarly, the faculty members transact curriculum by using ICT based accessories.

4.4.4. What are major areas and initiatives for which student teachers use /adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

Student teachers develop computer based lesson plans/power point presentations and video lessons and use LCD in class rooms. B.Ed. students have compulsory computer awareness

classes. One hour is set apart in the weekly timetable for this purpose. Students also prepare power point presentation on various topics for presenting seminars. Students are given practice for taking classes with LCD and OHP. Educational CDs have been prepared by students. M.Ed students have produced multimedia CDs as part of their project work, using the sophisticated editing facilities available in the multimedia room.

4.5. Other facilities

4.5.1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

The institution is vigilant in making use of infrastructure facilities to the utmost level. The facilities are shared with the other colleges in the vicinity managed by the same educational agency. Some of the facilities are open to the students from other colleges and schools. The library, micro teaching clinic, multimedia room and computer lab are used by outsiders also for reference, skill practice, and ICT practice.

4.5.2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

Audio and Video CD's related to various subjects are available in the ICT lab. A good collection of best audio/video CDs and DVDs are made available in the institution. The student teachers are encouraged to use various kinds of audio-visual materials. They observe/learn various teaching methods, teaching-techniques, teaching skills, language teaching strategies, etc. through CD's & VCDs provided in the library and computer lab.

4.5.3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

Methodology laboratory like Physical Science laboratory, Natural Science laboratory, Language laboratory, Psychology lab are functioning in the institution. The labs are well maintained and open to the staff and students. All the laboratories are well furnished and have required equipments and materials. Language laboratory have 10 + 1 cabin.

4.5.4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports, etc. available with the institution.

The institution has a multipurpose hall, multi-media room, SUPW room, and sports room (Details are given in Appendix 1).

4.5.5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

At present three class rooms are equipped with ICT facility. LCD projectors and computers are maintained in these rooms. The institution plans to develop such facility in other class rooms also.

4.6. Best Practices in Infrastructure and Learning Resources

4.6.1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

For incorporating best practices in instruction, the faculty members undergo training and attend seminars, workshops, etc. conducted by the University and other teacher education institutions. The institution arranged one week training programme for all staff through Intel *Self Appraisal Report*

Computer Training Programme to equip the staff with the necessary working knowledge of computers.

4.6.2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

The institution has given great importance to the teaching skill development in a scientific manner using microteaching lab. The institution maintains a sophisticated microteaching clinic and multimedia room. The effective use of well equipped multimedia facility in combination with microteaching clinic can improve the teaching skills of teachers and students. The institution has procured necessary reference work and the best equipments. The process of procuring print and online/digital material for improving the efficiency of the functioning of the clinic is an ongoing process depending on the availability of funds. Students and teachers are encouraged to make use of the microteaching lab whenever possible (Details are given in Appendix 12).

Use of power point presentations for classroom teaching is practiced by all the faculty members. Student teachers are encouraged to use the same in their practice teaching classes. The use of power point presentations has been found to be a very effective communication tool in teaching-learning process. It makes the content dealt to be demonstrated in a very lucid manner. It becomes very easy for the learners to understand the topic by the live demonstration.

4.6.3. What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

Punching system is compulsory for students, staff, and non teaching staff. Software program is used to record the attendance of students, for library records, for recording the bio-data of the students, for evaluation of students, etc.

Information regarding days of importance, functions organised/arranged in the institution, names of students with highest grades/marks in the University examinations, University exam results, etc. are displayed in the digital LED display provided at the entrance of the college. Details are provided in Appendix 10.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

1. Physical facilities for learning

- The institution is located in a campus area of 5 acres with a built up area of 3652 sq.m with well maintained class rooms, properly equipped laboratories and adequate space for co and extracurricular activities.
- One auditorium with 300 seating capacity, seminar hall with 100 seating capacity and teaching aids are available there is a language laboratory.
- The institution makes use of its infrastructures by conducting various academic programs and co and extracurricular activities. Efforts may be made to ensure optimal use of these facilities for the benefit of more students.

2. Maintenance of infrastructure.

- The infrastructure is mainly maintained by the management meeting the expenses from the college fund.
- There is budgetary provision for maintenance purpose
- The campus is well maintained

3. Library as a learning resource

- The college library is housed in a hall of 125 sq.m areas and has 10,600 books and subscribes to 41 journals and 13 magazines. There is a book bank. Open access system is in vogue. The college may subscribe to INFLIBNET and EDUSAT. The library is computerised.
 - The resource of the library has been augmented continuously during the last five years. The library has reading room facility for teachers, and students. Internet and reprographic facilities are available. There is power back up for the library.
 - The library functions under the supervision of the library committee. There is a need to motivate the teachers and students to use the library more often and monitor it.
4. ICT as learning resources
- There are 40 computer terminals in the college including 25 in the computer lab which caters to the curricular needs of the students. There is a need to further strengthen the facility.
 - Internet browsing facility is available for students and for faculty. Students and teachers develop computer aided basic learning materials.
 - The college website is updated in regular intervals.
5. Other Facilities
- There are staff rooms and reset rooms for the girl students. Hostel facility for 40 girls is available in hostels of other colleges run by the management.
 - There is facility for parking and water purifier
 - Outdoor games and sports facilities are available indoor games facilities may be made available.
 - Absence of a canteen, health centre, multi gym is noticeable.
6. Best practices in the development of infrastructure & learning resources (if any)
- ❖ Eco friendly campus

Actions taken based on Suggestions

The institution has taken necessary steps to augment the infrastructure and learning resources further. Besides maintaining all the facilities, the institution has made attempts to improve the following areas during the past five years.

- ❖ All the student teachers are given opportunities to utilize the facilities in the microteaching clinic by providing special time for each optional class. The optional teachers ensure the participation of each student in the skill acquisition phase of microteaching which is carried out in the microteaching clinic.
- ❖ Separate periods are given for computer training and library use for students of each optional subject.
- ❖ One day of the week is allotted for students of each optional subject to utilize the book bank facilities of the library.
- ❖ The library book collection has been enriched by adding about 2500 books.
- ❖ The use of library by the staff and students is monitored by entering the details of visit electronically and manually.
- ❖ The institution has made attempts to increase its computer and internet facilities.
- ❖ More class rooms were equipped with LCD projectors.
- ❖ Facilities for indoor games have been arranged in collaboration with the nearby Aquinas College, runs by the same management.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

The institution has made the following attempts for quality sustenance and enhancement with regard to Infrastructure and Learning Resources since the previous Assessment and Accreditation:

- ❖ The institution has made attempts to maintain the surroundings neat and clean by laying tiles on the courtyard, and tarring the road.
- ❖ The institution has built adequate parking sheds for vehicles of staff and students.
- ❖ The stage has been well furnished with front and back curtains, and spot lights.
- ❖ The institution has procured three more LCD projectors.
- ❖ A guest room has been furnished with necessary facilities.
- ❖ New prayer hall has been constructed.
- ❖ A rain water harvesting system is maintained to utilize the rain water for institutional purposes.
- ❖ CCTV facilities have been provided in the institution for the security of the institution as well the conduct of the examinations with transparency.

CRITERION V - STUDENT SUPPORT AND PROGRESSION

5.1. Student Progression

5.1.1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

The students' preparedness for the programme is assessed, and appropriate academic and professional advice is provided through the commencement of their professional education programme to its completion.

Admission to B.Ed. and M.Ed. programmes is carried out on the basis of the marks obtained in the qualifying examination. 50% of the admission is based on pure merit and strictly following the reservation rules of the Government and University. The rest 50% seats are filled through the management quota considering the merits of the candidates. The performance in the qualifying examination is taken as an indicator for the students' preparedness for the programme. Before the admission an interview is made with each student by the Principal, Senior Assistant, and Programme Coordinator to ensure the readiness and suitability of the candidate for the profession.

Before the commencement of the classes all the novices are given an opportunity to introduce themselves before the faculty and peers. They are allowed to display their talents during this programme. This 'talent hunt' is an assessment procedure of the institution which helps the teaching faculty to understand the skills and qualities of each student teacher and to provide individual attention and proper guidance to them.

During the first week of the academic year an orientation programme is arranged for the student teachers by the faculty. The student teachers get an idea about the profession of teaching and the competencies and skills need to be achieved through the teacher education programme. They are given opportunities for clarifying their doubts regarding various aspects of the programme.

During the course of four semesters student teachers acquire necessary theoretical basis and practical skills of teaching profession. The institution provides all the facilities for the optimal learning of the student teachers.

The curricular and co-curricular activities of the institution foster competencies and skills among them. Various cultural programmes of the institution help to enhance skills and to reduce stage fright of student teachers. Micro teaching and link practice is practiced for developing teaching skills. Teaching practice sessions equip them for teaching.

Individual care and attention/support is given to each student teacher by the faculty members. The institution takes utmost care in the formative evaluation of student teachers through class tests/mid-term examinations, assignments, projects, practicals, portfolio assessment, reflective journaling, etc.

Thus towards the end of each semester the student teachers are enabled to appear confidently the theory as well as practical examinations.

5.1.2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

The campus environment of the institution is conducive to promote motivation, satisfaction, development, and performance improvement of the student teachers. Utmost care is taken by the institution to provide proper environment to its student teachers.

The campus area itself is calm and serene with a conducive environment for learning. The campus is free from any type of ragging/harassing. An anti ragging cell is constituted by the institution.

The management and staff always listen to the problems of students and due attention is given to their needs. A grievance redressal cell is functioning to address student problems. Best possible learning resources are provided to motivate the students to achieve their best. The assignment/project submission dates are fixed in a democratic way and the practical works are conducted in a non-threatening manner. Institution has provided all the necessary infrastructural facilities such as language lab, micro teaching studio, digital library etc to develop various skills of student teachers and motivates them to utilize these resources to the optimum for their development.

The institution organizes seminars, lectures by experts, debates, group discussions, quiz competitions, projects, field trips, study tours, community living camps, social orientation programmes, etc. to ensure the active participation of student teachers in all the curricular as well as co-curricular activities. Activities organised by the various clubs of the institution also generate interest, enthusiasm and motivation among student teachers.

5.1.3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

The history of this institution shows that the drop-out rate is meager among student teachers since its inception in 1995. Gender wise drop out list for past five years is given below.

Year	2011-12		2012-13		2013-14		2014-15		2015-16	
	No.	%	No.	%	No.	%	No.	%	No.	%
Drop outs (Male)	0	0	0	0	0	0	1	.44	0	0
Drop outs (Female)	0	0	0	0	2	0.99	3	1.32	0	0

5.1.4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

The institution has a placement cell to advice students on employment. The faculty members provide timely help to the students who prepare for competitive exams like SLET, SET, KTET, TET and NET. The library has a collection of books which help to prepare for NET and SLET. The number of students qualified in various competitive examinations in the last two years is presented below.

Sl. No.	Examination	No. of students passed
1	SET	11
2	NET	5
3	KTET/CTET	12

5.1.5. What percentage of students on an average go for further studies/choose teaching as a career? Give details for the last three years?

About 60% of the students who had completed B.Ed. Course got placement either in Government, aided or unaided schools and one fourth of the placements were through the placement cell. More than 80% of the students who have completed M.Ed. course also got placement in different colleges and half of the placements were through the placement cell.

From the M.Ed. section, almost all the students got placement through campus interview conducted by various agencies. Most of the M.Ed. pass outs are absorbed in teacher education colleges (B.Ed.) and teacher training institutes (TTIs).

5.1.6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Former students are allowed to use the library and online resources with prior permission. Student teachers graduated from this institution frequently visit the college to clarify doubts regarding higher education, competitive examinations, and job opportunities from the Principal and faculty members.

5.1.7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The institution has constituted a Placement Cell. The following staff members are members of the placement cell: Mr. Subin Paul (in charge), Mr. Shibu Scaria, and Dr. Elizabeth Thomas.

Functions of the Placement Cell:

The Placement Cell has been assigned the following functions:

- ❖ Maintains a record of the student teachers who have completed teacher education programmes from this institution showing their higher education and employment.
- ❖ Registers names of the student teachers who need jobs immediately after the completion of B.Ed. and M.Ed.
- ❖ Collects information regarding the vacant posts available in various schools and colleges.
- ❖ Recommends/directs student teachers for vacant posts in various institutions.
- ❖ Seeks assistance from the Alumni who have been teaching at various institutions.
- ❖ Maintains a record of the placement updated from time to time.

After the course, the students are asked to register their names in the Placement Cell. The following are the names of some of the institutions, with which the institution has tie up for employment of the pass outs.

1. Corporate Educational Agency, Cochin Diocese
2. SDPY Group of Institutions, Palluruthy, Cochin
3. St. Juliana's Public School Palluruthy
4. Jnanodayam Public School Edacochin
5. Santhibhavan School, Edacochin
6. St. paul's International School, Eramalloor, Alappuzha
7. Our lady of mercy school, Chandiroor, Alappuzha
8. Amnai Matriculation School, Coimbatore
9. Pravara Public School, Ahamadnagar
10. Learning Scholars, Cochin
11. Ponda Educational Societies, Goa

12. Ryan International School, Mumbai
13. Dhandhukn English Medium High School, Ahmadabad
14. William Martin Consultancy, Sikkim
15. DayawantiPunj Model School, UP
16. Bhasaveshwara Vidya Ashramam, Karnataka
17. Tutors World Wide Private Limited, Chennai
18. Lotus National School, Andra Pradesh

Campus Interviews were conducted by the following Teacher Education Colleges

1. National College for teacher Education, Perumbavoor
2. MES Training College, Aluva
3. Al-Azar Training College, Thodupuzha
4. Jamiya Nadawiyya Teacher Education College, Edavanna, Malapuram

5.1.8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

The Placement Cell of the institution faces certain difficulties/problems in its pursuits:

- ❖ Campus recruitment is too little in the education field.
- ❖ The placement Cell fails to advice candidates at the start of the academic year because of the delay in announcement of the results by the affiliating University.

5.1.9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

The institution maintains cordial relationship with all the practice teaching schools. The Placement Cell advices passed out student teachers to these institutions as per their requirement.

List of schools (High Schools and UP schools)

1. Santa Cruz Higher Secondary School, Fort Cochin
2. St. Sebastian's Higher Secondary School, Fort Cochin
3. St. Augustine's Higher Secondary School, Aroor
4. St. Peter's Higher Secondary School, Kumbalangi
5. St. John De Britto Anglo Indian Boys' High School, Fort Cochin
6. St. Joseph's High School, Chullickal
7. St. Louis' High School, Mundamveli
8. St. Mary's School, Edacochin
9. St. Mary's High School, Chellanam

5.1.10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

The institution provides all the necessary resources required for the functioning of the placement cell. The placement cell is equipped with computer and internet facilities. All the secretarial assistance is provided to the placement cell by the institution. The institution allows the teachers in charge to engage in the activities of the placement cell without any restriction.

5.2. Student Support

5.2.1. How are the curricular (teaching- learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication

across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

The institution plans, evaluates, and revises its curricular, co-curricular, and extracurricular programmes with a view to achieve the objectives and to facilitate effective implementation of the curriculum.

- ❖ The academic calendar for every academic year is prepared after discussion in the staff meeting. The academic activities are chalked out as per the direction of NCTE.
- ❖ The Principal prepare the list of programmes for an academic year/semester in consultation with IQAC and staff council.
- ❖ The curricular aspects of the B.Ed. programme include theory and practice teaching (Internship). Along with theory classes, microteaching, demonstration, criticism and discussion classes are also conducted. A systematic microteaching programme is organized in this institution. Around 14 working days are set apart for demonstration, discussion and criticism classes. Internship lasts for 20 weeks in two spells. In order to evaluate the student's performance the institution conducts mid-semester and model examinations, in addition to the monthly/class tests. The scores obtained for these examinations are given to the student teachers as well as their guardians. The institution arranges tutorial classes and chain of examinations, as a part of intensive coaching for University examinations.
- ❖ The M.Ed. course includes theory and dissertation work. Besides school/teacher education institution experience for four weeks, one month time is given for data collection. The students can select the research topic according to their area of interest. The synopsis and tools are prepared with the help of the research guide. The students leave for data collection after presenting the topic in the research colloquium.
- ❖ The institution arranges debates, discussions, seminars (state level as well as national level), etc. to motivate students. Co-curricular activities include arts festival, sports festival, field trip, study tour, club activities, etc.
- ❖ Regular evaluation of all kinds of activities of the institution is carried out through staff council meetings and necessary modifications are made based on the feedback from staff members. The opinions of stakeholders obtained through different means such as personal talk, questionnaires, feedback from 'suggestion/complaint box,' etc. are also considered in revising the curricular, co-curricular, and extracurricular programmes.
- ❖ The institution has constituted two endowments for top scorers in B.Ed. programme: Bishop Kureethara memorial endowment and Juney T. X. memorial endowment
- ❖ The institution has constituted two cash awards: Vinu John memorial award for outstanding performance in arts.

5.2.2. How is the curricular planning done differently for physically challenged students?

The institution is keen to provide amenities for physically challenged students. The library, work experience lab, science labs, seminar hall, rest rooms, wash rooms, etc. are maintained at the ground floor of the building. For curriculum transaction the faculty members adopt a multimedia approach catering to the diverse needs.

5.2.3. Does the institution have mentoring arrangements? If yes, how is it organised?

The institution has a mentoring system. The improvement of the student teachers at different stages of the programme is monitored and they are appropriately guided through this system. All the student teachers of B.Ed. programme are divided into small groups (10-12) and these groups are allotted to mentors (faculty member). One hour per week is allotted for mentoring as per the timetable. The mentors create a cordial environment in which the student teachers are encouraged to share their issues/problems related to learning process. The mentors offer expertise to the student teachers to help them advance their careers and improve their learning.

High performers are motivated to achieve their best and average and low performers are supported to solve their difficulties in learning. The adjustment problems of the student teachers with the new course/environment are addressed through this system. The mentors discuss the personal problems of the student teachers that interfere in the curricular and co-curricular activities and provide help to overcome such issues and problems. If counselling is found to be necessary for a student he/she is directed by the mentor to the Counselling Cell functioning in the institution.

The institution is keen to develop the academic abilities of the students. For these purpose tutorial system, chain of examinations, class tests, etc. are introduced. These practices help the students especially the weak students to prepare for the University examinations.

The M.Ed. students are also grouped and each group is allotted to a faculty member. The dissertation works of the student is supervised by the mentor.

5.2.4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

The management provides full support and encouragement for the effective implementation of mentoring system and teaching-learning process. Special time is allotted for mentoring in each week of the academic year. The institution has sufficient infrastructure facility which facilitates an effective teaching-learning process. A library with online facility is functioning in the College which is highly useful to the teaching staff as well as students.

The management is keen to recruit staff members with good academic record. The salary is fixed in pay scale and is disbursed through bank.

5.2.5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

Yes. The institution maintains a website: www.avilacollege.co.in. The information shared on the website include the following details - About the institution, management, infrastructure, staff, courses, students, admission procedure, academic calendar, campus gallery, video, news and events, alumni. It is updated almost every month/as and when necessary.

5.2.6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

The institution conducts the tutorial system every year with a view to give special attention to academically average and low achievers. In the tutorial system, the students are divided into several groups. A teaching faculty is in charge of each group. These small groups discuss the probable questions and answers which are already prepared by the concerned teachers who handle the particular subject. This helps the students clear their doubts and face the

examinations with confidence. The institution also arranges a chain of examinations for weak students.

5.2.7. What specific teaching strategies are adopted for teaching a) Advanced learners and (b) Slow Learners

a. For Advanced Learners

- ❖ The institution gives maximum freedom to students for independent learning. Students are encouraged to be active in the class room by giving ample freedom to express their ideas. They are also motivated to participate in debates, discussions, and seminars.
- ❖ The institution allows advanced learners to make presentations on various themes/issues and they are encouraged to conduct quiz competitions and seminars. The institution follows differential assignment method while giving assignments to students.
- ❖ The advanced learners are encouraged to take part in tutorial groups, extra-curricular and co-curricular activities, often as team leaders. They are provided with additional activities related to curricular and co-curricular activities thereby exploring their potentials.
- ❖ The advanced learners are made members/office bearers of different committee's i.e. student council, sports committee, magazine editorial board, and various clubs of the institution.
- ❖ They are entrusted to lead group activities/projects, to prepare manuscript magazines and to set up bulletin boards/posters.
- ❖ Advanced learners are encouraged to conduct awareness classes to community based on social/health issues.

b. For Slow Learners

- ❖ Special attention is given to uplift slow learners. After first monthly/class test, the teachers are asked to identify such students. Attempts are made to identify specific problems by employing the diagnostic/prognostic evaluation and specific remedial measures are taken for dealing with such difficulties.
- ❖ The slow learners are encouraged to participate more actively in various activities of the institution.
- ❖ Optional teachers/mentors give special attention to arrange programmes according to the level of students. Slow learners are provided with extra help in their studies.
- ❖ The institution arranges special classes for slow learners which include peer teaching, tutorial system, etc., which help them to face the University exam without any fear.

5.2.8. What are the various guidance and counselling services available to the students? Give details.

With the help of University employment information and guidance bureau, classes are conducted on guidance and counselling programmes every year. The institution also arranges guidance/counselling classes with the help of eminent personalities in the field. In addition to these, there is a Counselling Cell in the institution, through which counselling is given to the students.

The institution has grievance redressal cell, placement cell, etc. Personal guidance, career guidance, research guidance, etc. are offered to students through these systems.

The institution provides guidance and counselling for its student teachers with regard to the following aspects:

- ❖ The selection of teaching methods/learning styles and optional/elective paper.
- ❖ The practice teaching and submissions for internal assessment.
- ❖ Personal, emotional, and domestic issues.
- ❖ Maintenance of health and personal hygiene.
- ❖ Higher studies and career opportunities.

5.2.9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The institution has a functional grievance redressal mechanism. It consists of the Manager, Principal, Senior staff members and PTA executives. The grievances of the student teachers are redressed after discussion in the appropriate bodies.

- ❖ The complaints regarding the inadequacy of LCD projectors have been addressed by providing the same in classrooms.
- ❖ The institution took initiative through the grievance redressal cell to overcome the difficulties in getting travel concession in private buses, KSRTC buses, and for water transport.
- ❖ The grievances on the selection of practice teaching schools by student teachers were addressed and solved by the grievance redressal mechanism.

5.2.10. How is the progress of the candidates at different stages of programs monitored and advised?

The institution takes all the necessary steps to monitor and advice the progress of the candidates at different stages of programmes.

- ❖ The institution follows continuous and comprehensive evaluation for monitoring the progress of the student teachers. Various components of continuous and comprehensive evaluation such as attendance, assignments, projects, seminars, class/monthly tests, reflective journaling, student portfolio, etc. are considered for this purpose.
- ❖ The academic achievement is evaluated through monthly/class test and mid-semester/model examinations progress cards are issued to students and are asked to get it signed by the guardian.
- ❖ The skills and talents of the student teachers are monitored through various means. In order to identify the hidden talents of students the institution conducts talent hunt programme during the first week of every academic year.
- ❖ Highly talented students are made aware of their talents and maximum encouragement is given to them.
- ❖ The student teachers are insisted to prepare a 'thought for the day' and present it before the audience during the morning assembly. Every student teacher gets opportunity for the same and the performance is monitored by the mentor/optional teacher.
- ❖ The institution conducts sports meet and arts fest competitions every year. These programmes help to pinpoint and appreciate the outstanding performance of the student teachers.

5.2.11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

The institution takes utmost care and attention to ensure the student teachers' competency to begin practice teaching through various attempts.

- ❖ **Theoretical Orientation:** The institution equips the student teachers with the necessary theoretical background of teaching profession including the philosophical and sociological aspects of education, psychological bases of education, learners' characteristics and individual differences, school management, educational technology, teaching methodology, and innovative practices in teaching.
- ❖ **Skill Development:** The institution prepares its student teachers for the profession by practicing them various skills of teaching individually and in combinations through link practice.
- ❖ **Demonstration Classes:** The student teachers are allowed to observe the classes taken by expert teachers in the subject in real classroom situations.
- ❖ **Discussion Lessons:** The student teachers prepare lesson plans on various topics of their own optional subject in different groups with the help of the optional teacher.
- ❖ **Pre-practice Teaching:** The student teachers take classes on lessons in simulated situation among their peers. Criticism classes are conducted by student teachers in real classroom situations and the feedback from peers and the optional teacher helps them to rectify the shortcomings and improve their performance.

During practice teaching the institution takes all the possible steps to help and support the student teachers:

- ❖ **Observation and feedback by the Optional Teacher:** The classes taken by the student teachers in the practice teaching schools are observed by the respective optional teacher. The classes of each student teacher are observed five times by the optional teacher and the feedback is given after each class. The optional teacher pinpoints the shortcomings and suggests remedial measures to overcome them. Also the student teachers are appreciated for their good practices in classroom teaching.
- ❖ **Observation and feedback by the Mentor Teacher:** The institution makes arrangements for observing the classes of student teachers by the mentor teacher in the cooperating schools. They are given a proforma to evaluate each class of the student teacher. The mentor teachers also give their feedback to the student teachers.
- ❖ **Peer Evaluation and Suggestions:** This is another mechanism to support the student teachers during their practice teaching sessions. The peer evaluation is used as an effective method for giving help and support to student teachers for better performance.
- ❖ **Visit to Practice Teaching Schools by the Principal:** The Principal visits personally all the practice teaching schools to observe the classes of student teachers, to discuss with the head of the school and mentor teachers about the performance of the student teachers, and to provide all support and help to the smooth conduct of the practice teaching programme.
- ❖ **Provision of Equipments and Teaching Aids:** The institution provides various equipments and chemicals essential for taking classes during practice teaching.

5.3. Student Activities

5.3.1. Does the institution have an Alumni Association? If yes,

- (i) List the current office bearers
- (ii) Give the year of the last election
- (iii) List Alumni Association activities of last two years.
- (iv) Give details of the top ten alumni occupying prominent position.
- (v) Give details on the contribution of alumni to the growth and development of the institution.

Yes, the institution has organized an Alumni Association.

(i) Current office bearers of Alumni Association:

President	: Mr. Lijo Thomas
Vice president	: Ms. Poornima Nandagopal
Secretary	: Mr. Abraham Jose
Executive Committee Members	: Mr. Thanseem Al Mubarak K. S.
	: Ms. Treesa Dominic
	: Ms. Prinsha K. X.
	: Mr. Liju M. A.

(ii) The year of the last election:

The last election to the office bearers of Alumni Association was held on February 14, 2015.

(iii) Alumni Association activities of last two years:

Alumni Association co-operates with all the activities of the College. Alumni members whole heartedly participate in the functions of College, especially on occasions like College Day. The members of the Alumni Association have conducted demonstration classes for the student teachers. Every year Alumni Association provides endowments for students, who perform well in co-curricular/arts competitions. One award is given for best male performer (*Kalaprathiba*) and one for best female performer (*Kalathilakam*).

(iv) Details of the top ten alumni occupying prominent positions:

Names of some of the members of the alumni occupying prominent positions are given below:

❖ Rev. Dr. Jose Chelangara	: Former Manager, St. Paul's College, Kalamassery,
❖ Dr. Vijay	: Scientist, CMFRI
❖ Rev. Fr. Kuriachan M. T.	: Principal, C.B.S.E. School, Kanpur.
❖ Rev. Fr. Baiju Ben	: Manager of Corporate Educational Agency, Archdiocese of Verapoly
❖ Mr. Joseph John	: Assistant Professor, Aquinas College, Edacochin
❖ Mrs. Heera K. S.	: Asst. Professor, SNM Training College, Moothakunnam
❖ Mrs. Sheeja R.	: Asst. Professor, Peet Memorial Training College, Mavelikkakara
❖ Ms. Mary Vineetha Thomas	: Asst. Professor, Department of Education, Central University, Kasargod.
❖ Mrs. Treasa Sunitha	: Asst. Professor, Department of Chemistry, St. Paul's College Kalamassery
❖ Mrs. Manjula K. T.	: Lecturer, Avila College of Education
❖ Mr. Sajan A. K.	: Sub. Inspector, Kerala Police

(v) Details on the contribution of alumni to the growth and development of the institution:

The former students are the ambassadors of this institution. They bring fame to the institution by being good teachers. The institution is proud of its Alumni, as they are working as competent/dedicated teachers in various institutions. They are giving all kinds of support to their Alma Mater for its growth and development. The former students provide endowments for students teachers, who perform well in co-curricular/arts competitions (one award is given for *Kalaprathibha* and one for *Kalathilakam*).

5.3.2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.

The following activities are provided to the students

- ❖ Indoor games
- ❖ Outdoor games
- ❖ Nature Club
- ❖ Debate Club
- ❖ Quiz Competitions
- ❖ Manuscript magazine
- ❖ College annual magazine
- ❖ Cultural activities
- ❖ Literary activities

All the necessary materials for indoor as well as outdoor games are arranged in the sports room.

The institution provides TA to students who participate in cultural as well as sports activities outside the campus. Student teachers of this institution have participated in University level and inter collegiate level competitions and have won prizes.

5.3.3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

The institution provides maximum support to publish wall magazines, college magazines, manuscript magazines, etc.

Wall magazines and manuscript magazines are published as part of the activities related to optional classes and club activities. Names of the manuscript magazines prepared by the student teachers are given below.

Sl. No.	Name of the Manuscript Magazine	Name of the club	Year
1	<i>Thoolika</i>	Literary Club	2012-13
2	<i>Srishti</i>	Literary Club	2013-14
3	<i>Spandhanam</i>	Literary Club	2014-15

All the manuscript magazines are available in the library. A separate record is kept in the library for this purpose. Apart from this College magazines are published every year.

The M.Ed. students of this institution are encouraged to publish their research articles in the journal published by this institution - Avila Journal of Educational Research. Four articles have been published in the latest journal (Vol. IV, Issue I, December 2015) by the M.Ed. students/former students.

Sl. No.	Name of the Student	Title of the Journal Article
1	Leena Neethu	Time utilization of secondary school students in Kerala.
2	Sony Thomas	Effectiveness of think-pair-share technique on the achievement in mathematics of students at secondary level.
3	Deepa A.	Educational and psychosocial problems of secondary school students belonging to Eravālan tribe of Palakkad district.
4	Alphonse Augustine	Self concept and level of aspiration of the students from coir workers' families in Alappuzha district.

5.3.4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding

Yes, a student council is functioning in the institution. College Union election is conducted as per University rules under the supervision of a returning officer elected from the teaching staff. The office bearers of the students' council include Chairperson, Vice Chairperson, General Secretary, University Union Councilor, Magazine Editor, Cultural Secretary, Sports Captain, and two lady representatives.

All the co-curricular activities are planned and executed by the college union. The college union executive meeting is held on all Fridays to evaluate the activities. The college union activities are planned according to the guidance and direction given by staff advisor who is elected from staff council every academic year.

The student council activities are organized with the help of funds from PTA.

5.3.5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

In addition to student's council, various clubs are also organized. The following clubs are functioning in this institution.

- ❖ Science Club
- ❖ Social Science Club
- ❖ Commerce Club
- ❖ Maths Club
- ❖ Literary Club
- ❖ Nature Club
- ❖ Debate Club

Office bearers of the Club

Patron	: Principal
Sponsor	: Lecturer in charge of the club
President	
Vice President	
General Secretary	Elected from students
Treasurer	
Executive Committee	

They have the freedom to organize seminars, Quiz programmes, publish manuscript magazines, etc. and to arrange field trips to places of scientific/historical importance.

5.3.6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

The institution collects feedback from student teachers at the end of the course. The feedback is analyzed to evaluate the performance of the staff members and activities of the institution. The institution collects feedback from the alumni and from employers in a structured manner using a questionnaire. The suggestions thus obtained are considered for planning various programmes for the growth and development of the institution.

5.4. Best Practices in Student Support and Progression

5.4.1. Give details of institutional best practices in Student Support and Progression?

Best practices in student support and progression

- ❖ Institution provides a student friendly atmosphere.
- ❖ Non-threatening and cordial process of internal evaluation.
- ❖ The individuality of the students is accepted and respected.
- ❖ Individual attention to each student by mentor/optional teacher.
- ❖ Maximum attention is given to student's grievances.
- ❖ Co-curricular and extracurricular activities are organized to a large extent.
- ❖ Maximum utilization of infra structure facilities and micro teaching clinic
- ❖ Mentoring system, tutorial programmes, and chain of examinations
- ❖ Research colloquia, seminars, and debates
- ❖ Encouragement for publications of students
- ❖ Special attention to various club activities
- ❖ Freedom for healthy college union activities
- ❖ Good relationship with co-operating schools
- ❖ Cordial relationship with staff and students
- ❖ Good relationship among staff, non-teaching staff, Principal, Manager, and PTA
- ❖ Negligible drop out ratio in B.Ed. and M.Ed. programmes.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?

1. Student progression

- The college is yet to collect data regarding students' progression to higher education and employment in a structured manner.
- The pass percentage of the college is highly impressive. The percentage of results of the college is higher than the university percentage.
- The dropout rate is virtually nil. The institution has made efforts to achieve this.

2. Student support

- College publishes its updated prospectus every year which contains necessary information which is made available to all students.
- Merit cum means scholarships, fee concession, and loan facilities are given to the deserving students. There is one endowment prize for securing highest mark in B.Ed. course. The management may institute some scholarship for the needy and deserving students.
- The college has a placement cell, which advises the students regarding placement opportunities. The placement cell needs to play a proactive role.

3. Student activities

- The college has outdoor games and sports facilities. The institution conducts regular sports and games events. Students of the college have participated in the inter collegiate games and sports meets.
- The institution publishes its annual magazine, manuscript magazine, and wall magazines. Students are encouraged to write in the college magazine.
- The college organizes cultural programmes on various occasions, which provides opportunity to the students to exhibit and develop their talents and has sharpened their talent. There are different clubs like science club, social science club etc, which organize various activities.

4. Best practices in student support and progression (if any)

- Negligible dropout rate

Actions taken based on Suggestions

The institution has made attempts to incorporate the above suggestions with regard to Student Support and Progression.

The data regarding the progress, higher education, and employment of the students is collected in a structured manner. Besides maintaining profile of each student studied in the institution, a register indicating the name of the student, year of study, academic performance, and marks secured in the B.Ed./M.Ed. examination is kept in the college office.

Activities of the Placement Cell have been strengthened. A record showing the higher education and employment of each student is maintained by the Placement Cell. The Placement Cell is in constant touch with various schools which helps to know the job vacancies and the same is informed to the students graduated from this institution.

The management has installed two merit scholarships for academic proficiency.

The student teachers are encouraged to participate in various intercollegiate arts and sports competitions.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

- ❖ The duration of teacher education courses have been enhanced to two years. The student teachers get about 20 weeks for their practice teaching/internship. This provides them more practice, experience, and exposure to the profession.
- ❖ The institution has constituted a mentoring system. The improvement of the student teachers at different stages of the programme is monitored and they are appropriately guided through this system. The mentors offer expertise to the student teachers to help them advance their careers and improve their learning.
- ❖ Evaluation through reflective journal writing and portfolio is helpful in objective assessment and evaluation of the students' performance.
- ❖ Peer Evaluation is another mechanism to support the student teachers during their practice teaching sessions. The peer evaluation is used as an effective method for giving help and support to student teachers for better performance.
- ❖ The students of this institution are encouraged to publish their research articles in the journal published by this institution. Four articles have been published in the latest journal (Avila Journal of Educational Research, Vol. IV, Issue I, December 2015) by the M.Ed. students/former students.

CRITERION VI: GOVERNANCE AND LEADERSHIP

6.1. Institutional Vision and Leadership

6.1.1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

The institution is functioning with a purpose to mould teachers with commitment, competency, and knowledge, who can render selfless service to society, especially to marginalized and disadvantaged groups. Any society can improve only, if there are good teachers with efficiency and commitment, who can guide the young generation. The institution functions with the values of producing committed teachers, who can inculcate value based education, can contribute to nation building, and also can face the challenges of the modern world. They should also be capable of utilizing community resources for quality education.

The mission of the institution is to train student teachers from all sections of society, including the disadvantaged section to become skilled and competent teachers, to make teacher educators know about the latest trends in education, to develop innovative approaches to teaching, to bring out creative potentials of the student teachers and to promote quality research in the field of education.

Motto of the Institution

“Teaching a mission”

Vision of the Institution

“To 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, especially those who belong to marginalized, downtrodden and deprived sections of society.”

Mission of the Institution

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

6.1.2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes. The mission of the institution includes its goals and objectives. The institution functions for the upliftment of the weaker sections of the society. The institution is located in a coastal area where the social situation is much different from Ernakulam city. West Cochin is the least developed area and the institution caters to the educational needs of students from this area and nearby islands. The quality of school education one receives depends greatly on the teacher. The goal of the institution is to give good training to student teachers, so that they can become competent teachers who can impart quality education based on good values and traditions.

The activities of the institution are in tune with the societal needs and expectations keeping in mind the stated Mission of the institution. The institution organized a National Seminar on ‘ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators’ in collaboration with NAAC in 2013 which addressed the issues in teacher education among disadvantaged sections.

The institution gives utmost importance to the inculcation of values. This is exemplified in all the programmes of the institution including the morning assembly conducted daily. The institution tries to inculcate values of secularism, religious tolerance, democracy, cooperation, compassion, empathy, etc. among the student teachers.

6.1.3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The top management is committed to achieve the vision, mission, and objectives of the institution. The Managing Trustee of the Trust that administers the college is also the Manager of the College. He is present in the College during the office hours to supervise the functioning of the College. Moreover, the Management has appointed a senior retired professor to direct the academic development of the College. The Diocese of Cochin which owns the College is fully committed to achieve the vision of the founding patron of the institution. All these things contribute to the efficient transaction of the teaching and learning process of the College.

List of Governing Body Members

Founder and Chairperson of the Trust	: Rt. Rev. Dr. Joseph Kariyil, Bishop of Cochin, Bishop's House, P.B. No. 11, Cochin - 682001
Member and Manager of College	: Rev. Fr. Johnson Chirammel, Managing Trustee, Avila College of Education, Aquinas Grounds, Edacochin, Cochin-682010
Member	: Very Rev. Msgr. Peter Chadayanghad, Vicar General, Bishop's House, P.B. No. 11, Cochin - 682001
Member	: Rev. Fr. Gasper Peruveli, Procurator, Bishop's House, P.B. No. 11, Cochin - 682001
Member	: Prof. Edward Edezhath
Member	: Mr. K. S. Sabu
Member	: Dr. Benny Varghese, Principal

6.1.4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

- ❖ The management and the head of the institution ensure that responsibilities are defined and communicated to the staff of the college. The responsibilities of both teaching and non-teaching staff are clearly stated and assigned to all members. This is communicated to them in advance.
- ❖ Communication with the staff remains clear and direct. It is established by issuing circulars/notices and by conducting formal and informal staff council meetings. Minutes of the meetings are recorded. There is informal discussion between principal and staff members in order to sort out daily problems.

6.1.5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

- ❖ Management ensures receiving of valid information and feedback to assess the activities of the college from the student teachers, parents, faculty, and through direct observations. Staff council meetings are the other sources of feedback. The Principal convenes such meetings every fortnight and/or as and when necessary. Members are allowed to express their views in a free atmosphere. The management considers the changes suggested by the faculty and takes decisions accordingly.
- ❖ Feedback forms are given to student teachers every year to evaluate the teaching staff. The institution maintains a suggestion/complaint box so that the student teachers/parents can put their suggestions/complaints in an anonymous manner. The suggestion/complaint box is opened periodically. Necessary actions are taken by the Manager/Principal based on the feedback thus obtained.
- ❖ The institution gets feedback also from parents during PTA meetings and from past students through alumni meetings.

6.1.6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

- ❖ Barriers to achieving vision and mission are evaluated in the discussions of the management committees, staff meetings, and informal discussions between the manager and the head of the institution.
- ❖ Any hindrance in achieving the objectives of the institution is addressed without delay and remedial actions are taken. The Manager, Principal, and the staff work as a team to tackle any situation that is detrimental in achieving the vision/mission and goals of the institution.

6.1.7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

- ❖ The Management is always willing for any meeting or discussion on this. Improving the efficiency and effectiveness of institutional processes is given importance in all the meetings of the staff, principal, and the manager.
- ❖ The management is very zealous to improve the effectiveness and efficiency of the institution. The management encourages active involvement of its staff for improvement of institutional processes. The management seeks innovative ideas from the staff in this regard.
- ❖ A democratic atmosphere is maintained in the institution to facilitate maximum involvement of staff for the improvement of the effectiveness and efficiency of the institutional processes. There is no unnecessary intervention from the part of the management in the academic matters of the institution.

6.1.8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

Principal of the institution closely governs the curriculum transaction by being fully involved in all curricular/co-curricular activities.

- ❖ The Principal personally examines all the documents related to curriculum implementation. He makes recommendations for the constitution of various committees for the same.

- ❖ The academic calendar is finalized by the Principal in consultation with the staff council and IQAC.
- ❖ All the staff council meetings are presided over by the Principal. Decisions related to academic timetable, staff members in charge of various courses, records and practicum, optional subjects, sponsors of various clubs, office bearers to various posts, etc. are taken in the staff council meetings. The Principal assigns academic and other responsibilities to the faculty members based on such decisions.
- ❖ Principal monitors the functioning of various committees of the institution. He encourages the committee members for initiating various activities.
- ❖ Discussions on co-curricular activities like arts, sports, field trips, tours, club activities, etc. also take place in the staff council. Principal's decision is final for all programmes related to curricular and co-curricular activities of the institution.
- ❖ Principal verifies the progress and completion of all programs, even though it is executed by the staff. Monthly report on the completion of syllabus is given to the Principal. Principal's signature is compulsory in the progress report of the students.
- ❖ During practice teaching the Principal personally visits all schools for procuring permission from the school authorities. Principal also visits all schools to watch the classes of student teachers. Principal monitors the demonstration and criticism classes, micro teaching classes, research colloquia, etc. conducted in the college.
- ❖ Feedback collected from students about the staff and the College is evaluated by the Principal.
- ❖ The Principal functions as the Convenor cum Treasurer of PTA association and Alumni Association.
- ❖ Leave applications of students, staff and non-teaching staff is submitted to the Principal.
- ❖ Principal monitors the usage of library and verifies the stock register. Principal is the authority to give sanction to students from other colleges who approach this institution for data collection and library facility.
- ❖ The Principal provides appropriate guidelines for smooth conduct of internal examinations, organization of co-curricular activities, syllabus completion, and optimal use of resources.
- ❖ The Principal works out strategies for implementation of planned programmes.

6.2 Organizational Arrangements

6.2.1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

The institution has constituted the following committees for management of different institutional activities:

- ❖ Staff council
- ❖ Student council
- ❖ Placement cell
- ❖ Administrative cell
- ❖ Women's cell
- ❖ Cell Against Sexual Harassment

- ❖ Grievance Redressal cell
- ❖ Anti Ragging Cell
- ❖ Counselling Cell
- ❖ PTA (General Body and Executive)
- ❖ Library Committee
- ❖ Magazine Committee
- ❖ Tour Committee
- ❖ Curriculum Transaction Committee
- ❖ IQAC
- ❖ Research Committee

In the beginning of each academic year staff members are elected for the following posts – Staff Secretary, Staff Advisor, Returning Officer (for college election), tour coordinators (2 staff members), cultural secretary, staff editor, Programme Coordinator, and PTA secretary. One staff member is assigned charges for each subject for that academic year. Staff members are also assigned charges of different clubs. The clubs functioning in the institution are Mathematics club, Science club, Social Science club, Commerce club, Literary club, and Debate club. A Committee is constituted with one coordinator and four staff members for conducting national Seminar/State Seminar, etc. Various sub-committees are formed for the smooth functioning of works related to seminars. Besides this one staff member each will be in charge of different subjects in B.Ed. and M.Ed. courses.

A nine member anti ragging squad is also constituted as per University rules. There is a Committee for college magazines which includes staff and student representatives. The committees can meet separately or they can discuss their issues in the staff council meeting conducted fortnightly.

A Cell against Sexual Harassment has been constituted by the institution with a senior lady teacher as its convener. The student teachers are made aware of the atrocities against girls/women and the legal measures to address them by means of classes and seminars. The female student teachers are equipped with the knowledge and practices to fight against such evils in the society. The cell ensures the non-occurrence of such crimes in the institution.

The staff members who hold various posts and the committees constituted for different purposes have to report their progress in respective areas during the staff council meeting. If they have any requirements or suggestions it is openly discussed in the staff council meeting. The Principal takes appropriate steps. If any funds or administrative reforms are necessary the Principal discusses the matter with the Manager.

6.2.2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

- ❖ **Staff Council:** The Staff Council of the college includes the Principal and all staff members. The meeting of staff council is held once in a fortnight. If there is any urgent issue, meeting is held more than once. If any matter of common interest is to be discussed the non-teaching staff also participates in the meeting.
- ❖ **Curriculum Transaction Committee:** The Programme Coordinator and two staff members constitute the curriculum transaction committee. All the activities related to curriculum transaction such as preparation of timetable, organization of demonstration classes, criticism classes, practical examination, internal evaluation, etc. are carried out by this committee.

- ❖ **IQAC:** Internal quality assurance cell comprises the Programme coordinators and two staff members, one member each from B.Ed. and M.Ed. section. Monitoring of all scholastic and co-scholastic activities is entrusted on IQAC.
- ❖ **Administrative Cell:** Administrative cell includes the Manager, Principal and Staff Secretary.
- ❖ **Co-curricular Committee:** Co-curricular committee includes the following members from the staff council - Cultural Secretary, Staff Advisor, and Debate Club Secretary.

6.2.3. To what extent is the administration decentralized? Give the structure and details of its functioning.

The administration is decentralized. The Principal distributes the charges to all staff members. Various activities of the college are carried out/monitored by the respective committees/cells. The election to various posts of these committees/cells is held in the first staff council meeting of every academic year.

6.2.4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

Resource persons from DIET are invited every year. Likewise expert teachers are also invited for demonstration classes. Eminent professors and heads of various departments are invited for inaugurating various clubs and giving lectures on related topics. The Head of the nearby special school and medical doctors are also invited regularly for guest classes. In the M.Ed. section research colloquia are conducted every year. Former deans of the education departments of various Universities or Readers in University departments are invited. Each student presents his/her research topic and necessary modifications are made. Students from nearby arts and science colleges are given permission to use the online library. Many research students also utilize the library facility and Language lab of this institution.

6.2.5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

The institution uses the data and information obtained from the feedback in decision-making and performance improvement in various ways.

- ❖ Parents are free to express their opinion in the PTA meetings. The suggestions of Parents are always taken into consideration in decision making.
- ❖ Feed back of students regarding methodology followed, the performance of teachers, etc. are collected in stipulated formats after the completion of B.Ed. and M.Ed. courses.
- ❖ The results of various internal examinations are analysed in staff meetings and necessary modifications in methodology and curriculum activities are made.
- ❖ Feedback about various aspects of the institution from employers is collected and is incorporated in the day to day activities after discussion in the staff council and in the administrative cell.
- ❖ Suggestions from the cooperating schools are given much importance. The constructive suggestions are utilized for the decision-making and performance improvement.

6.2.6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

The institution attempts to ensure the co-operation, sharing of knowledge, innovations, and empowerment of the faculty.

- ❖ Research colloquium is conducted twice or thrice for each M.Ed. batch. All members of the teaching staff participate in the colloquium.
- ❖ All optional classes function in close harmony with other optional classes and M.Ed. section for consultation and skill sharing.
- ❖ A compulsory computer training programme was conducted for staff, which enables them to utilize the local computer network of the College.
- ❖ Each optional class teacher is authorized to organize various seminars, talks etc.
- ❖ The staff members are encouraged to participate in seminars and workshops conducted by the University and other institutions/organizations. They are given duty leave and financial aid to meet the registration requirements. They are encouraged to share the knowledge acquired with other members of the staff during the next staff council meeting.
- ❖ The institution encourages all staff members, for further studies. Class adjustments and leaves are provided to the staff members doing Doctoral and PG degrees.
- ❖ A staff tour is conducted almost every year to increase the co-operation among staff. All members of the teaching, and non-teaching staff, the Principal and the Manager participate in the tour.
- ❖ Any good suggestion from the staff members are taken into consideration for improving the functioning of the institution.
- ❖ The head of the institution prepares the annual calendar for the courses. It includes the tentative dates for class exams, model exams, study leave, college election, inauguration of college union, arts club, other clubs, study tour, and all other activities related to the courses (B.Ed. & M.Ed.). The annual plan is presented in the staff council by the Principal and approved by the staff council with necessary modifications, if any.

6.3 Strategy Development and Deployment

6.3.1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

The manager and six staff members are in charge of the administration of the institution. Among the staff members there is one superintendent, clerk, one typist, one accountant and two technical staff. Though there is no MIS, all matters regarding academic programmes are discussed in staff council meeting. Necessary information is displayed in the notice board. An LED display board is also installed at the office entrance for this purpose. The curricular and the co-curricular activities related to B.Ed. and M.Ed. courses are planned as per University guidelines.

6.3.2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The details are presented in the budget and audit reports which are given in Appendix 7.

6.3.3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

Financial resources include the fees collected from the students as per University rules and PTA fund, which is also collected from students during the time of admission. Apart from the staff of this institution, teachers from University departments and retired professors from the *Self Appraisal Report*

concerned field give classes during seminars and research colloquium. Lecturers from DIET and State resource group are invited as guests to deliver speeches on different topics. Eminent teachers from different schools are also invited during the time of teaching practice. Religious leaders are invited to take classes on different religions as part of ethical teaching.

6.3.4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

The head of the institution (Principal) discusses academic plan with the staff members during staff meeting and staff members approve it with necessary modifications if any. The Manager is also made aware of the academic plan.

6.3.5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

Academic plan is prepared in the beginning of every academic year. All works are divided among staff members.

6.3.6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

In the beginning of every academic year a staff meeting is conducted, in which the Manager, Principal and teaching staff participate. The vision, mission and implementation plans are monitored and evaluated in this yearly meeting. The Principal is in contact with the Manager and the plans are revised whenever there is a need.

6.3.7. How does the institution plan and deploy the new technology?

The institution has a Micro teaching Clinic, computer lab, language lab, multi-media room, and a library with online facility. The staff and students can avail internet facility. The institution has adopted electronic punching system for teaching staff, non-teaching staff and students. Photostat facility is also available in the College. The office of the institution, library, Manager's room and Principal's room are computerized using networking hardware and software including servers. A smart classroom is maintained and the faculty members are given training to use the same.

6.4. Human Resource Management

6.4.1. How do you identify the faculty development needs and career progression of the staff?

A self appraisal report is collected from the staff at regular intervals. The requirements of the staff regarding faculty development and career progression are discussed in the staff council meeting and the suggestions are discussed with the Manager by the Principal. Staff members are also free to contact the Manager.

6.4.2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The institution employs various methods for the performance assessment of faculty and staff.

- ❖ Self appraisal report is collected from all the staff members from time to time. It is regularly examined and commented.

- ❖ Evaluation report about the teaching faculty is collected from all students at the end of the course.
- ❖ In PTA meetings also discussions are made on relevant issues. The parents are encouraged to express their opinions about the performance of the staff.
- ❖ Any stakeholder who comes to the institution is given opportunity to put their suggestions/complaints/opinions in a complaint/suggestion box kept at the visitors' lounge.

All the evaluation reports and suggestions are discussed in the staff council meeting and necessary steps are taken. Manager is also well informed about the proceedings.

6.4.3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

The institution has taken various steps for the welfare of staff and faculty.

- ❖ Salary of all staff members is fixed in pay scale and disbursed through bank account every first working day of the month. Vacation salary is given to all staff members.
- ❖ All the staff members of the institution come under EPF. The monthly contribution to EPF is paid without any delay. Some of the faculty members are under ESI scheme also.
- ❖ A staff fund is collected every month and a separate bank account is kept for this purpose. The amount is utilized for the benefit of staff members.
- ❖ TA is provided to faculty members for visiting the schools while practice teaching.
- ❖ An amount is given to the staff every year as festival allowance.
- ❖ The staff members are given casual leaves and medical leaves/special leaves with pay in certain cases such as hospitalization and at the occasion of demise of close relatives.
- ❖ The accomplishment of staff members in any field is appreciated at appropriate functions of the college.
- ❖ The faculty members are given freedom to organize various curricular and co-curricular activities. The management does not interfere in academic matters, curricular and co-curricular activities, and evaluation procedures.

6.4.4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

Seminars, workshops and guest classes are organized every academic year, which is highly beneficial to the staff. Research colloquium conducted every year by the M.Ed. section also gives exposure to the teaching staff about the latest trends in educational research. A training programme to run a smart class is given to all teaching faculty. A computer training programme was given to all teaching staff in the year 2006-2007.

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

Advertisements for various courses are given in leading newspapers. Candidates are interviewed by a team consisting of the Manager, Principal and Subject experts. Weightage is given only for merit. Among the teaching Staff, four members have Ph.D. degree, 3 teachers have

M.Phil. Degree and 7 staff members are NET qualified. Salary is given in a pay scale well above the minimum scale stipulated by the University.

6.4.6. What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specialisations).

Part time – Ad hoc faculty are appointed as per University rules. Consolidated payment is given for part time faculty members. Part time faculty members are required to report two days per week. In this institution part time teaching faculty is employed for art education (SUPW - Socially Useful Productive Work) and physical education.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institution provides all possible support for the professional development of the faculty.

- ❖ The institution provides all possible help to the staff for faculty improvement. The faculty members are allowed/encouraged to pursue further/higher education. Many teaching staff members are doing/completed degrees like M.A., M.B.A., M.Phil., and Ph.D.
- ❖ Teachers are free to participate in seminars, conferences and workshops organized by different institutions and organizations like University, NCTE, etc. The registration fee for such programmes is reimbursed to the staff members by the institution.
- ❖ The institution encourages the staff members to participate in the activities of teacher associations. Some members of the teaching staff are members of state level council of subject teachers, while some of them are life members of National level organizations like CTE (Council for Teacher Educators).

6.4.8. What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively).

The institution is keen to provide all the possible physical facilities to the faculty.

- ❖ There are sufficient well furnished and spacious staff rooms for all the members of the staff. Apart from that, there is a separate staff room for M.Ed. staff.
- ❖ The staff rooms are provided with computer and free internet facilities.
- ❖ The office room is well maintained. Facilities are provided to keep various office files in a safe and sound manner. Computers and printing facility are provided in the office.
- ❖ In the library there are special seating arrangements for the staff. The library is air-conditioned.

6.4.9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

The institution welcomes the queries and suggestions of its stakeholders by various means.

- ❖ The faculty is given opportunity to seek information and make suggestions in the staff council meeting held frequently in the institution. IQAC meetings are other platforms to share their ideas.
- ❖ The institution collects feedback from other stakeholders in a structured manner by employing questionnaires. PTA meetings and Alumni meetings are other ways to get feedback about the institution.
- ❖ The institution maintains a complaint/suggestion box to collect feedback in an anonymous manner. Any stakeholder who enters the institution can put his/her suggestions/complaints in the box provided near to the visitors' lounge.

6.4.10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The institution follows the workload policy of the State Government, Mahatma Gandhi University, and NCTE norms. The work load policy of the institution is based on the principle of justice and equity.

- ❖ The workload is assigned considering the competence, interest, and aptitude of individual faculty member and the institutional requirements. The staff members' preference is also considered while sharing the work.
- ❖ The administrative staff is given their duties and responsibilities in a specific manner.
- ❖ Extreme care is taken while preparing the time table to share the periods more or less equally to all faculty members.
- ❖ The M.Ed. faculty members are assigned for the research guidance by allotting equal number of students to each faculty member. Heterogeneous students' groups are formed with almost same number and are assigned to faculty members in a random manner.
- ❖ Various positions among staff members are changed on a rotation basis so as to maintain the equity criteria.

6.4.11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The institution has various mechanisms to reward and motivate staff members.

- ❖ The salary of the staff members is disbursed through bank account. It is given on every first working day of the month. Yearly increments are given on time. Staff members are given vacation salary also.
- ❖ Besides the salary, T. A. is given for observing practice teaching at various cooperating schools. Festival allowance is also given to the staff members.
- ❖ The staff members are given casual leaves. Special leaves and medical leaves are given with pay during the demise of close relatives of staff members (one week) and hospitalization respectively.
- ❖ The faculty members are supported to attend seminars/conferences organised by the University and other institutions by providing the registration fee for the same.
- ❖ The achievements of staff members are appreciated in the staff council/functions of the institution.

6.5. Financial Management and Resource Mobilization

6.5.1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

The institution comes under unaided sector. It is a self financing training college. So the institution is not getting any financial support from the Government or UGC. The semester fee for M.Ed. programme is Rs. 17,500 for each student, which include tuition fees and special fees. Fee for B.Ed. course is Rs. 14,500 including tuition fees and special fees per semester. A caution deposit of Rs. 500 is collected from each student. Apart from these a PTA fund (Rs. 1000 from each student) is also collected at the time of admission.

6.5.2. What is the quantum of resources mobilized through donations? Give information for the last three years.

No resources are mobilized through donations.

6.5.3. Is the operational budget of the institution adequate to cover the day to- day expenses? If no, how is the deficit met?

The operational budget of the institution is adequate to cover the day to day expenses.

6.5.4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

Copies of relevant documents are attached. Every year a certain amount is allocated for library, seminars and maintenance.

6.5.5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

All the accounts are audited regularly. (Details attached as Appendix 7).

6.5.6. Has the institution computerized its finance management systems? If yes, give details.

The institution has computerized finance management systems.

6.6 Best Practices in Governance and Leadership

6.6.1. What are the significant best practices in Governance and Leadership carried out by the institution?

- ❖ The institution is keen on recruiting the best staff considering only their qualification and experience. To retain the staff the management pays one of the best salary scales in the unaided teacher education sector in Kerala.
- ❖ The management is always willing to provide the best infrastructure and learning resources within the limitations of availability of financial resources. The investment made in procuring the best books and software, computer facilities and online resources bear evidence to this.
- ❖ The management attempts to procure feedbacks from stakeholders about various aspects of the institution and tries to incorporate them in the functioning of the institution.
- ❖ The management is keen on improving the educational facilities by procuring the latest online and digital resources available anywhere in the world. Even though the institution

comes under self financing stream, salary for the teaching and non-teaching staff is fixed in pay scale above the standard fixed by the University and is distributed through Bank.

- ❖ Yearly festival allowance is disbursed to the teaching and non teaching staff.
- ❖ The staff members are given adequate casual leaves. Special leaves and medical leaves are given with pay during the demise of close relatives of staff members (one week) and hospitalization respectively.
- ❖ Punching system is introduced for students and staff to ensure regular attendance and the smooth functioning of the institution.
- ❖ The management took initiative to publish a journal from the institution.
- ❖ Encouragement is given to the staff members to participate in seminars/ workshops conducted by the University and other institutions/organizations. The management provides leaves and financial aid for the same.
- ❖ The management encourages the faculty improvement through providing duty leaves, time table arrangements for further education of its staff members.

Additional Information to be provided by Institutions opting for Reaccreditation / Re-assessment

1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

1. Institutional vision and leadership

- The vision and mission of the institution is in consonance with the stated objectives of higher education
- The principal provides leadership and guidance for achieving the goals and objectives of the institution.

2. Organizational arrangements

- The organizational structure of the college is as per rules of Government of Kerala. Various committees have been constituted to assist the principal in administrative and academic matters.
- The college administration encourages teachers to monitor and participate in various activities of the institution.
- There is a grievance redressal cell and anti ragging cell, but the absence of a cell against sexual harassment is noticeable.

3. Strategy development & deployment

- The college plans academic programmes and implements the same accordingly.
- Feedback from students. Parents. Alumni and prominent persons of the locality are taken into consideration while developing the plan of action for the institution's growth and development.
- MIS need to be developed and put in place

4. Human Resource Management

- The management is sensitive to human resource requirement to implement the various academic activities of the College. Out of the 21 sanctioned teaching posts, 18 are filled up. To meet the academic requirements the institution has appointed 02 temporary teachers.
- Performance of the teachers is monitored through SAR. Student's feedback on teachers' performance is in practice. The performance of the non teaching staff is monitored by the principal.
- The management may take steps to improve the efficiency of the manpower of the institution.

5. Financial management & Resource mobilization

- The management grants funds for academic and developmental activities.
- Accounts of the college are computerized accounts are audited regularly.
- The college ensures proper and optimum utilization of funds.

6. Best practices in Governance & leadership (if any)

- Management encourages feedback from different sources and acts upon the same.

Action taken based on Suggestions

The management is keen to implement the suggestions about the Governance and Leadership. The following actions are taken to incorporate the suggestions given above.

A Cell against Sexual Harassment has been constituted by the institution. A senior lady teacher acts as the convener of the Cell. The Cell organizes classes and seminars to make aware the student teachers about the atrocities against girls/women and the legal measures available to address them. The Cell makes attempts to equip the female student teachers with the knowledge and practices to fight against such evils in the society. The Cell against Sexual Harassment also ensures the non-occurrence of such incidents in the institution.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

The institution is continuing its governance and leadership in an advantageous manner for quality sustenance.

CRITERION VII: INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

7.1.1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

An internal quality assurance mechanism is functioning in the college. A committee is constituted in the beginning of the academic year, which includes the Manager, Principal, Staff Secretary, Senior Assistant, and one representative from M.Ed. staff. The committee monitors all activities of the institution and ensures quality. The committee conducts meeting every month and analyses the programs of that month and gives suggestions to improve quality. The suggestions are discussed with the persons concerned. Apart from that the suggestions are discussed in the staff meeting.

Major Activities of IQAC

- ❖ Organisation of NAAC sponsored National Seminar on “ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators” held on 17-18, May 2013 and publication of the Proceedings.
- ❖ Organisation of National Seminar on “Paradigms of Educational Research for the 21st Century: Equipping Gen Next with Reflective Approaches.” held on 5-6, December 2014 and publication of the Proceedings with ISBN.
- ❖ Publication of an annual journal - “Avila Journal of Educational Research” with ISSN 2320-0707 since 2012.
- ❖ Publication of “M.Ed. Dissertation Abstracts” 1st volume in 2014.

7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The objective of the institution is to inculcate values in students and help them to consider teaching as a commitment. The institution uses various mechanisms to evaluate the achievement of goals and objectives.

- ❖ Feedback from students: The student feedback is collected every year about the teaching learning process and about the performance of teachers.
- ❖ Self appraisal by faculty: Self appraisal reports from the faculty members are collected regularly and is analyzed by the Principal and Manager.
- ❖ Frequent review of functioning of the institution is carried out in staff council meetings.
- ❖ Feed back is collected from employers with regard to the strengths and weaknesses of the curriculum transaction on the basis of performance of novice teachers graduated from this institution.
- ❖ Monitoring of the activities of various committees is done periodically by the Principal and management.
- ❖ Overall performance assessment of the institution is done by the Governing body.

The reports/information obtained through such mechanisms are discussed in detail in appropriate platforms with a view to improve the functioning of the institution so as to achieve its goals and objectives.

7.1.3. How does the institution ensure the quality of its academic programmes?

The institution makes numerous attempts to ensure the quality of its academic programmes.

- ❖ Faculty: The institution has well experienced and NET qualified teacher educators. Four teachers of the institution are Ph.D. degree holders. Some teachers possess more than one PG degrees excluding M.Ed. All teachers attend workshops, seminars, etc. in order to keep themselves abreast with the latest developments in the field of education. Some of the teachers are functioning in the capacity of resource persons also.
- ❖ Admission procedure: The admission to the programmes is based on merits of the students. An interview is carried out before admission to ensure the appropriateness of the novices for teaching profession.
- ❖ Avila Journal of Educational Research: The institution has started the publication of its journal with ISSN in 2012. Four volumes of the same have been published so far. The institution has published an M.Ed. dissertation abstracts also.
- ❖ The institution is keen to organize seminars to enhance the quality of teachers and students. The college also organizes quiz programs, debates, discussions, coaching classes, and talks by eminent persons.
- ❖ Skill development: The institution gives due importance to the development of teaching skills among student teachers through various activities such as micro teaching, simulated teaching, criticism classes, and practice teaching.
- ❖ Continuous and Comprehensive Evaluation: The institution tries its maximum to evaluate student performance in an objective manner through the process of Continuous and Comprehensive Evaluation whereby facilitating the prospective teachers' quality enhancement.
- ❖ The quality of B.Ed. programme is enhanced by practices like mentoring system, tutorial system, chain of examinations, etc. Special care is given to weak students. Additional coaching is also given to them during examination time.
- ❖ M.Ed. programme is research oriented. A research seminar and a research colloquium have been organized for all M.Ed. batches to discuss their research topics. Eminent personalities in the field are invited on this occasion, so that the students will get an insight about the various aspects of their research topic.
- ❖ The institution collects feedback from its stakeholders and the suggestions are incorporated for total quality enhancement.

7.1.4. How does the institution ensure the quality of its administration and financial management processes?

The Principal and staff have ample freedom to discharge their duties without any interference. The college has recently introduced punching system to teaching and non-teaching staff and also to students to ensure smooth functioning of the institution. There is an internal and external audit of finance every year.

7.1.5. How does the institution identify and share good practices with various constituents of the institution.

The institution identifies and shares good practices with various constituents of the institution in different ways.

- ❖ The college conducts classes on ethical teaching. Classes are taken by religious leaders on Bible, Gita, and Quran. Thus all students of the institution get an opportunity to know about the goodness of all religions which help them develop religious tolerance.

- ❖ Everyday class begins with morning assembly which includes prayer, readings from three holy books, pledge, reading of news headlines, presentation of thought for the day, Principal's address, and national anthem.
- ❖ Uniform is compulsory for the students. Teachers are also modest in their way of dressing.
- ❖ Students always maintain a relationship with the society and they contribute to nearby special school and settlement. Student used to conduct a food court during sports day and the profit is contributed to the special school. Students also collect dresses for the needy while they go for the settlement visit.
- ❖ Student teachers provide mid-day meals to destitutes.
- ❖ Student teachers respond to social issues through street plays, rallies, etc.
- ❖ The institution maintains a library at Kallenchery.

7.2. Inclusive Practices

7.2.1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

The institution tries to sensitize teachers on issues of inclusion by conducting classes/seminars based on these issues. Experts from the field of education, officers from DIET and doctors from medical field are invited for guest classes.

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

Topics like inclusion, exceptionalities, gender differences, etc. are included in the academic curriculum. Students are conducting seminars and discussions on these topics.

A course on inclusive education is chosen for M.Ed. programme as an elective.

7.2.3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The institution attempts to realise the activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning, and self-motivation. Some of the activities that are undertaken to achieve the same are as follows:

- ❖ Student teachers get an opportunity for interaction with school community during their practice teaching and internship programmes. In this period they come in contact with heterogeneous class rooms with students from different social strata.
- ❖ During practice teaching period every student teacher takes part in all the activities going on in the school such as morning assembly, youth festivals, serving mid-day meal, etc.
- ❖ Teachers conduct class tests and mid-term tests apart from model exams. Such formative evaluation procedures generate motivation in the learners and facilitate active engagement in learning. Mark lists of mid-term exams and model exam are sent to the parents to make them aware of their ward's abilities and position in the class.
- ❖ The student teachers are assigned to conduct seminars and debates which provide sufficient opportunities for self-expression and self motivation.
- ❖ Assignments, projects, outreach activities, group discussions, quiz, and Computer Assisted Learning foster motivation among students.

- ❖ Participation in inter-house arts/sports competitions inculcates healthy competitive spirit among the student teachers.
- ❖ The mentoring system of the institution is helpful for the student teachers to share their experience and personal issues so that they become feel secured.
- ❖ The institution provides remedial classes to under achievers in order to keep pace with the average achievers through its tutorial system.
- ❖ Student teachers are encouraged to contribute for the college magazine and manuscript magazines with a view to develop their creative talents.
- ❖ Student teachers prepare power point presentations and to create blogs of their own which help them develop ICT skills.
- ❖ Students are given assignments, which they have to prepare by referring the library books. At least one or two hours are given for M.Ed. students daily for library work. B.Ed. students are also given two hours weekly for library references as per timetable.
- ❖ The community living camp and study tour provide the student teachers positive social interaction.
- ❖ Apart from community survey, settlement visits and special school visits are conducted every year which provide them firsthand experience on the life of marginalized sections of society.

7.2.4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution ensures that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities by providing them with the necessary theoretical background and giving them varied experience through multifarious activities.

- ❖ The student teachers are taught the psychological aspects of individual differences, multiculturalism, diverse social issues, etc. through various courses.
- ❖ Various co-curricular activities such as celebration of national days, festivals, and reading of holy books in morning assembly are helpful to instill social values and social skills among student teachers.
- ❖ In the B.Ed. programme the demonstration and criticism lessons are conducted with students from local schools. The students from these schools include children from urban area and from underdeveloped coastal belt. There are also students from remote island villages near the college. Thus the student teachers get an opportunity to interact with students from different background.
- ❖ The student teachers are divided in to four groups/houses in a heterogeneous manner at the commencement of classes. All the arts/sports competitions are carried out house-wise. This provides the student teachers an opportunity to work with people from different cultural background.
- ❖ The practice teaching is another occasion for student teachers to work with children from diverse backgrounds.

7.2.5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The institution is keen to provide all the facilities to address to the special needs of the physically challenged and differently-abled students. Office room, class rooms, library, labs,

micro-teaching clinic, etc. are maintained at the ground floor of the college building. Multimedia approach is followed for curriculum transaction.

7.2.6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The institution attempts to handle and respond to gender sensitive issues through the functioning of various cells and upholding egalitarian policies.

- ❖ A Women's cell functions in the college. Adequate representation is given to student representatives especially female students. A member from teaching staff is selected to co-ordinate the activities of women's cell. Women's day is also observed every year.
- ❖ A cell against sexual harassment has been constituted in the college. This cell makes attempts to empower female students against gender discrimination, atrocities against women and girls, etc.
- ❖ In the college union elections, posts of vice-chairperson and two representatives are reserved for girl students as per rules. Apart from these, girls are often elected in other posts also and they actively participate in college union activities.
- ❖ The institution has provided separate Girls' Common Room and a separate toilet complex for them.
- ❖ 96% of the students, 80% of the staff members and 66% of the non-teaching staff are females.

7.3. Stakeholder Relationships

7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The college functions under Aquinas Educational Charitable Trust under Cochin diocese. The manager of the institution is the managing trustee of the trust. The stakeholders have ready access to academic and administrative performance through the digital data in the internal network of computers. Academic and administrative performance comes up for discussion during staff meetings. As the Manager is present in his office in the college during the working time throughout the year, he has opportunity to evaluate at regular intervals. Moreover, at the end of every academic year, a special meeting is conducted in which the manager, Principal and members of teaching staff participate. The performance of the institution in both academic and administrative areas is evaluated and necessary steps are taken for the quality enhancement. The management has accessibility to all data regarding academic and administrative performance through the computer network.

7.3.2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution shares and uses the information/data on success and failures of various processes for bringing qualitative improvement through various means.

- ❖ Appraisal of the performance of staff and students are done regularly in the stipulated format. (A sample self appraisal report is given in Appendix 11).
- ❖ The reports of the staff meetings, informal suggestions, interaction among the staff, etc. are used for performance appraisal.

- ❖ The institution maintains a visitor's diary where the visitors can write their opinion and suggestions about the college and its programmes.
- ❖ During the PTA executive and Alumni executive meeting various issues related to the functioning of the institution are discussed. The suggestions and grievances of the members are recorded in the minutes of the meeting.

All these issues are discussed in the meeting with managing trustee. The manager takes necessary steps to incorporate all positive suggestions to improve the functioning of the institution. The suggestions from the part of the principal and staff are also considered while making decisions. Examination result analysis is also utilized to evaluate the success of the programmes.

7.3.3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

There are various feedback mechanisms to collect information on programme quality.

- ❖ Student feedback through Teacher Assessment Questionnaire: Feedback from all students regarding methodology followed, the performance of teachers, etc. are collected in stipulated format just after the completion of B.Ed. and M.Ed. courses.
- ❖ Students' council meetings: These meetings are held regularly. The Principal and staff advisor interact with the union office bearers during the meetings. The members present their feedback in the meeting based on the opinions received from their peers.
- ❖ Professional community: During the practical examinations, the external experts in each optional subject express their opinions about the quality of work conducted by students. Besides, a meeting is held to evaluate the student performance. The Chairperson of the practical board, all external examiners, the Principal, and all faculty members of this institution participate in the meeting which is conducted every year just after the practical examination. The Chairperson of the practical board and external examiners share their views on the strengths and weaknesses of the programme.
- ❖ Feedback from parents: Parents are given opportunity to express their opinion in the PTA meetings/executive which is regularly held. The suggestions of Parents are always taken into consideration in decision making.
- ❖ Feedback from employers: Opinion of employers about various aspects of the institution is collected by using a questionnaire distributed to them.
- ❖ Feedback from alumni: Every year alumni meetings are conducted. The institution collects feedback from alumni during such meetings.
- ❖ The Principal and teacher educators collect feedback from cooperating schools in a direct manner through personal conversations with head of the schools and mentor teachers.

All the suggestions and criticisms are given much importance and necessary steps are taken to incorporate the suggestions after discussion in the staff council and in the administrative cell. The constructive criticisms are utilized for the performance improvement. Thus the institution attempts to overcome the shortcomings if any crept into its functioning.

Additional Information to be provided by Institutions opting for Reaccreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

The institution organizes its functions/activities with a view to reveal the core values recognized by NAAC.

(i) Contributing to National Development

The following are the major aspects with regard to the core value 'Contributing to National Development'

- ❖ **Preparation of proficient and skilled educators:** National development primarily depends on the quality of education imparted to the citizenry which in turn greatly influenced by the excellence and commitment of the educators. Attempts are made by the institution to ensure that the student teachers are equipped with competencies and skills that would make them quality professionals. In order to achieve this, the curricular and co-curricular activities are designed and implemented to ensure the all round development of student teachers.
- ❖ **Preservation and transmission of the culture:** The institution gives utmost importance to the preservation and transmission of the cultural heritage of India. The institution organizes various programmes encompassing the religious and linguistic diversities of Indian culture. The student teachers get exposure to the cultural dissimilarities of Indian people and the binding force that unite them through observing and celebrating the days of national importance and religious festivals.
- ❖ **Upliftment of the marginalized and disadvantaged sections:** National development is impossible without strengthening the downtrodden masses. The institution plans and implements its programmes with a view to uplift the marginalized and disadvantaged sections of the society. Most of the students of the institution are belonging to backward classes of the society. Moreover it strives for women empowerment through the functioning of a Women's cell.
- ❖ **Implementation of Community extension programmes:** Community extension activities conducted by the institution help develop empathy in student teachers for the disadvantaged in society and lead them to think beyond themselves and work for the betterment of the nation by serving the poor and the needy.
- ❖ **Awakening national consciousness:** Various programmes/activities of the institution make aware the student teachers about the national issues and challenges such as population, poverty, unemployment, women's rights, child labour, etc. Understanding of these issues creates within student teachers a national consciousness that contributes to national development.

(ii) Fostering Global Competencies among Students

In order to foster Global Competencies among Students the institution adheres to the following:

- ❖ **Development of a global perspective:** The institution makes efforts to instill a global perspective among student teachers to cultivate global competencies. The curricular transaction process is widened to include global and international issues so that the student teachers become fit to the global educational scenario.

- ❖ **Emphasizing communication skills:** Effective communication is one of the major skills that make one internationally competent. The institution takes all possible steps to enhance the communication skills of its student teachers through programmes such as communication skill development classes during the first few weeks just after admission, course on language across the curriculum, etc. The language lab of the institution provides opportunities for language and communication skill acquisition.
- ❖ **Teaching skill development:** It is an imperative for global competency for a teaching professional to have adequate mastery over all the teaching skills. The institution is dedicated to develop such skills among student teachers through ICT incorporated skill development activities such as micro teaching, peer and teacher evaluated simulation classes, practice teaching, etc.
- ❖ **Developing sensitivity to global issues:** The activities of the institution are so designed to widen the mental horizons of the prospective teachers and make them sensitive to global issues which in turn facilitate them to become 'global citizens.' Conservation of natural resources, global climatic changes, impact of globalization, knowledge explosion, etc. become the themes of the projects, activities, and programmes of student teachers of the institution.

(iii) Inculcating a Value System among Students

The institution strives to inculcate the desirable values among the student teachers through providing varied experiences to them:

Explicit programmes for inculcation of values

The institution takes initiative to instill personal and social values explicitly by conducting ethical teaching programmes and morning assembly.

- ❖ In ethical teaching programme, the important tenets and principles of major religions (Hinduism, Islam, and Christianity) are presented by expert religious leaders. During the everyday morning assembly readings from the holy books of the major religions are included. These programmes help the student teachers to develop an eclectic view with regard to the different religious philosophies; they assimilate the core values of each religion as well as religious tolerance which is an essential value of Indian cultural scenario.
- ❖ The national anthem and pledge are consciously included in the morning assembly so as to cultivate values of patriotism, national integration, positive attitude towards multiculturalism, equality, fraternity, etc.
- ❖ The student teachers have to take classes on value education during their practice teaching, which helps them to be more value oriented citizens.

Value education through programmes implicitly

The institution organizes various activities which foster the inculcation of values in an indirect manner:

- ❖ **Socially Useful Productive Work:** All the student teachers are practiced in Socially Useful Productive Work. These activities train student teachers in skills based on their aptitudes as well as instills in them dignity of labour.
- ❖ **Group projects/activities:** Student teachers are required to conduct their projects and activities in small groups. The groups are so created to maintain heterogeneity with regard

to abilities, socioeconomic status, and gender. Working in such groups helps develop tolerance, co-operation, intellectual honesty, empathy, kindness, and helpfulness.

- ❖ **Environmental awareness:** The procurement of an eco-friendly atmosphere in the institution, the ban on plastic use, environmental day celebrations, etc. are helpful in inculcating social values related to environmental protection, preservation of nature for future generations, etc.
- ❖ **Study tours and community living camps:** The institution organizes study tours and community living camps every year. Through these programmes student teachers inculcate various personal and social values.

(iv) Promoting Use of Technology

The institution is committed to provide possible facilities to promote the use of technology.

- ❖ **Installation of a website:** The institution maintains a website and is updated frequently. Students are encouraged to consult the website.
- ❖ **Computer skills training:** The student teachers are trained to use computers. The basic knowledge about computers is given to them theoretically and practically. Each student teacher is enabled to make use of computer to prepare power point presentations and to create blogs their own.
- ❖ **Multimedia class rooms and smart class:** All the teacher educators use multimedia for the classroom transaction process. The students are familiarized with smart class practices and are enabled to take classes using power point presentations.
- ❖ **Computer lab and language laboratory:** The institution maintains a well equipped computer lab and a language lab. Student teachers are encouraged to utilize the facilities of language lab for the enhancement of communication skills.
- ❖ **Microteaching clinic:** The institution has a microteaching clinic which is meant for ICT assisted teaching skill development. Student teachers use the facilities of the microteaching clinic for practicing and acquiring various teaching skills.
- ❖ **Computers and internet:** The institution provides computers and free internet facility for staff and student teachers.
- ❖ **CCTV:** To ensure safety and security of the institution and safe conduct of examinations CCTVs are installed in the college office and classrooms/examination halls.
- ❖ **Computerization:** The day to day activities of the office, library, and the evaluation procedure are computerized in the institution. Computerized punching system is installed for students and teaching and non-teaching staff.

(v) Quest for Excellence

The institution continuously strives for making it a centre of excellence. All the possible efforts have been made by the institution in this regard.

- ❖ **Constitution of IQAC:** The IQAC attempts to set standards of excellence for the activities of the institution. IQAC designs and organizes various programmes/activities to catapult the institution towards excellence. Besides monitoring the scholastic and co-scholastic ventures of the institution, it takes initiative to conduct national seminars, to publish journals/abstracts, and to encourage faculty to pursue research and further studies.

- ❖ **Continuous and comprehensive evaluation:** The institution adopts a number of measures for the formative evaluation of the student teachers. These efforts help to improve the performance of the student teachers and to realize their potentials.
- ❖ **Innovative classroom practices:** Besides the constructivist approach, the teachers adopt innovative practices for classroom transaction and training is given to student teachers to employ the same.

Mapping of Academic Activities of the Institution

BEd 1st YEAR [1st and 2nd Sem]

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation																																	
Theory																																	
Tutorials/ Seminars																																	
Sessional Work - Tests & Assignments																																	
Practical Work																																	
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations																																	
Practice Teaching/ Internship																																	
Co-curricular Activities																																	
Working with community/ project work																																	
End-Term Examination																																	

Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

[Signature]

Mapping of Academic Activities of the Institution

BEd 2nd YEAR [3rd and 4th Sem]

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation																																	
Theory																																	
Tutorials/ Seminars																																	
Sessional Work - Tests & Assignments																																	
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End-Term Examination																																	

Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

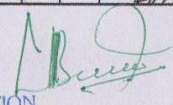
Mapping of Academic Activities of the Institution
MEd Ist YEAR [Ist & IInd Sem]

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
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End-Term Examination																																		

Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

Dr. BENNY VARGHESE
 PRINCIPAL
 AVILA COLLEGE OF EDUCATION
 EDACOCHIN, COCHIN - 682010



Mapping of Academic Activities of the Institution

MED IInd YEAR [3rd & 4th Sem]

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
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Theory																																	
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Preparation of Internship/ Demonstration / Observation of lessons/ micro teaching/ simulations																																	
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End-Term Examination																																	

Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

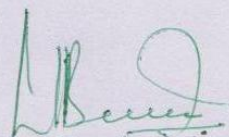
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D. Declaration by the Head of the Institution

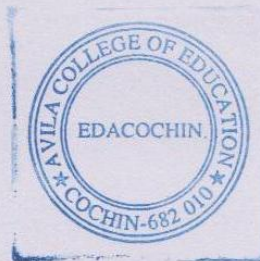
I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.


**Signature of the Head of the institution
with seal:**

Place: Edakochi,



Date: 09.09.2016.

Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

SECTION C

APPENDICES

- 1. Master plan of the College**
- 2. Copy of the Trust Deed**
- 3. Recognition by NCTE**
- 4. University Recognition Order**
- 5. Minority Status Certificate**
- 6. NAAC Accreditation Certificate**
- 7. Audited Income and Expenditure statement**
- 8. B.Ed. Curriculum (2015)**
- 9. M.Ed. Curriculum (2015)**
- 10. University Results of Previous Years**
- 11. Samples of Feedbacks and Self Appraisal**
 - Practice Teaching Observation Proforma**
 - Student Feedback Questionnaire**
 - Employer Feedback Form**
 - Self Appraisal (faculty)**
- 12. Description of Best Practices**
- 13. Copy of Time Table**

APPENDIX – 1

MASTER PLAN OF THE COLLEGE

Attest

Village: Edahochi



Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010



NOTES

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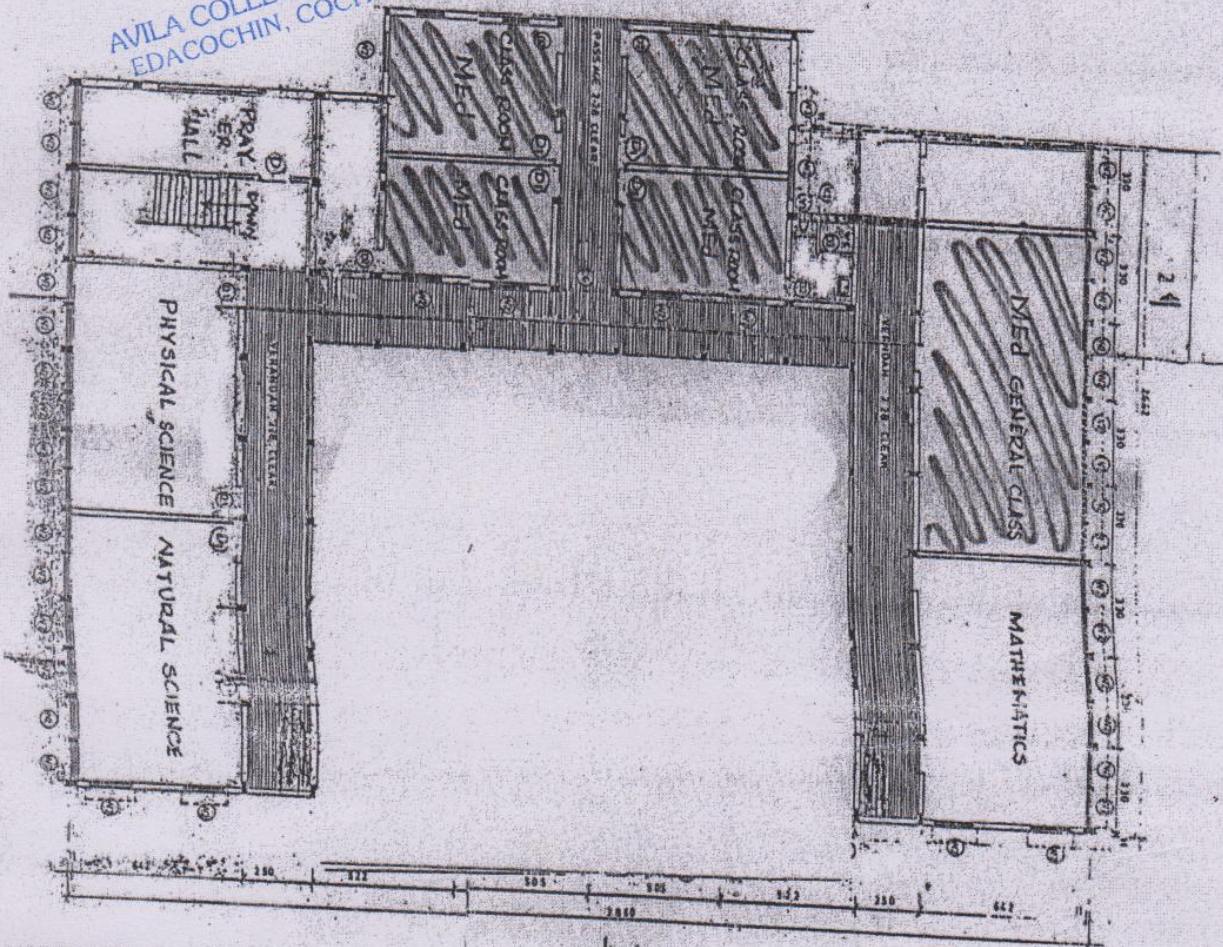
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BUILDING FOR AYLEA COLLEGE OF EDUCATION AQUINAS COLLEGE GROUNDS 141 EDWARDSVILLE, ILL. FIRST FLOOR PLAN	1504 276
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Benny

Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010



NOTES
1. ALL DIMENSIONS ARE GIVEN IN METERS
2. FINISHED DIMENSIONS SHALL BE FOLLOWED
3. REFERENCES GIVEN IN ONE FLOOR SHALL BE
4. REPEATED IN OTHER FLOORS

REFERENCES

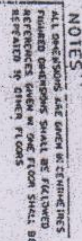
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PLUMBING AREA
CROSSLING FLOOR 10.31.85 m²
POUR 1.18 m²
15.75 m²

ADJUSTED

BUILDING FOR
AVILA COLLEGE OF EDUCATION
AQUINAS COLLEGE, COCHIN
EDACOCHIN, COCHIN
SECOND FLOOR PLANT
Ref. No. 50 / AVILA / 98 / 27

BUILDING PLAN - ASSIGNMENT OF CLASSROOMS FOR M.ED. COURSE



REFERENCES

01	BOOK	100	2-10
02	BOOK	200	3-10
03	BOOK	60	2-10
04	BOOK	150	2-10
05	BOOK	150	2-10
06	BOOK	150	2-10
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PROJ. BUILDING FOR AVILA COLLEGE OF EDUCATION ADJUNTS COLLEGE GROUNDS AT EDWARDS, ILL. ROCH.	GROUND FLOOR PLAN	Sheet No. 5D/AVILA/98/4 275
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APPENDIX – 2

COPY OF THE TRUST DEED

740: 115/10/02

1000Rs.



THIS DEED OF TRUST executed this the 18th day of March, 2002 by **Rt.Rev. Dr. John Thattumkal**, Bishop of Cochin, aged 52, S/o Pappu Thattumkal, residing at Bishop's House, No.CC 11/807 Fort Cochin, Cochin 682 001, hereinafter called the Founder.

WHEREAS Aquinas College, Edakochi, affiliated to the Mahatma Gandhi University, Kottayam, was established in the year 1981, with the objective of imparting higher education, particularly to the socially, educationally and economically under privileged, irrespective of cast or creed, by the Bishop of the Diocese of Cochin of the Latin Catholic minority community, having the privileges conferred under Article 30(1) of the Constitution of India and owned and managed by the said diocese of Cochin;

AND WHEREAS for the better management of the above institution and to be better able to achieve its objects, it is now deemed necessary and expedient to entrust the management of the above institution to a Trust created for the purpose;

AND WHEREAS the Founder has appointed:

1. **Rt. Rev. Msgr. Joseph Kariyil**, Vicar General of the Diocese of Cochin, aged 53, S/o. Kunjuvareed Kariyil, residing at Bishop's House, Fortcochin, Cochin 682 001
2. **Rev.Fr.Thomas Parathara**, Chancellor of the Diocese of Cochin, aged 55, S/o. Rocky Parathara, residing at Bishop's House, Fortcochin, Cochin 682 001
3. **Rev.Fr.Joppy Kootumkal**, Procurator of the Diocese of Cochin, aged 45, S/o. Joseph Kootumkal, residing at Bishop's House, Fortcochin, Cochin 682 001

[Signature]

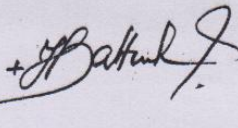
Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN 682010

SOLD TO: Rt. Rev. Dr. John Thattunkal
CC. No. 11/807
Bishop's House
Cochin - 1

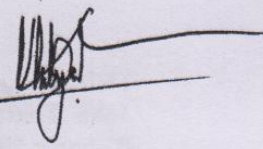

V. N. SATHYAN
S. C. S. VENDOR, KOCHI-2

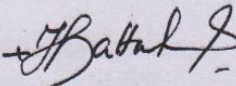
NO: 45 / IV / 02.

Presented in the office of the Sub Registrar
at Fort Cochin at 10:11 AM
Rupees one hundred and one only
18th day of March 2002

Rt. Rev. Dr. John Thattunkal + 

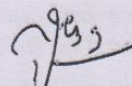
18th day of March 2002


V. GOPINATHAN NAIR
SUB REGISTRAR

Rt. Rev. Dr. John Thattunkal + 

S/o Pappu, Residing at Bishop's House,
Fort Cochin, Cochin 682 001

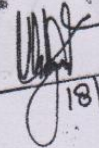
Identified by,

1, Kithiyara Jeyson  S/o K. J. Joseph Principal
Aquinas College Eda Cochin

DOCUMENT NO. 45 OF BOOK IV
CONTAINS 6 SHEETS
1 SHEET

V. GOPINATHAN NAIR
SUB REGISTRAR
Kochi




18/03/02

Bishop's House
Cochin - 1

V. N. SATHYAN
S. C. S. VENDOR, KOCHI-2

7, Valiyaparambil House V.S. Antony ~~Antony~~ & Samuel
Leetimer, Edacochin

18th day of March 2002

V. GOPINATHAN NAIR
SUB REGISTRAR

45 2002
IV Volume 223

6 and shut 18th day of March 2002.

V. GOPINATHAN NAIR
SUB REGISTRAR

18/03/02



100Rs.



4. **Rev. Dr. Joseph Kandanattuthara**, General Manager, Corporate Education Agency of the Diocese of Cochin, aged 46, S/o. George Kandanattuthara, residing at Catholic Center, Thopumpady, Cochin - 682 005
5. **Rev. Dr. Francis M.J. Fernandez**, Manager, Aquinas College, aged 52, S/o. A. John Fernandez, residing at Stella Maris Church, Wellington Island, Cochin 682 003

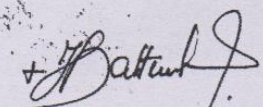
as Trustees;

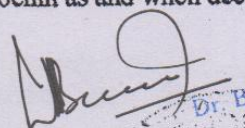
AND WHEREAS the Trustees at the request of the Founder have agreed to act as trustees for the management of the Aquinas College, Edakochi, and for the objects mentioned herein;

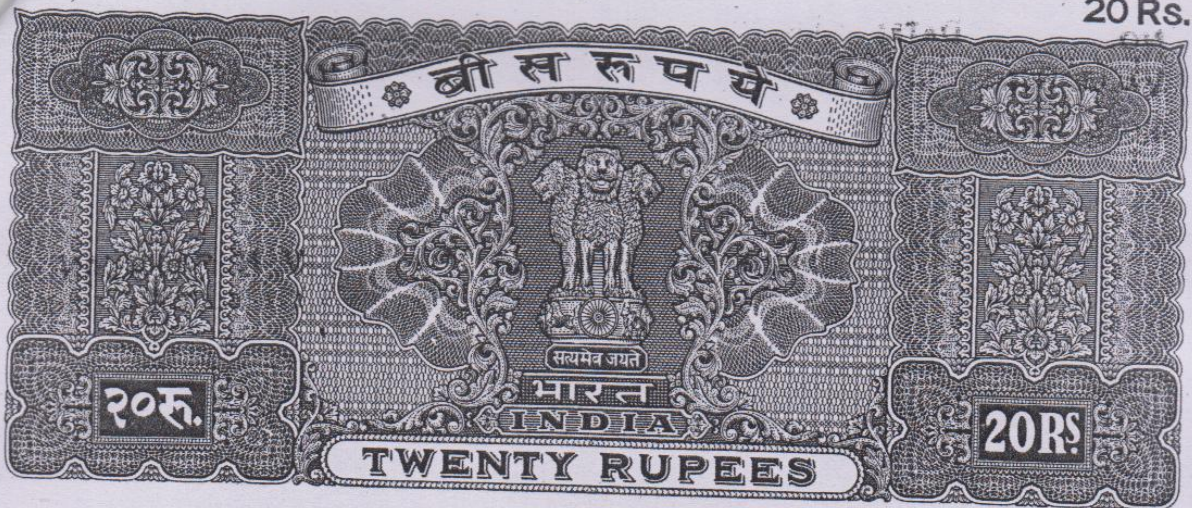
AND WHEREAS the Founder has delivered a sum of Rs. 1000/- in cash to the Trustees, which will constitute the trust property, to hold the same together with all additions and accretions thereto which may hereinafter be the subject matter of the Trust and subject to the power and provisions hereinafter declared, which the Trustees have agreed.

NOW THIS DEED WITNESSETH AS FOLLOWS:

- 1) The name of the Trust shall be 'Aquinas Educational and Charitable Trust'.
- 2) The office of the Trust is presently situated at Aquinas College, Edakochi, Cochin - 682 006. The Trustees shall have the power to shift the office to any other place within the Diocese of Cochin as and when deemed necessary.

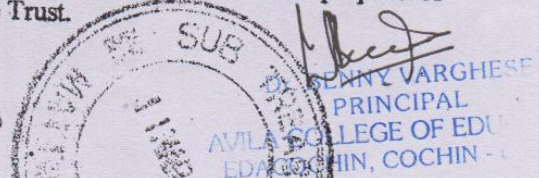
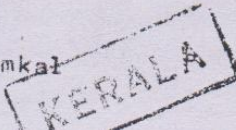

 Rt. Rev. Dr. John Thattumkal


 Dr. BENNY VARGHESE
 PRINCIPAL
 AVILA COLLEGE OF EDUCATION
 EDACOCHIN, COCHIN - 682010.



- 3) The building and the land appurtenant to it in which the College is situated can be used by the Trustees for running the college and for such other objects as mentioned herein. The ownership of the immovable properties mentioned above in which the college is situated shall remain with the said Diocese. The Trust is created for the management of the said College and for carrying on the other objects mentioned herein.
- 4) The main object of the Trust shall be to work for the social, educational, economic and moral uplift of the society, particularly of socially, educationally and economically backward members of the society, through education and professional training.
- 5) The objects incidental or ancillary to the attainment of the main objects of the Trust are:
 - a) To manage and administer Aquinas College, Edakochi, Cochin - 682 006, which was established and administered by the Latin Catholic Diocese of Cochin.
 - b) To establish, promote, run, support, acquire or administer schools, colleges and such other educational and training institutions and establishments.
 - c) To provide financial, technical or such other assistance as may be required to any other institution managed or administered by the Diocese of Cochin and with objects similar to that of the Trust.
 - d) To collaborate with any other institution or establishment for the purpose of attaining or furthering the objects of the Trust.

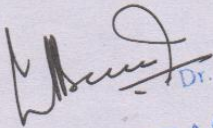
+ [Signature]
Rt. Rev. Dr. John Thattumkal



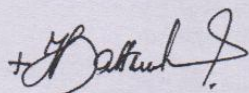
- e) To promote, sponsor or engage in research and development in any discipline or branch of knowledge with the aim of attaining or furthering the objectives of the Trust.
 - f) To publish Newsletters, Magazines, Reference Books etc. to spread education, knowledge and culture among the students and the public.
 - g) To hold or conduct competitions or examinations and to award Certificates, Diplomas, Degrees etc. in accordance with the Rules and Regulations, as amended from time to time, formulated by the Trustees or a Committee appointed by the Trustees for the purpose.
 - h) To grant or award scholarships, prizes, stipends or any other help in cash or kind with a view to promote education, particularly among the financially weaker sections of the society especially women and children.
 - i) To acquire, hold or dispose off properties, moveable or immovable, for the achievement of the objects of the Trust.
 - j) To enter into any agreement with any government, authority or body that may be required to attain the objects of the Trust and to obtain from any such government, authority or body any rights, grants, concessions or privileges which the Trust may deem desirable and necessary.
 - k) To apply for and obtain affiliations or approvals as may be required by statute or otherwise from any Body, University or Government in India or abroad.
 - l) To do all such acts as the Trustees may deem conducive or expedient to the attainment of the objectives of the Trust.
- 6) The benefits of the Trust shall accrue to all irrespective of cast, creed, religion or social status.
 - 7) No part of the Trust Fund shall be lent, paid to or applied for any benefit of the Founder without consideration.
 - 8) The Founder shall appoint one of the trustees as the Managing Trustee to hold office for such period as he may decide.
 - 9) Without prejudice to the generality of the powers vested in the Trustees and notwithstanding anything contrary in the Trust Act, the Trustees shall have the following specific powers, which may be exercised by them for the fulfillment of the objectives of the Trust.

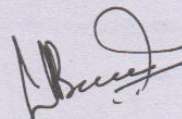
+ 
 Rt Rev. Dr. John Thattumkal

12


 Dr. BENNY VARGHESE
 PRINCIPAL
 AVILA COLLEGE OF EDUCATION
 EDACochin, COCHIN - 6820

- a) To open and operate Bank accounts on behalf of the Trust and to delegate such authority to any one or more persons by lawful power of attorney.
 - b) To incur expenses for and connected with the fulfillment of the objects of the Trust and incidental to the management of the Trust.
 - c) To appoint and remunerate the necessary staff to manage and administer any of the institutions under the Trust on such terms as the trustees may deem proper.
 - d) To acquire, hold or transfer any property, moveable or immovable, as may be required for fulfilling the objects of the Trust.
 - e) To maintain or cause to be maintained a full and true account of all moneys spent or received by the Trust. An Income and Expenditure Account and Balance Sheet shall be prepared annually and shall be submitted for audit by a Chartered Accountant.
 - f) To invest the surplus funds of the Trust in such manner as they may deem fit and proper.
 - g) To accept any donation or contribution in cash or kind from any person, company, institution or body in India or abroad for the furtherance of the objects of the Trust.
 - h) To borrow moneys against the security of the properties of the Trust or otherwise for the benefit of the Trust or to effectively carry out the objects of the Trust.
- 10) The services of the trustees shall be gratuitous. However they shall be entitled to travelling and other expenses incurred by them in and for the execution of the Trust.
 - 11) All decisions of the Trustees shall be taken by a majority of votes and in case of equality of votes, the Managing Trustee shall have a casting vote.
 - 12) The quorum necessary for the transaction of the business of the Meeting of the Trustees shall be one third of the total number of the Directors or two Directors whichever is higher.
 - 13) The number of Trustees shall not be less than two and not more than nine.
 - 14) The Bishop of Cochin, may appoint any person to be a Trustee provided the total number of Trustees do not exceed the maximum number.
 - 15) The Bishop of Cochin shall have the power to remove any of the trustees and appoint anyone else in his place.


Rev. Dr. John Thattumka

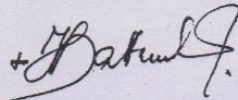


Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

6

- 16) The Trustees shall be expected to exercise reasonable care and diligence in all actions they take in such capacity. However they shall not be liable for any loss or damage caused out of any action taken in good faith. The Trustees shall at all times be indemnified out of the assets of the Trust against any liability, action or claim arising out of any action taken by them in the course of their duty.
- 17) The Trustees shall have the power to appoint any committee or sub committee to advise or assist them in the fulfillment of their duties and to delegate such powers, as they may deem fit and necessary to such committees.
- 18) The Trust hereby created shall be irrevocable.
- 19) In the event of the winding up of this Trust, the assets if any remaining after meeting all the liabilities of this Trust shall be passed on to any other trust or society having objects similar to this Trust.

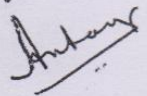
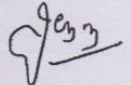
IN WITNESS WHEREOF the above named Founder Rt.Rev.Dr.John Thattumkal, Bishop of Cochin has signed and executed this deed on the date first above mentioned.



RT.REV.DR.JOHN THATTUMKAL

Witnesses:

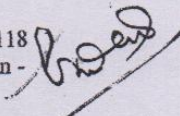
1. Mr K.J.Jerson, aged 42, S/o Joseph Kiliyara, Kiliyara House, Palluruthy, Cochin-6
2. Mr V.S.Antony aged 51, S/o Samuel Valiyaparambil, P.O.Road, Vaduthala, Cochin-23



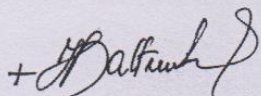
Computerized and Typed

Prepared by:

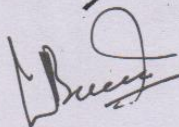
M.S.Manmadhan, License NoEDA 118
Maramveetil, Thoppumpady, Cochin -



Corrections Nil



Rt Rev. Dr. John Thattumkal



Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

APPENDIX – 3

RECOGNITION BY NCTE

F. No/SRC/NCTE/AOS00019/B.Ed/ KL/2015/68805

Date: 29/06/2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. AND WHEREAS, the institution, **Avila College of Education ,Edacochin ,Ernakulam – 682006, Kerala** has by affidavit consented to come under New Regulations and sought for two basic units in 100 which require additional facilities

3. AND WHEREAS, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely,

- I. The institution shall submit all the documents and FDRs of the existing course including recognition order issued earlier and the latest affiliation order by 30.06.2015.
- II. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- III. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- IV. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017

4. NOW THEREFORE, in the light of the above and in terms of Section 14(3) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to **Avila College of Education ,Edacochin ,Ernakulam – 682006, Kerala** for conducting B.Ed programme of two years duration with an annual intake of 100 students with two basic units of 50 each from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015

5. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable.

Cont.....2

6. The institution shall submit to the Regional Committee a Self- Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

7. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last, quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information. if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made of issued there under , the institution will render itself vulnerable to adverse action including withdrawal of recognition by the regional committee under the provisions of Section 17(1) of the NCTE Act.

By Order,

P Revathi Reddy
(P.Revathi Reddy)
Regional Director

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054.

To,;

The Principal,
Avila College of Education ,
Edacochin ,
Ernakulam – 682006,
Kerala

Copy to:

1. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
2. The Principal Secretary , Government of Kerala , Secretariat Annex, Statue, Thiruvananthapuram, Kerala
3. The Registrar, Mahatma Gandhi University, Priyadarshini Hills, Kottayam, Kerala.
4. The Secretary, Avila College of Education ,Edacochin ,Ernakulam – 682006, Kerala
5. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi – 110 002.
6. Office Order file/institution file.

[Signature]
Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

राष्ट्रीय अध्यापक शिक्षा परिषद

(भारत सरकार का एक विधिक संस्थान)

दक्षिण क्षेत्रीय समिति



National Council for Teacher Education
(A Statutory Body of the Government of India)
Southern Regional Committee

F. No/SRC/NCTE/APS03282/M.Ed/ KL/2015/ 66425

Date: 31/05/2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

ORDER

WHEREAS, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 1.12.2014.

2. AND WHEREAS, the institution, Avila College of Education, Edacochin, Ernakulam – 682006, Kerala has by affidavit consented to come under New Regulations and sought one unit in M.Ed, which requires additional facilities.

3. AND WHEREAS, it has been decided to permit the institution an intake of one unit of 50 students subject to the institution fulfilling following conditions namely,

- I. The institution shall submit all the documents and FDRs of the existing course including recognition order issued earlier and the latest affiliation order by 30.06.2015.
- II. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- III. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- IV. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017

4. NOW THEREFORE, in the light of the above and in terms of Section 14(3) of NCTE Act and in accordance with the Regulations, 2014, the Southern Regional Committee, NCTE hereby grants recognition to Avila College of Education, Edacochin, Ernakulam – 682006, Kerala for conducting M.Ed programme of two years duration with an annual intake of 50 students (one unit) from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015

5. Further, the recognition is subject to fulfilment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc. as applicable.

Cont....2

6. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

7. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc..
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If the institution Contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and Orders made of issued there under , the institution will render itself vulnerable to adverse action including withdrawal of recognition by the regional committee under the provisions of Section 17(1) of the NCTE Act.

By Order,

P Revathi Reddy
(P.Revathi Reddy)
Regional Director

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054.

To:,

The Principal,
Avila College of Education ,
Edacochin ,
Ernakulam – 682006,
Kerala

Copy to:

3. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
2. The Principal Secretary , Government of Kerala , Secretariat Annex, Statue, Thiruvananthapuram, Kerala
3. The Registrar, Mahatma Gandhi University, Priyadarshini Hills, Kottayam, Kerala.
4. The Secretary, Avila College of Education ,Edacochin ,Ernakulam – 682006, Kerala
5. The Under Secretary (CS), National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi – 110 002
6. Office Order file/institution file

[Signature]
DR. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE
EDACOCHIN, COCHIN - 682006

APPENDIX – 4

UNIVERSITY RECOGNITION ORDER

MAHATMA GANDHI UNIVERSITY

(Abstract)

Unaided Training Colleges – Extension of provisional affiliation for the academic years ranging from 2010-11 to 2014-15 – Sanctioned – Orders issued.

ACADEMIC AI SECTION

U.O. No.3105/A1/2016/Acad.

Dated, Priyadarshini Hills, 03.06.2016

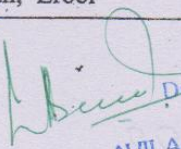
- Read: 1. Requests received from the Principals/Managers of various unaided Training Colleges.
2. U.O.No.1525/A1/2015/Acad dated 19.03.2015.
3. Item No.88/16.02/2623 of the minutes of the meeting of the Syndicate held on 05.03.2016.

ORDER

Various unaided Training Colleges affiliated to this University have requested vide paper (1) read above, for granting the extension of provisional affiliation for the academic years ranging from 2010-11 to 2014-15.

University had constituted Inspection Commissions to assess the infrastructural and instructional facilities available with the following unaided training colleges in order to consider the matter of granting extension of provisional affiliation for the academic years ranging from 2010-11 to 2014-15, vide paper read as (2) above.

Sl. No.	Name of the Institution	Provisional Affiliation Extended for the Academic Year
1.	Adi Sankara Training College, Sankar Nagar, Mattoor, Kalady P.O, Ernakulam Dt.	2014-15
2.	Al-Azhar Training College, Thodupuzha.	2013-14 & 2014-15
3.	Avila College of Education, Edacochin, Ernakulam-682 006	2013-14 & 2014-15
4.	Auxilium College of Education, Kidangoor P.O., Angamaly	2014-15
5.	HDPY College of Education, Mattupuram P.O, Mannam, North Paravoor.	2014-15
6.	H.M. Training College, Randarkara, Muvattupuzha, Ernakulam-686 673	2013-14 & 2014-15
7.	Hill Valley College of Education for Women, Thrikkakara, Kochi.	2013-14 & 2014-15
8.	Indira Gandhi Training College, Kothamangalam.	2013-14 & 2014-15
9.	Jai-Bharath Training College, Thrikkakara, Ernakulam.	2013-14 & 2014-15
10.	Janey College of Allied Health, Eroor	2013-14 & 2014-15


Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

11.	Labour India Educational Society Teachers' Training College, Marangattupally, Kottayam.	2013-14 & 2014-15
12.	Mangalam College of Education, Ettumanoor, Kottayam-686 631	2013-14 & 2014-15
13.	Mar Severios College of Teacher Education, Chengaroor, Kunnamthanam, Mallappally, Pathanamthitta - 689 594	2013-14 & 2014-15
14.	Mar Thoma Teachers' Training College, Edakulam, Ranni, Pathanamthitta- 689 672	2013-14 & 2014-15
15.	M.E.S. Training College, Edathala, Aluva.	2013-14 & 2014-15
16.	Nirmala Training College, Thalacode, Mulanthuruthy (via), Ernakulam.	2010-11, 2011-12, 2012-13, 2013-14 & 2014-15
17.	Patriarch Ignatius Zakha I Training College, Malecruz, Puthencruz, Ernakulam - 682 308	2014-15
18.	Porukara College of Education, Gagultha Monastery Campus, Champakulam, Alappuzha Dist.	2013-14 & 2014-15
19.	Sahodaran Ayyappan Memorial College of Education, Puthen Kavu, Poothotta, Ernakulam-682 307	2013-14 & 2014-15
20.	Sankaramangalam Training College, Kaviyoor P.O., Thiruvalla.	2013-14 & 2014-15
21.	S.N.D.P. Yogam Training College, Adimaly, Idukki - 685 561	2014-15
22.	Sree Narayana College of Education, Muvattupuzha.	2013-14 & 2014-15
23.	Sree Narayana Training College, Okkal P.O., Ernakulam Dist.	2013-14 & 2014-15
24.	St. John the Baptist College of Education, Nedumkunnam, Changanacherry, Kottayam - 686 542	2014-15
25.	St. Peter's Training College, Kolencherry, Ernakulam.	2014-15
26.	St. Mary's Training College, Karikode P.O., Peruva, Kottayam.	2013-14 & 2014-15
27.	St. Mary's Women's College of Teacher Education, Paliakara, Thiruvalla.	2013-14 & 2014-15
28.	St. Thomas College of Teacher Education, Mylacompu, Thodupuzha	2013-14 & 2014-15
29.	St. Xaviers Training College for Women, Thottakkattukara, Aluva	2013-14 & 2014-15

The Inspection Commissions which visited the colleges have favourably recommended for extension of provisional affiliation to the above twenty nine colleges for the academic years ranging from 2010-11 to 2014-15 and the Syndicate of the University resolved to accept the recommendations of the Inspection Commissions, vide paper read as (3) above.

...3/-

Therefore, sanction is accorded for the extension of provisional affiliation as detailed above.

Orders are issued accordingly.

Sd/-
Komalavally K.
Deputy Registrar I (Acad)
For REGISTRAR

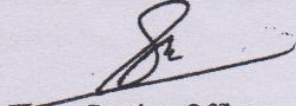
To

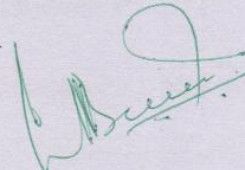
1. The Principals of Colleges concerned
2. PS to VC/PVC
3. PA to Registrar/CE/FO
4. JR/DR/AR (Acad)
5. Tabulation Sns. Concerned
6. Ac.C Sn
7. Stock File/File Copy/Records.

File No. Ac.A1/3/87/2014 Part



Forwarded/By Order


Section Officer


Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

MAHATMA GANDHI UNIVERSITY

(Abstract)

Affiliation of new colleges - Names - reg -

ACADEMIC 'AI' SECTION

U.O.No:Ac.AI/1/Affn/94-95

Athirampuzha, Dated:5.5.1995

Read:U.O of Even No. dated 10.3.1995

O R D E R

As per the University Order cited, affiliation was granted to 18 colleges in the aided and unaided sector under Mahatma Gandhi University. At the time of granting affiliation, many of the colleges were not given any names of their own.

Sanction has therefore been accorded to the following colleges affiliated to this University being named as noted against each:

Name of the Management	Name of the College
1. MES Calicut	✓ MES College, Marampally, N.Vazhakulam, Aluva.
2. Himayathul Musleemin Trust, Randarkara	✓ H.M Training College, Randarkara
3. St.Mary's Jacobite Syrian Orthodox Church, Piravom	✓ Basilius Paulose II Arts and Science College, Piravam.P.O., Pin-686664
4. SNDP Yogam, Br.No:1103 Poothotta	✓ Sahodaran Ayyappan Memorial Training College, Poothotta.P.O Ernakulam - 682 307.
5. Islamic Learning and Human Improvement Agency,Trust, Muvattupuzha	✓ Ilahia College, Muvattupuzha, 686 673
6. Latin Catholic Diocese of Kochi, Kochi	✓ AVILA College of Education, Edacochin, Kochi - 682 006.
7. Diocese of Tiruvalla, Tiruvalla	✓ Mar Severiose Training College, Chengaroor
8. Ranni-Nilackal Diocese, Marthoma Church, Edakulam, Ranni	✓ Mar Thoma Teacher' Training College, Edakulam, Ranni
9. NSS Colleges Central Committee, Changanacherry	✓ NSS College, Rajakumary, Idukki
10. Peermedu Development Society, Diocese of Kanjirappally, Kanjirappally.	✓ Marian College, Kuttikkanam.P.O., Idukki District, 685 531.

(Contd..2.)

24/05/95

Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

- | | |
|---|--|
| 11. SNDP Yogam, Kollam | SNDP Yogam Training College,
Adimali. |
| 12. Muslim Educational
Society, Calicut | MES College,
Erumeli.P.O |
| 13. SNDP Yogam, Kollam | Sahodaran Ayyappan Smaraka
SNDP Yogam College, Konni |
| 14. General Manager of Education,
Arch Bishop's House,
Changanacherry | St. John's College of Education,
Nedumkunnam |
| 15. St. Augustine Forane Church,
Ramapuram | Mar Augusthinose College,
Ramapuram,
Ramapuram Bazar.P.O.,
686 576. |
| 16. Holy Cross Church,
Cherpunkal | Bishop Vayalil Memorial
Holy Cross College,
Cherpunkal.P.O., 686 584. |
| 17. Mangalam Foundation,
Kottayam | Mangalam B.Ed College,
Ettumanoor, 686 631. |
| 18. Ettumanoor Education Society,
Ettumanoor | Sree Ettumanocrappan College,
Choorakulangara, Ettumanoor. |

Sd/-

K.F. Joseph,
Assistant Registrar (Acad I),
For REGISTRAR.

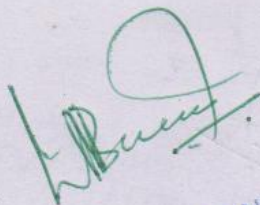
To

1. The Principals concerned
2. P.S to Vice Chancellor/Pro-Vice Chancellor
3. P.A to Registrar/Controller of Examinations/
Finance Officer/DCDC
4. P.R.O
5. Joint Registrar (Exam)
6. Deputy Registrar (Exam)
7. Assistant Registrar (Exam I/IV/XI)
8. Assistant Registrar (B.Ed)
9. B.A/B.Sc/B.Com/B.Ed Tabulation Sections
10. Information Centres
11. Stock file
12. File copy.

Forwarded/By Order

SECTION OFFICER.

sjp/6.5.



Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

APPENDIX – 5

MINORITY STATUS CERTIFICATE



सत्यमेव जयते

भारत सरकार

राष्ट्रीय अल्पसंख्यक शैक्षणिक संस्था आयोग

GOVERNMENT OF INDIA

NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS

प्रथम तल, जीवन तारा भवन, ५, संसद मार्ग

पटेल चौक, नई दिल्ली - ११०००९

1st Floor, Jeevan Tara Building, 5, Sansad Marg

Patel Chowk, New Delhi - 110001

Dated.....

C E R T I F I C A T E

THIS IS TO CERTIFY THAT BY THE ORDER DATED 10TH DAY OF AUGUST 2011 PASSED BY THE NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS, NEW DELHI IN CASE NO. 328 OF 2011 (AVILA COLLEGE OF EDUCATION, AQUINAS GROUNDS, EDACOCHIN, COCHIN, ERNAKULAM DT., KERALA AND QRS. VS. PRINCIPAL SECRETARY, HIGHER EDUCATION DEPARTMENT, GOVERNMENT OF KERALA), THE FOLLOWING INSTITUTIONS RUN BY AQUINAS EDUCATIONAL AND CHARITABLE TRUST HAVE BEEN DECLARED AS MINORITY EDUCATIONAL INSTITUTIONS COVERED UNDER SECTION 2 (g) OF THE NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS ACT, 2004.

Sl. No.	File No.	Name of the Schools
1.	F. No. 328 of 2011	Avila College of Education, Aquinas Grounds, Edacochin, Cochin, Ernakulam Dt. Kerala.
2.	F. No. 329 of 2011	Aquinas College, Aquinas Grounds, Edacochin, Cochin, Ernakulam Dt., Kerala.


DR. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

54850



सत्यमेव जयते

भारत सरकार

राष्ट्रीय अल्पसंख्यक शैक्षणिक संस्था आयोग

GOVERNMENT OF INDIA

NATIONAL COMMISSION FOR MINORITY EDUCATIONAL INSTITUTIONS

प्रथम तल, जीवन तारा भवन, ५, संसद मार्ग

पटेल चौक, नई दिल्ली - ११०००१

1st Floor, Jeevan Tara Building, 5, Sansad Marg

Patel Chowk, New Delhi - 110001

Dated.....

3.	F. No. 331 of 2011	Assisi Institute of Elementary Teacher Education, Aquinas Grounds, Edacochin, Cochin, Ernakulam Dt., Kerala.
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GIVEN UNDER MY HAND AND THE SEAL OF THE COMMISSION
ON THIS 10TH DAY OF AUGUST, 2011.



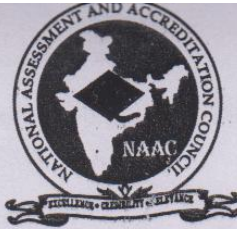
(RAJ SINGH)
SECRETARY

सचिव
राष्ट्रीय अल्पसंख्यक शैक्षणिक संस्था आयोग
पटेल चौक, नई दिल्ली - ११०००१
Govt. of India, New Delhi

[Signature]
Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

APPENDIX – 6

NAAC ACCREDITATION CERTIFICATE



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वयत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
Avila College of Education
Edacochin, Cochin, affiliated to Mahatma Gandhi University, Kerala as
Accredited
with CGPA of 2.58 on four point scale
at B grade
valid up to September 15, 2016*

Date : September 16, 2011



HARSHAN
Director

[Signature]

DR. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010



EC/56/A & A/065

APPENDIX – 7

AUDITED INCOME AND EXPENDITURE STATEMENT

AQUINAS EDUCATIONAL AND CHARITABLE TRUST
AVILA COLLEGE OF EDUCATION, EDAKOCHI, COCHIN-682006
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31-03-2016

EXPENDITURE	AMOUNT	INCOME	AMOUNT
To Salary and allowance	4,039,685.00	By Collection of Course Fees	4,020,100.00
" Audit and professional Charges	11,500.00	" Telephone Booth and Photostat Income	153.00
" Bank DD Commission & Charges	1,672.00	" Bank Interest	1,129,947.00
" Electricity Charges	253,021.00	" Miscellaneous Income	15,913.00
" Festival Allowance	39,000.00	" Collection of Application Forms	13,110.00
" Photostat Expense	48,261.00	" PTA Donation	77,000.00
" College Journal Expense	23,325.00	" General Fund Collection & Other Exps	591,555.00
" College Magazine Printing	400.00	" Income Photostat	47,826.00
" Miscellaneous Expenses	10,805.00	" Journal Publication & Subscription	2,850.00
" Charity and Donation	10,000.00	TDS Refund	5,169.00
" Newspaper & Periodicals	11,102.00		
" Office Expenses	31,346.00		
" Post & Telegram Charges	1,336.00		
" Repair & Maintenance A/c	118,160.00		
" PTA Exps	2,440.00		
" Tax and Licences	3,022.00		
" Reliance Internet Service User Rental Charges	53,371.00		
" Stationery Expenses	26,768.00		
" Jeep Diesel Charges	16,600.00		
" LJB Books Binding Charges	8,000.00		
" Computer Exps	5,650.00		
" AMC Charges	8,561.00		
" ESIC Remittance (M)	89,784.00		
" Travel Expenses	92,385.00		
" Water Charges	46,544.00		
" College Academic Exps	265,284.00		

Dr. BENNY VARGHESE
 PRINCIPAL
 AVILA COLLEGE OF EDUCATION
 EDACOCHI, COCHIN - 682010

Benny

“ Telephone Charges	14,607.00	
“ EPF Form 6(A)	457,131.00	
“ Remittance to MG University	93,570.00	
Excess of Income over Expenditure	120,293.00	
TOTAL	5,903,623.00	5,903,623.00

7/10/2016

Cochin-06

Dr. BENNY VARGHESE
 PRINCIPAL
 AVILA COLLEGE OF EDUCATION
 EDACOCHIN, COCHIN - 682010

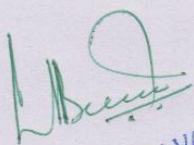
APPENDIX – 8

B.Ed. CURRICULUM (2015)

B.Ed. CURRICULUM

**For the copy of the same refer to the
URL:**

<http://www.avilacollege.co.in/Files/BEd-Curriculum-2015.pdf>



Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

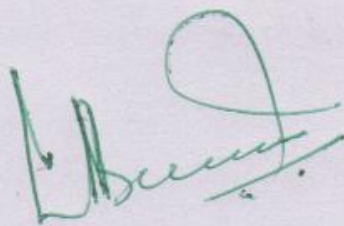
APPENDIX – 9

M.Ed. CURRICULUM (2015)

M.Ed. CURRICULUM

**For the copy of the same refer to the
URL:**

<http://www.avilacollege.co.in/Files/MEd-Curriculum-2015.pdf>



Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACochin, COCHIN - 682010

APPENDIX – 10

UNIVERSITY RESULTS OF PREVIOUS YEARS

RESULTS OF THE UNIVERSITY EXAMINATIONS FOR THE PAST FOUR YEARS

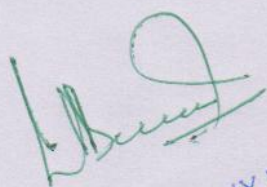
B.Ed. RESULTS

Grade	A+		A		B+		B		C+		C (Failed)		Total	
Year	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2011-12	7	4.35%	61	37.9%	80	49.7%	11	6.83%	1	0.62%	1	0.62%	161	100%
2012-13	11	8.33%	49	37.1%	58	43.9%	9	6.82%	0	0%	5	3.79%	132	100%

Grade	A+		A		B		C		D		F (Failed)		Total	
Year	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2013-14	44	22.1%	87	43.7%	49	24.6%	9	4.5%	1	0.5%	9	4.5%	199	100%
2014-15	39	20.5%	102	53.7%	30	15.7%	11	5.79%	1	0.52%	7	3.79%	190	100%

M.Ed. RESULTS

Grade	A+		A		B+		B		C+		C (Failed)		Total	
Year	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2011-12	0	0%	0	0%	16	69.6%	6	26.1%	1	4.3%	0	0%	23	100%
2012-13	0	0%	4	11.4%	0	0%	31	88.6%	0	0%	0	0%	35	100%
2013-14	0	0%	4	11.4%	27	77.2%	4	11.4%	0	0%	0	0%	35	100%
2014-15	0	0%	8	22.8%	23	65.7%	4	11.4%	0	0%	0	0%	35	100%



Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

APPENDIX – 11

SAMPLES OF FEEDBACKS AND SELF APPRAISAL

PRACTICE TEACHING EVALUATION PROFILE

Name of the student-teacher:

Co-operating School :

Name of the

Supervising Teacher : *REXY SEBASTIAN*

Standard :

Subject :

Topic :

Time / Period :

Date :

Lesson No. :

Please assign appropriate score for the following eight aspects.

No.	Aspect	Excellent	Very Good	Good	Average	Poor
1	Lesson Plan (The following components should be considered while scoring) • Content analysis/Generation • Learning objectives • Instructional/Learning strategies • Process/Activities • Follow-up activities	4	3	2	1	0
2	Subject Competency	4	3	2	1	0
3	Communication	4	3	2	1	0
4	Class Management • Grouping • Promoting peer interaction • Discipline • Budgeting of time	4	3	2	1	0
5	Instructional Strategies/Activities (Group discussion, Role play, Debate, Experiment, Reading, Presentation of discourse and editing, etc.)	4	3	2	1	0
6	Learning Materials • Relevance and appropriateness • Systematic use of chalk board/Improvised aids/ICT	4	3	2	1	0
7	Closure/Consolidation of idea or concept (if any)	4	3	2	1	0
8	Teacher • General etiquette and behaviour	4	3	2	1	0
Total Score						
Grade Point Average = Total Score ÷ 8 =		GradeA.....				
A = 3.5 - 4		B = 2.5 - 3.49		C = 1.5 - 2.49		D = 0.5 - 1.49
						E = 0 - 0.49

Suggestions/Comments

[Signature]
Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

[Signature]
Signature of the Supervising Teacher

AVILA COLLEGE OF EDUCATION, EDACOCHIN, COCHIN

Student Feedback Performa

PART - A (STUDENT FEED BACK ON THE INSTITUTION)

Instructions: Please rate the following aspects of the institution in a five point scale. Put a tick mark (✓) in the respective column.

Very Good	Good	Satisfactory	Poor	Very Poor
A	B	C	D	E

ASPECT	GRADE				
	A	B	C	D	E
Infra structure facilities	✓				
Library facilities	✓				
Curricular activities	✓				
Co-curricular activities	✓				
Office administration		✓			
Role of the Principal	<p>Sir, has been one of the inspired person I have seen. who has no partiality and makes each child in the institution to do his/her level best. Thanks for all the support and guidance you gave for all of us.</p>				

Suggestions if any:

[Signature]

Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

PART - B (STUDENT FEED BACK ON TEACHERS)

Instructions: Please rate the following aspects of the teachers in a five point scale. The letter grades and respective ratings are given below. Write the letters denoting the ratings in the respective columns.

Very Good	Good	Satisfactory	Poor	Very Poor
A	B	C	D	E

Name of the Teacher	Ms. Revathy	Ms. Elizabeth Thomas	Ms. Shiny T.	Ms. Theresa Jose	Dr. Sreeja S.	Dr. Josen George	Mr. Subin Paul	Mr. Shibu Scaria	Ms. Smitha M. R.	Ms. Jiji T.R.	Ms. Saumia Paul	Ms. Elizabeth P. G.	Ms. Jessy Samuel	Ms. Saumini Snehi Jayan
Component for Assessment														
01. Communication Skills (in terms of articulation & comprehensibility)	B	C	C	B	A	A	A	B	B	A	C	A	A	A
02. Interest generated by the Teacher	C	C	C	C	A	A	A	A	B	A	C	A	A	A
03. Ability to integrate course material with environment/other issues to provide a broader perspective	A	B	B	B	A	A	A	B	B	A	B	B	A	A
04. Ability to integrate across the courses/draw upon other courses	B	B	B	C	B	B	B	B	B	B	B	B	B	B
05. Accessibility of the Teacher in & out the class (includes availability of the teacher to motivate outside the class discussion)	B	B	B	B	B	A	A	A	B	A	B	A	A	A
06. Ability to design quizzes/examinations/assignments/project to understanding of the course	A	B	A	B	A	A	A	B	A	A	B	A	A	A
07. Provision of sufficient timely feedback	A	B	B	B	B	A	A	A	B	A	B	B	A	A
08. Knowledge base of the teacher (as perceived by you)	A	B	B	B	A	A	A	A	A	A	B	A	A	A
09. Sincerity / Commitment of the Teacher	B	B	B	B	A	A	A	A	A	A	A	A	A	A
10. Overall rating	B	B	B	B	A	A	A	A	A	A	B	A	A	A
11. Comments, if any														

Dr. BENNY VARGHESE

PRINCIPAL

AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

Employer Feedback Form

This survey is to assess the employer feedback of teachers graduated from Avila College of Education, Edacochin. The data would assist the college in improving the students' teaching competencies according to the demands of the school environment. The college assures that all the data will be kept confidential. Thank you.

1. Have you employed teachers graduated from Avila College of Education, Edacochin?

- Yes
- No

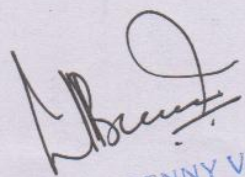
If yes, number of teachers presently working in this institution _____

2. Put a tick mark on the option that indicates your opinion of teachers from Avila College of Education.

Teacher Behaviour	Excellent	Good	Average	Below Average
Subject Competency				
Teaching Proficiency				
Communication Skill				
ICT Skills				
Punctuality				
Organizational Skills				
Mentoring Skills				
Responsibility				
General behaviour				
Overall Performance				

3. Would you prefer employing teachers graduated from Avila College in the future?

- Yes
- No


Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

BIO-DATA

1. Name : Dr. SREEJA S.
2. Date of Birth : 09.05.1973
3. Permanent Address : Thuruthy Parambil
Parambithara Cross Road
Panampilly Nagar,
Cochin-36
4. Present Address : Elegant Heights, Flat No, 7A
Indira Nagar, Kadavanthara,
Cochin-20
5. Phone : 96059 55940
6. Educational Qualification : M.Sc. (Zool), M.Sc. (Psy), M.Ed, NET, Ph.D.
7. Email Id : sreejaavila@gmail.com

8. Details of Examinations Passed

Sl. No	Name	Year	Board / University	Division	% of Marks
1	SSLC	1988	Dept. of Edn., Kerala	First	74.6
2	Pre-Degree (Science)	1990	M. G. University	First	60.06
3	B.Sc. Zoology	1993	Kerala University	First	75.2
4	M.Sc. Zoology	1995	Kerala University	First	67.4
5	B.Ed. Natural Science	1996	Kerala University	First	68.5
6	M.Ed. Science Education	1999	M. G. University	First	67
7	M.Sc. Applied psychology	2007	Annamalai University	First	64
8	NET in Education	2004			
9	Ph.D. in Education	2011	Mahatma Gandhi University		
10.	Completed PGPD-MR	2010	RCI		

9. Seminars / Conferences attended

A: Participation in International Conference

Sl. No.	Name	Sponsored Agency	Place and Date
1	Scientific Deliberations about Somatic Ink Blot Test	School of Behavioural Sciences, Mahatma Gandhi University, Kottayam	Cochin, 26-28, November 2004.



45

Dr. BENNY VARGHESE
PRINCIPAL
AVILA COLLEGE OF EDUCATION
EDACOCHIN, COCHIN - 682010

B: Participation in National Seminars

Sl. No.	Name	Sponsored Agency	Venue and Date
1	Better Learner Accountability Through Reflective Learning	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam	Mahatma Gandhi University, Kottayam, 29th October 2004.
2	Innovative Approaches in Education	Avila College of Education, Edacochin.	Avila College of Education, 29-30, July 2004.
3	Trends in Molecular Bio-technology	Aquinas College, Edacochin.	Aquinas College, Edacochin, 12th Jan 2006.
4	Managing Learning Problems	St. Joseph's Training College, Ernakulam.	St. Joseph's Training College, Ernakulam, 20-21, July 2006.
5	Statistical Package for Social Sciences	School of Gandhian Thought and Development Studies	Mahatma Gandhi University, Kottayam, 16-17, August 2007
6	Re-conceiving Education for A Global Scenario	Avila College of Education, Edacochin	Avila College of Education, Edacochin, 23-24 April 2008
7	Total Quality Management in Teacher Education	Avila College of Education, Edacochin	Avila College of Education, Edacochin, 26-27, April 2010
8	ICT Enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators	NAAC	Avila College of Education, Edacochin 17-18, May 2013.
9	Equipping New Era Practitioners: Teaching-Learning and Evaluation	UGC/St. Teresa's College, Ernakulam	St. Teresa's College, Ernakulam 20-21, June 2013.
10	Learning Disability: No Child Left Behind	UGC/St. Thomas College of Teacher Education, Pala	St. Thomas College of Teacher Education, Pala 27-28, June 2013.
11	Paradigms of Educational Research for the 21 st Century: Equipping Gen Next with Reflective Approaches.	Avila College of Education, Edacochin.	Avila College of Education, Edacochin, 5-6, December 2014

C: Participation in State/University Level Seminars/Programmes

Sl. No.	Name	Sponsored Agency	Venue and Date
1	Workshop on Micro-Teaching for Teacher Educators	Titus II Teachers College Thiruvalla	Titus II Teachers College, Thiruvalla, 26- 27, July 2002
2	Challenges in Teacher Education	Avila College of Education, Edacochin	Avila College of Education, Edacochin, 9th December 2002

3	Curriculum transaction in STD VIII using New Text Books	Titus II Teachers College Thiruvalla	Titus II Teachers College, Thiruvalla, 24th September 2002
4	Changing Concept of Education	Avila College of Education, Edacochin	Avila College of Education, Edacochin, 27th January 2004
5	Orientation Programme on Restructured B.Ed. Curriculum	School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam	School of Pedagogical Sciences, 18th March 2004
6	Grading system of Education in Kerala	Avila College of Education, Edacochin	Avila College of Education, Edacochin, 2nd July 2004
7	Refresher course on Models of Teaching	Sahodaran Ayyappan Memorial Training College, Poothotta	Sahodaran Ayyappan Memorial Training College, Poothotta, 5th March 2005
8	Workshop on the revised B.Ed. Syllabus	NSS Training College, Changanacherry	NSS Training College, Changanacherry, 17th March 2005
9	Refresher course on The Use of ICT in School Subjects Yanthra, Tantra, Mantra	Sahodaran Ayyappan Memorial Training College, Poothotta	Sahodaran Ayyappan Memorial Training College, Poothotta, 27th June 2005
10	Micro Teaching - Theory and Practice	Avila College of Education, Edacochin	Avila College of Education, Edacochin, 19-20 September 2005
11	Modern Trends and Developments in the Changing Scenario of Teacher Education	Avila College of Education, Edacochin	Avila College of Education, Edacochin, 16-17th February 2006
12	Workshop on B.Ed. Syllabus – Psychological Bases of Education	AKTCTA	Mt. Carmel College of Teacher Education, Kottayam, 7th August 2006
13	Seminar on Psychological Bases of Education	AKTCTA	Mount Carmel College of Teacher Education for Women, Kottayam, 21st October 2008
14	Seminar on Recent Trends in Natural Science Education	AKTCTA	St. Thomas College of Teacher Education, Pala, 21st October 2008
15	Counselling Skills	Avila College of Education, Edacochin	Avila college of Education, Edacochin, 15th February 2012
16	Orientation Programme on Two Year B.Ed. Curriculum	AKTCTA	St. Joseph College of Teacher Education for Women, Ernakulam, 3rd October 2015

10. Teaching Experience

Sl. No.	Position	Establishment	Duration
1	Guest Lecturer	School of Medical Education, Medical Trust Hospital, Cochin.	1999-2000 2002-2003
2	Asst. Professor	B.Ed. M.Ed.	1999 onwards 2011 onwards
3	Personality Development Trainer (Part Time)	David Chris School of Communicative English	2012-2013

11. Chief /Additional Examiner of University Examinations

Sl. No.	Name of Examination	Status	Year
1	Psychological Bases of Education (B.Ed.)	Additional Examiner	2002-2007
2	Special Education (B.Ed.)	Chief Examiner	2008
3	Psychological Bases of Education (B.Ed.)	Chief Examiner	2009-2010
4	Psychological Bases of Education (B.Ed.)	Chief Examiner	2011
5	Psychological Bases of Education (B.Ed.)	Additional Examiner	2012
6	M.Ed. Thesis work	Examiner	2013
7	Psychological Bases of Education (B.Ed.)	Chief Examiner	2013
8	Psychological Bases of Education (B.Ed.)	Chief Examiner	2014
9	M.Ed. Thesis work	Examiner	2014
10	Psychological Bases of Education (B.Ed.)	Chief Examiner	2015
11	Advanced Educational Psychology and Science Education (M.Ed.)	Examiner	2015'
12	Childhood and Growing Up (B.Ed.)	Examiner	2016'
13	Advanced Educational Psychology (M.Ed.)	Examiner	2016'

12. Research Experience

1. Ph.D. Guideship (EDU GU 3411) in Bharathiar University, Coimbatore: Two candidates.
2. Research guide in Education (M.Ed.): 29 candidates.
3. Research Guide in M.A Psychology (IGNOU): Five candidates.

13. Extension Activities Conducted /Resource Person

1. Academic Counselor for B.Ed. and M. A. Education in IGNOU.
2. Chairperson for paper presentation session in the National Seminar on 'Paradigms of Educational Research for the 21st Century: Equipping Gen Next with Reflective Approaches'. Organized by IQAC of Avila College of Education, Edacochin on 5-6, December 2014.
3. Review Committee Member of International Journal of Innovative Research and Development, ISSN: 2278 – 0211.
4. Resource person in the state level seminar on Learning Disability organized by Porukara College of Education, Champakulam on 8th February 2013.
5. Chief Resource Person for a one day awareness seminar on 'Mental Retardation and Other Disabilities' for Village Women Leaders as part of CBR program organized by Cochin Social Service Society on 14th February 2012.
6. Resource Person for the Community Based Rehabilitation Programme on 'Awareness on Mental Retardation and other Disabilities' at, Kadamakkudy Grama Panchayath, 2009.
7. One Day class on the Relevance of Guidance and Counselling in Education at Assisi Teacher Training College, Edacochin on 2010 & 2012.

14. Certificate of Appreciation

1. Qualified to the final round of 'Best Woman Doctoral Fellow Award' National contest conducted by Synergians as part of Women's Day 2014 in Ernakulam on March 8, 2014.

15. Journal Articles Published

Sl. No.	Journal	Title of the Article
1	Avila Journal of Educational Research, 2(1), 1-7, ISSN: 2320-0707, 2013	Relationship between Psychosocial Adjustment and Vocational Aspiration of Hearing Impaired Students at Higher Secondary Level.
2	Trans Academia, An International Journal of Education, 2(1), 43-52, ISSN: 23193492, 2013	A study on the Self-esteem of Hearing Impaired and non-Impaired Students at Secondary Level.
3	Journal of International Organization of Scientific Research, 2(4), e-ISSN: 2320-7388, ISSN: 2320 – 737X, PP 26-31, 2013	Parental Attitude towards Supported Competitive Employment for Their Hearing Impaired Children.
4	International Journal of Scientific and Research Publications, 3(7), 1-6, ISSN: 2250-3153, 2013	Parental Perception Regarding the Employability of their Hearing Impaired Children.
5	Innovative Thoughts. International Research Journal, 1(1), 30-34, ISSN: 2321-5453, 2013	Comparison of Academic Achievement and Psycho Social Adjustment of Hearing Impaired and Non- Impaired Secondary School Students.
6	International Journal of Innovative Research and Development, 2 (6), 792-799 ISSN: 2278 – 0211, 2013	Comparison of Awareness of Special Educators Regarding Persons with Disabilities Act, 1995.

7	Cognitive Discourse, International Multidisciplinary Journal, 1(1), 47-50, ISSN: 2321-1075, 2013	Awareness of Special Educators Regarding Persons with Disabilities Act, 1995.
8	Conflux International Journal of Education, 1(1), 14-18. ISSN: 2320-9305, 2013	Comparison of Psychosocial Adjustment of Hearing Impaired Students on the basis of Gender, Domicile and Socio-economic status.
9	Learning Disability: No Child Left Behind. 1(1), 33-36. ISBN: 978-81-927201, 2013	Challenges in Educating Deaf students with Learning Disability.
10	Avila Journal of Educational Research, 3(1), ISSN: 2320-0707, 2014	Relationship between Locus of Control and Altruistic Behavior of Adolescents.
11	Research Highlights, A Journal of Avinashilingam Institute for Home Science and Higher Education for Women, 24 (1), 56-61, ISSN: 2231-2374, 2014	Relationship between Psychosocial Adjustment and Academic Achievement of Hearing Impaired Students at Higher Secondary Level.
12	Journal of Extension and Research Vol. XVI No. 1 & 2. ISSN:0972-351X, 2014	Comparison of Vocational Aspiration of Hearing Impaired Students based on Certain Selected Demographic Variables.
13	Learning Disabilities and Inclusion'. ISBN: 978-81-929468-0-1, 218-224, 2014	Comparison of Certain Selected Psycho-Social Adjustment Variables of Hearing Impaired and Non-Impaired Secondary School Students.
14	Avila Journal of Educational Research, 4(1), ISSN: 2320-0707, 2015	Educational and Psychosocial problems of Secondary School Students belonging to Eravalan Tribe of Palakkad District.

16. Books Authored/Edited

1. Co-author of the book 'Teaching of Natural Science Theory, Perspectives & Practice,' Published by St. Mary's training College, Karikode, Kottayam (2008).
2. Editor, M.Ed. Dissertation Abstracts (I vol., 2014), Published by Avila College of Education, Edacochin.
3. Editor, Avila Journal of Educational Research (2015 onwards)
4. Editor, Proceedings of the National Seminar on Paradigms of Educational Research for the 21st Century: Equipping Gen Next with Reflective Approaches held at Avila College of Education, Edacochin, on 5-6, December 2014.

17. Paper Presentations

Sl. No.	Title of the Paper	Date and Venue
1	Difficulties faced by Special Educators in Implementing ICT based Education for the Hard of Hearing Students.	NAAC sponsored National Seminar on ICT enhanced Teacher Education among Disadvantaged Sections: Issues and Challenges for Teacher Educators - Organized by IQAC, Avila College of Education, Edacochin, on 17-18, May 2013.

2	Exploring Teacher's Discernment on ICT Education via E-learning for the Deaf Learners.	NAAC sponsored National Workshop on Equipping New Era Practitioners: Teaching-Learning and Evaluation - Organized by IQAC, St. Teresa's College, Ernakulam on 20-21, June 2013.
3	Equal opportunity in Education: Expectation and Challenges of Special Educators.	UGC Sponsored National Seminar on Prioritizing Gender Equality to Ensure Quality Enhancement and Sustenance in Higher Education - Organized by Mount Carmel College of teacher Education for Women, Kottayam on 16-17, December 2014.
4	Social Interaction of Hearing impaired and non-impaired students at Secondary Level.	National Seminar on 'Paradigms of Educational Research for the 21st Century: Equipping Gen Next with Reflective Approaches' - Organized by IQAC of Avila College of Education, Edacochin on 5-6, December 2014
5	Comparison of Certain Selected Psycho-Social Adjustment Variables of Hearing Impaired and Non-Impaired Secondary School Students.	UGC sponsored 'International Seminar on Learning Disabilities and Inclusion' - Organized by Mount Carmel College of Teacher Education for Women, Kottayam on 14 th - 15 th February, 2014.
6	Challenges in Educating Deaf Students with Learning Disability.	UGC sponsored National Seminar on Learning Disability: No Child Left Behind - Organized by St. Thomas College of Teacher Education, Pala, on 27- 28, June 2013.

18. Other Relevant Information

1. Academic Counselor for B.Ed. in IGNOU since 15.07.2014 (Centre Code 1453P).
2. Research Guide at Bharathiar University, Coimbatore (Ph.D. in Education, EDU GU 3411)
3. Research Guide in M.A Psychology (IGNOU)
4. Acted as resource person for seminars and programmes conducted by various agencies and organizations such as Porukara College of Education, Champakulam, Cochin Social Service Society, etc.
5. Review Committee Member of International Journal of Innovative Research and Development, ISSN: 2278 - 0211.
6. Convenor for the National Seminar on 'Paradigms of Educational Research for the 21st Century: Equipping Gen Next with Reflective Approaches' - Organized by IQAC of Avila College of Education, Edacochin on 5-6, December 2014

Declaration

I hereby declare that the information furnished above are true and correct to the best of my knowledge and belief.

30.06.2016

Dr. Sreeja S.


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APPENDIX – 12

DESCRIPTION OF BEST PRACTICES

BEST PRACTICE 1- ICT INCORPORATED SKILL DEVELOPMENT

I. Title of the Practice

ICT incorporated Skill Development

II. Context for initiation of Practice

Preparing teaching professionals having competencies, skills, and commitment is the goal governing all the practices of the institution. The student teachers are supposed to be transformed as globally competent professionals through the teacher education programme. The new world of globalization and information explosion needs quality teachers. In the modern educational scenario the role of teachers has been changed a lot from those of traditional teachers. The methodology of teaching also has been changed. The authoritarian teacher, text book approach, and examination oriented curriculum have no place today in the teaching-learning process. Modern learning theories overruled the traditional method of rote memorization of inert knowledge with active and child centered learning approaches. The term learning has been redefined as construction of knowledge. The teacher's role has been changed from imparter of knowledge to interpreter of knowledge. The constructivist approaches in education attained wide acceptance. The effectiveness of teaching-learning process is enhanced through the incorporation of ICT. Therefore success of a teaching professional greatly depends on the competencies and skills he/she possesses. A successful teacher should possess teaching skills as well as ICT skills. In this context Avila College of Education gives emphasis on ICT incorporated skill development programmes.

III. Objectives of the Practice

1. To develop in student teachers core teaching skills necessary for effective classroom interaction
2. To provide training in communication skills in a stimulated situation using technological assistance
3. To improve the quality of teacher education programmes by utilizing the potentials of educational technology.
4. To provide multimedia assisted skill training programmes for teachers of associated institutions.
5. To exhibit audio lessons and video films on skills and strategies of teaching to student teachers as part of their training programme.
6. To record video lessons of best student teachers and to use these lessons for demonstration and discussion purposes.
7. To enable student teachers to employ ICT practices in classroom teaching

IV. The Practice

A threefold approach is followed to realise the ICT incorporated skill development in the institution: (1) microteaching for practicing core teaching skills, (2) incorporation of ICT in the classroom teaching by the faculty, and (3) training of student teachers in ICT for class room teaching.

1. **Microteaching for practicing core teaching skills:** Microteaching is regarded by teacher educators and researchers as a valuable training technique in the pre-service preparation of

teachers. Avila College of Education imparts microteaching practice to all student teachers with a view to augment their teaching skills. Microteaching is a training technique in which a student teacher teaches a simple concept using a specified skill, to a small number of pupils for a short duration of time. It provides opportunity to trainees to practice and refine their teaching skills without the risk or complexities involved in a real classroom situation. Microteaching programme proceeds through following phases.

a. Knowledge Acquisition phase

1. Observing the demonstration of skill
2. Analysing and discussing the demonstration

b. Skill Acquisition phase

1. Preparing the micro lesson
2. Practicing the skill
3. Evaluating the performance
4. Re-teaching

c. Transfer phase

1. Transferring of practiced skills to a macro-teaching situation (real class).

The core phase of micro teaching programme is the stage at which the trainee teaches a micro lesson on a specified skill to a small group comprising of supervising teacher and peers. The observers (supervisor & peers) note down their observations and suggestions to improve the skill being practiced in a specially developed performa. At the end of teaching session a critique conference is conducted to provide necessary feedback. The feedback is given immediately to the trainee by the observers along with audio/video recordings of his/her class.

Recognizing the importance of microteaching, Avila College procured a microteaching clinic in 2004. A multimedia studio having all the latest sophisticated equipments (list enclosed) is now functioning in the college. A facility for video recording of presentation is very much essential for conducting microteaching programmes in an effective manner. A video presentation helps in supplying students with feedback and thus each and every stage of a micro lesson can be analysed and discussed. It can be also used for demonstrating a specified skill to student teachers.

The second month of each academic year is mainly devoted to micro teaching training phases. Student teachers of each optional class select any three core teaching skills as part of their training programme. Each student teacher prepares a micro lesson on the selected skill, by taking a small content and considering the behavioural components involved in a skill. Once the planning phases of micro teaching are completed, student teachers and teacher educators conduct the teaching feedback phase in the multimedia studio.

Multimedia studio has in built facilities for incorporating video presentations during a teaching session. Feedback is given immediately to the student teacher by the observers with the help of video footage of his/her class. The student teacher replans the lesson in the light of feedback in order to develop the skill more effectively. The revised micro lesson is re-taught to the same group for further feedback and practise.

2. Incorporation of ICT in the classroom teaching by the faculty: All the teachers of the institution employ power point presentations for transacting the curriculum. Pictures, photographs, and videos are presented through such presentations by the help of LCD projectors. These presentations are prepared by the teachers themselves. This practice provides clarity in the taught

concepts and also motivates students to learn as well as to employ such presentations further.

3. Training of student teachers in ICT for class room teaching: The student teachers are given practice in the use of computers for teaching-learning process. They are given training to prepare power point presentations and blogs. Each student teacher prepares his/her own e-portfolio presentations. Thus they are equipped with necessary ICT skills.

V. Obstacles faced and strategies used to overcome

In the microteaching programme certain obstacles are faced by the institution. Due to the constraints of time the college cannot provide training in all the identified skills in a systematic manner to student teachers. Each student gets an opportunity to teach and re-teach a particular skill in the multimedia studio.

Another major obstacle faced by the institution is the absence of a trained full time professional editor for controlling the functioning of multimedia studio. The current financial situation of the institution does not allow for appointing a full time editor. At present college overcome this obstacle by hiring skilled part time professional editors during the microteaching training phases or during the preparation of CDs, documentaries, etc. The college administration also plans for providing training in video editing to one of our staff members. The multimedia studio also faces the obstacle of updating the hardware and software associated with video/audio editing according to the latest innovations. Management is very keen and concern in updating the software and hardware equipments.

With regard to teachers' ICT practices, the lengthy syllabus is an obstacle in incorporating computer assistance to all topics. This is overcome by limiting the power point presentations to difficult areas of the syllabus.

VI. Impact of the Practice

The impact of the practice is evident in the performance of student teachers during their internship period. The student teachers who have rigorously and seriously passed through the microteaching cycle show a great deal of teaching competence and skills.

The practice also plays a significant role in improving the self confidence and teacher efficacy of our student teachers. The practice also helps the student teachers to improve or maintain healthy teacher-pupil relationship in the classroom. They made greater use of the ideas of students, use more questions and elicit more response from the pupil to create a participatory learning atmosphere in the classroom.

Almost 85% of student teachers have responded that their microteaching experience had been extremely valuable. Only 15% reported that they thought it had been little or no value. Majority of student teachers stresses the effectiveness of one particular aspect of the microteaching programme i.e. the use of video tape recordings to provide feedback.

The computer and ICT skills training enabled student teachers to prepare their own blogs, power point presentations, and e-portfolio.

VII. Resources required

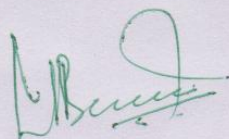
Multimedia studio with video recording and editing facilities:

1. Power Mac G 5 computer
2. Final Cut Pro Movie Editing Software
3. Firewire and Graphics Card

4. Digital Video Camcorder
5. 42" Plasma Display
6. LCD Projector
7. Video Disc Unit
8. Surround Speaker System

VIII. Contact person

Mr. Subin Paul
Lecturer in Physical Science Avila
College of Education Edacochin,
Cochin - 682010, Ph: 9847660110
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BEST PRACTICE - 2
ETHICAL TEACHING AS A MEANS TO ACHIEVE SECULAR OUTLOOK

I. Title of the Practice

Ethical teaching as a means to achieve secular outlook

II. Context for initiation of Practice

A country like India should strive hard to achieve unity in diversity. Indian sub continent is marked by the presence of a large number of ethnic populations with different languages and culture. So for the unity of the country we need to inculcate right outlook in our students. Their mind should be broad enough to accommodate people with different languages, beliefs, and culture. India is the cradle of diverse culture, religions and philosophical thoughts. India as a united country should fight against terrorism, parochialism and all kinds of antisocial elements which work against National integration. Teachers and parents should inculcate good values in children. The future generation should be proud of their tradition and they should be aware of the value deterioration that happens in the society due to many reasons like commercialization, materialistic culture and modernization. They should be able to distinguish what is right and what is wrong, which is acceptable and which is not acceptable. The root cause of all social evils like religious fundamentalism, conflicts, drug abuse, terrorism, atrocities against women and children, broken families etc is lack of good, value based education. As a teacher training institution, Avila College of Education tries hard to inculcate good values in future teachers so that it will be beneficial for the next generation and this will in turn help in the creation of a better society.

III. Objectives of Practice

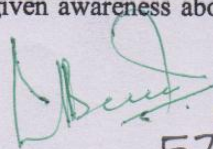
1. To inculcate core values of the three great religions of the world – Hinduism, Christianity and Islam in student teachers.
2. To realize that the essence of all religions is the same, Religion is for the well being of humanity
3. To develop spiritual values
4. To respect others' view, faith, beliefs, and tradition
5. To familiarize the student teachers with the traditional values in the holy books.
6. To get a wider concept about different religions
7. To build self confidence among students

IV. The Practice

- Value Education is given top priority during the time of orientation classes.
- In the morning assembly, readings from the three holy books – Bhagavat Gita, Holy Bible and Holy Quran are compulsory.
- Ethical Teaching classes – Every year, ethical teaching classes on the three religions are conducted by religious scholars.
- Celebration of all religious festivals like Onam, Christmas, Ramsan, etc.

V. Obstacles faced and the strategies used to overcome

It was noticed that some students are late comers and they are not attending morning assembly. Students were given awareness about the need to attend the assembly of an institution,


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attending the assembly was made compulsory for attendance, late comers were identified by the punching time and their problems were addressed.

It was difficult to find religious scholars with secular outlook. But every year we try hard to identify good scholars to conduct ethical teaching classes.

Some students were not much interested to attend the programmes related to all religious festivals. Participation in all programmes was made compulsory and proper awareness was given in this direction.

VI. Impact of the Practice

- All students irrespective of their religion and caste read and understand the values explained in the three holy books which will help to inculcate secular outlook.
- Behavioural changes like broadened outlook, social commitment and interest in charity observed in students.
- Morning Assembly itself is a confidence building program for the students.
- Good appreciation from parents.
- Student teachers have become competent to organize programs to celebrate religious festivals in a secular way.

VII. Resources required

Religious Scholars to conduct classes related to all religions

Fund to organize the programmes

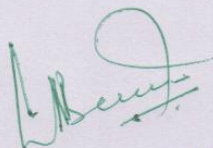
VIII. Contact Person

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APPENDIX – 13

COPY OF TIME TABLE

AVILA COLLEGE OF EDUCATION, EDACOHIN

B.Ed: 2016 – 2018

I SEMESTER: TIME TABLE

Period	I 9.30 - 10.20	II 10.25 - 11.15	III 11.25 - 12.15	12.15 - 1.00	IV 1.00 - 1.55	V 2.00 - 2.55	VI 3.05 - 3.50
Monday	C2 SS	C3 JS	C4 Optional 54	LUNCH BREAK	C6 TJ MJ	C2 JG	Lib. /Comp.
Tuesday	C1 SP	C5 Optional	C4 Optional		C6 ST JG	C3 ET	PE/ Drama & Art Ed.
Wednesday	C2 JG	C1 SZ	C4 Optional		C6 TJ MJ	C1 BV	C5 Optional
Thursday	C3 JS/ET	C2 SS	C4 Optional		C5 Optional	C2 JG	Mentoring/ TET Coaching
Friday	C1 SZ	C2 SS	C5 Optional	C6 ST JG		C1 SP	Cultural Activities

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AVILA COLLEGE OF EDUCATION, EDACOHIN

B.Ed : 2015 – 2017

III SEMESTER : TIME TABLE

Period	I 9.30 - 10.20	II 10.25 - 11.15	III 11.25 - 12.15	12.15 - 1.00	IV 1.00 - 1.55	V 2.00 - 2.55	VI 3.05 - 3.50
Monday	Optional	Optional	Optional	LUNCH BREAK	LAC JG	LAC ML	LIB / COMP
Tuesday	Optional	Optional	Optional		LAC SPK	LAC JS	PE
Wednesday	Optional	Optional	Optional		LAC ST	LAC ET	PE
Thursday	Optional	Optional	Optional		LAC TJ	LAC SP	DRAMA/ ART
Friday	Optional	Optional	LAC Optional		LAC	PE	Cultural Programme

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AVILA COLLEGE OF EDUCATION, EDACOCOCHIN, COCHIN -10

M.Ed. 2015-17

II Semester Time Table

TIME	09.30-10.15	10.25-11.15	11.25-12.15	12.15-01.00	01.00-01.55	02.00-02.55	03.05-03.50
PERIOD	I	II	III		IV	V	VI
MONDAY	SS	BV	JG	LUNCH BREAK	SS	LIBRARY	LIBRARY
TUESDAY	JG	BV	SS		JG	SEMINAR	SEMINAR
WEDNESDAY	JG	JG	BV		SS	LIBRARY	LIBRARY
THURSDAY	BV	SS	SS		JG	SEMINAR	SEMINAR
FRIDAY	SS	JG	BV		LIBRARY	LIBRARY	LIBRARY

PRINCIPAL

Dr. BENNY VARGHESE

PRINCIPAL

AVILA COLLEGE OF EDUCATION
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