



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

AVILA COLLEGE OF EDUCATION

- Name of the Head of the institution **Dr Benny Varghese**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **04843080412**
- Mobile No: **9495736389**
- Registered e-mail ID (Principal) **bennyvarghesemadappilly@gmail.com**
- Alternate Email ID **avilacollegeedakochi@gmail.com**
- Address **Aquinas Grounds, Edacochin, Cochin 10, Kerala, S. India**
- City/Town **Kochi**
- State/UT **Kerala**
- Pin Code **682010**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**

- Type of Institution **Co-education**

- Location **Semi-Urban**

- Financial Status **Self-financing**
- Name of the Affiliating University **Mahatma Gandhi University,
Kottayam**
- Name of the IQAC Co-ordinator/Director **Dr Josen George**
- Phone No. **9495467577**
- Alternate phone No.(IQAC) **04822242982**
- Mobile (IQAC) **9495467577**
- IQAC e-mail address **iqacavila@gmail.com**
- Alternate e-mail address (IQAC) **Nil**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) **<https://www.avilacollege.co.in/Files/AVILA-AQAR-2021-22.pdf>**

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: **<https://www.avilacollege.co.in/Files/AVILA-CALENDAR-2022-23.pdf>**

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.58	2011	16/09/2011	15/09/2016

6.Date of Establishment of IQAC**30/11/2011****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

8.Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **3**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

The institution maintained academic excellence in academic programs, evident in the outstanding results achieved by our students.

Students excelled in examinations, with successfully clearing Teacher Eligibility Tests (TET) and State Eligibility Tests (SET), and NET.

Moreover, demonstrating their commitment to education and community service during these challenging times, our student teachers took initiative to provide online tuition for underprivileged school students.

Institutional Best practices

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
To ensure teacher educators were adept at conducting classes through diverse online platforms, a training session was organized with an IT expert.	This initiative equipped all teachers with the necessary skills, enabling them to conduct classes regularly using various online platforms effectively.
To empower student teachers in preparing video lessons and conducting online evaluations, comprehensive training sessions were conducted.	As a result, all student teachers successfully prepared video lessons and conducted practice teaching sessions in online mode, showcasing their proficiency in utilizing digital tools for educational purposes.
Conducted regular academic progress reviews to monitor student performance and identify at-risk students who may require intervention.	This proactive approach allowed instructors to intervene early, provide support, and prevent academic difficulties from aggravating.
Integrated formative assessment strategies into the curriculum to monitor student progress and provide timely feedback.	These assessments allowed instructors to identify areas of weakness and tailor instruction to meet individual learning needs, leading to improved academic performance.

13. Whether the AQAR was placed before statutory body? **No**

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Name of the Head of the institution	Dr Benny Varghese
• Designation	Principal
• Does the institution function from its own campus?	Yes
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• Type of Institution	Co-education
• Location	Semi-Urban
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• Name of the Affiliating University	Mahatma Gandhi University, Kottayam				
• Name of the IQAC Co-ordinator/Director	Dr Josen George				
• Phone No.	9495467577				
• Alternate phone No.(IQAC)	04822242982				
• Mobile (IQAC)	9495467577				
• IQAC e-mail address	iqacavila@gmail.com				
• Alternate e-mail address (IQAC)	Nil				
3.Website address	https://www.avilacollege.co.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.avilacollege.co.in/Files/AVILA-AQAR-2021-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.avilacollege.co.in/Files/AVILA-CALENDAR-2022-23.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.58	2011	16/09/2011	15/09/2016
6.Date of Establishment of IQAC			30/11/2011		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	3	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
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Students excelled in examinations, with successfully clearing Teacher Eligibility Tests (TET) and State Eligibility Tests (SET), and NET.		
Moreover, demonstrating their commitment to education and community service during these challenging times, our student teachers took initiative to provide online tuition for underprivileged school students.		
Institutional Best practices		
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Conducted regular academic progress reviews to monitor student performance and identify at-risk students who may require intervention.	This proactive approach allowed instructors to intervene early, provide support, and prevent academic difficulties from aggravating.
Integrated formative assessment strategies into the curriculum to monitor student progress and provide timely feedback.	These assessments allowed instructors to identify areas of weakness and tailor instruction to meet individual learning needs, leading to improved academic performance.
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-23	23/02/2024

15.Multidisciplinary / interdisciplinary

The Teacher Education Programme has embraced a multi-disciplinary approach to cultivate well-rounded student teachers. This approach integrates diverse disciplines such as Arts, Science, Commerce, and Education, offering a comprehensive learning experience. Courses like Language across Curriculum, Art in Education, and Physical and Health Education are designed to bridge disciplinary boundaries and foster holistic development. By blending various disciplines, the programme aims to equip student teachers with a broad skill set and a deep understanding of different subjects. This interdisciplinary approach enhances their critical thinking, creativity, and problem-solving abilities, preparing them to navigate the complexities of the teaching profession effectively. Moreover, integrating diverse perspectives promotes a more inclusive and enriching learning environment, encouraging students to appreciate the interconnectedness of different subjects and apply cross-disciplinary insights to real-world challenges. Ultimately, this multi-disciplinary approach nurtures a sense of commitment and responsibility among student teachers, empowering them to make meaningful contributions to the field of education in the future.

16.Academic bank of credits (ABC):

Avila College of Education operates under the affiliation of Mahatma Gandhi University, Kottayam, adhering to its curriculum and regulations. According to the CBCS Regulation 2017 of Mahatma Gandhi University, the Credit Transfer and Accumulation system can be integrated into the programme. This system facilitates the acknowledgment, recognition, and acceptance of credits earned by students for programs or courses completed at other institutions. Through the Credit Transfer Scheme, students enrolled in a programme at one university can seamlessly continue their education at another university without experiencing disruptions. However, it's important to note that the Academic Bank of Credit, as outlined in the New Economic Policy of 2020, has yet to be fully implemented in the university or its affiliated colleges.

17.Skill development:

The institution offers a range of skill development programs to enhance teaching and interpersonal abilities: Microteaching Sessions: These sessions provide aspiring teachers with a platform to practice teaching in a controlled environment. Through feedback from peers and mentors, participants refine their pedagogical skills in areas like lesson planning, classroom

management, and effective communication. Training in Online Teaching: Recognizing the growing demand for online education, the institution offers specialized programs to equip educators with the tools and techniques for effective online instruction. Topics include using learning management systems, creating multimedia content, facilitating virtual discussions, and assessing student learning online. Co-Curricular Activities: The institution organizes various co-curricular activities to develop students' interpersonal skills. These include group projects, team-building exercises, leadership workshops, cultural events, and community service initiatives. Participation in these activities fosters communication, teamwork, conflict resolution, and cultural competence, preparing students for success in academic and professional settings.

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

The curriculum for aspiring educators at our institution is meticulously designed to integrate Indian knowledge, emphasizing a profound understanding and appreciation of our cultural and educational heritage. Through engaging experiences, students explore the essence of education as a discipline, its intersections with other domains, and the foundational principles of the Indian constitution and their implications for education. They critically analyze contemporary Indian issues and study the recommendations of post-independence commissions, shaping their understanding of the current education landscape. Moreover, students are encouraged to uphold cultural, social, political, and moral values intrinsic to Indian society, fostering civic responsibility and awareness of citizenship rights and duties. The curriculum also spotlights Indian literature, performing arts, and their historical evolution, exposing students to classical music, folk dances, and the development of drama and folk theatre throughout India's history. Emphasizing interdisciplinary connections, the curriculum underscores the significance of national symbols in fostering unity and the pivotal role of educators in nurturing cultural values among students.

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

Avila College of Education, under the affiliation of Mahatma Gandhi University, offers a comprehensive two-year B.Ed. program meticulously aligned with the university's curriculum. The institution prioritizes the evaluation of program outcomes (POs) and course outcomes (COs) to ensure students are well-informed

and prepared. Each course is designed with specific outcomes and evaluation criteria, emphasizing techno-pedagogical richness and evidence-based experiential learning. The institution actively involves various stakeholders, including faculty, mentors, and coordinators, in informing students about these outcomes through multiple channels such as the website, academic calendar, classrooms, and meetings. Several mechanisms, including induction programs and periodic observations, are employed to communicate learning outcomes effectively. Additionally, the institution monitors students' cognitive and professional development, utilizing internship assessments and examination performance to evaluate the attainment of POs. Reports are generated to analyze outcomes and inform further improvements, ensuring students receive a competency profile reflecting their overall achievements upon program completion.

20.Distance education/online education:

Our institution prioritizes the integration of ICT-enabled tools to enhance teaching and learning experiences. Equipped with projectors, our classrooms provide a conducive environment for interactive sessions. Faculty members leverage various ICT tools for curriculum delivery and assessment, including online tests to evaluate student progress. To facilitate online teaching, teachers utilize platforms such as Google Meet, YouTube, and blogs, ensuring seamless communication and resource sharing. Additionally, WhatsApp serves as a convenient channel for disseminating course-related information to students. Furthermore, students actively participate in enhancing their ICT skills through pedagogical seminar presentations, individual student teacher courses, and E-content development, preparing them for the digital demands of modern education.

Extended Profile

1.Student

2.1

206

Number of students on roll during the year

File Description

Documents

Data Template

[View File](#)

2.2

100

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	25
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	106
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	105
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	108
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	23
4.2 Total number of computers on campus for academic purposes	7
3.Teacher	
5.1	16

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

5.2 Number of sanctioned posts for the year:	16
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Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Avila College of Education maintains a consistent practice of internally planning, executing, and evaluating the teacher education curriculum of B.Ed, following the guidelines set by Mahatma Gandhi University, Kottayam. The curriculum is adapted to meet the needs of students and the local community, reflecting the institution's vision and mission. In-house planning involves discussions among the Staff Council and Internal Quality Assurance Cell (IQAC). Stakeholder feedback, including input from practice teaching schools, employers, teachers, students, and alumni, is carefully considered during planning of curriculum transaction and review processes. Moreover, the curriculum addresses local societal needs and gaps effectively. Cultural aspects, including heritage, rituals, and celebrations, are integrated into the curriculum implementation, ensuring a well-rounded educational experience that respects and reflects the diversity of the community.

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

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

A. All of the above

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

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

D. Any 1 of the Above

are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.avilacollege.co.in/Files/BEd-Curriculum-2015.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

8

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

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

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

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

98

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

98

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

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

The learning atmosphere at the institution is planned to facilitate changes in cognition, attitudes, and skills of student teachers. Education and training activities aim to provide a comprehensive understanding of various learning areas, in line with the curriculum prescribed by the Board of Studies, Mahatma Gandhi University, Kottayam. Various modes of transaction, including lecture-cum-discussion, demonstration, group presentations, seminars, debates, assignments, brainstorming sessions, and peer group discussions, are employed. Interaction with the community, case studies, educational surveys, dialogues, and ICT-based teaching and learning further enrich the learning experience. Additionally, club activities, day celebrations, documentary preparations, extension activities, magazine preparations, cultural and literary events, and awareness programs are organized to facilitate effective curricular transactions. Classroom practices, training sessions, and outdoor activities focus on developing communication, leadership, problem-solving, emotional intelligence, creativity, time management, teamwork, conflict resolution, critical thinking, project management, active listening, decision-making, collaboration, motivation, empathy, work ethics, and flexibility. Curricular transactions prioritize focus and self-control, internalizing others' perspectives, making life connections, coping with challenges, self-directed and engaged learning, and adaptation through evolution. The institution emphasizes fostering critical thinking, updating knowledge, and applying it in societal contexts across all activities.

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

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

The institution provides opportunities for students to familiarize themselves with the diverse systems of school education nationally and internationally. The teacher education curriculum prescribed by Mahatma Gandhi University at undergraduate level offers theoretical and practical experiences for teacher trainees. It delves into the development and functioning of school systems, differences among various boards of education, assessment systems, norms and standards, state-wise variations, and national and international comparative perspectives. This allows students to gain insights into different school systems. Seminars, workshops, and self-study modes are utilized to enhance students' understanding of school educational systems like CBSE, ICSE, and State Syllabus. Various platforms within the curriculum enable students to distinguish between the different educational systems in the country.

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

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

Our institution's vision and mission are centred on providing future educators with a comprehensive education to instil teaching competence and life skills. Activities of the institution focus on fostering holistic development, nurturing positive attitudes, and applying theoretical and practical knowledge. Foundational and pedagogical courses promote multidisciplinary learning and offer cross-disciplinary knowledge. Students stay updated on recent developments in the teaching profession through activities like morning assemblies, which emphasize spiritual growth, democratic values, current events awareness, and yoga instruction.

Inclusive and gender-neutral activities are designed to equip students with effective strategies for addressing social issues. Students are prepared for the cross-cultural and linguistic

demands of a global society through essential resource materials. Educational resource materials ensure students receive the best curriculum delivery elements.

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

1.4 - Feedback System

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

All of the above

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

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

Feedback collected and analysed

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year	
100	
File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	No File Uploaded
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year	
17	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
17	
File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded
2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year	
4	
2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year	

4

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

2.2 - Honoring Student Diversity

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

In the 2022-23 academic year, the college undertook several measures to assess the entry levels of students and offered support throughout their B.Ed programme. Interview with faculty and the Principal, the college gained valuable insights into students' eagerness and ambitions for the programme. Thorough scrutiny of academic documents from UG courses enabled the identification of individual strengths and weaknesses, laying a foundation for personalized assistance. An entry level teaching aptitude test (TAT) was prepared and conducted to identify different levels of students and they were grouped for mentoring based on their scores.

Orientation week was organized to familiarize students with the programme and course outcomes, ensuring clarity for the students. Furthermore, a talent hunt programme provided a platform for students to showcase their diverse accomplishments and skills, enabling faculty to evaluate and acknowledge their talents effectively. Optional classes evaluated subject mastery, teaching aptitude, and learning abilities, catering to both slower and proficient learners. Throughout the academic year, assessments in the form of assignments, presentations, and tests were conducted to gauge different competencies, including subject comprehension, communication skills, and digital literacy.

Supplementing these assessments were academic activities such as seminars, projects, and workshops, designed to provide holistic support for all students. Mentorship sessions offered personalized

feedback on performance, while cultural events served as platforms for talent recognition and also fostered a sense of community belonging among students.

Furthermore, peer feedback sessions played a pivotal role in facilitating growth during teaching practice and internships, promoting collaboration and mutual learning. Through these comprehensive efforts, the college nurtured student potential and ensured a supportive and enriching educational experience tailored to diverse learning requisites.

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

<p>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</p>	<p>Six/Five of the above</p>
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

<p>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</p>	<p>Three of the above</p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

15:1

2.2.4.1 - Number of mentors in the Institution

14

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

2.3 - Teaching- Learning Process

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

Students of diverse abilities are actively encouraged and supported in their education, fostering an inclusive environment where every individual can thrive. Employing interactive instructional techniques and student-centered learning approaches, the college aims to cultivate higher-order thinking, reasoning, and investigative skills, ensuring a well-rounded development for all students. Embracing methodologies like experiential learning, participative learning, and problem-solving strategies, educators strive to enhance the learning experiences and cater to the varied educational aspirations of students.

To realize this vision, an range of innovative strategies is integrated into the curriculum. These encompass group discussions, pedagogical activities, brainstorming sessions, quizzes, debates, projects, presentations, experiments, seminars, internships, and utilization of ICT resources, both online and offline. Such diverse approaches enrich students' learning experiences by providing opportunities for active engagement and the practical application of acquired knowledge.

The college organizes lectures by invited experts and workshops to broaden students' horizons and keep them abreast of the latest academic developments. Platforms like Google Classrooms, social media platforms, field studies, role plays, hands-on experiences, and field visits serve for practical learning opportunities. Assessment tools and remedial teaching are employed to provide personalized support tailored to the unique needs of each student.

Through initiatives such as educational surveys, case studies, blogs, short films, and action research, the college endeavors to

cultivate a dynamic learning environment that fosters creativity, critical thinking, and entrepreneurship skills among students, equipping them for success.

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

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

14

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

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

206

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

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

Four of the above

Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

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

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

Educators play a crucial role in nurturing the professional growth of students through mentorship. Their guidance spans various dimensions, encompassing teamwork, diversity management, effective communication, stress management, and staying abreast of educational and life advancements. Collaborative group activities and assignments provide opportunities for students to refine teamwork skills under the guidance of teachers who emphasize communication, conflict resolution, and task management. The college actively cultivates inclusive learning environments that honour and embrace diversity, fostering empathy and critical thinking.

In terms of professional conduct, teachers mentor students on behaviours, communication, and collaboration with colleagues and authorities. They assist students in developing assertiveness, problem-solving skills, and strategies for resolving conflicts. Students are encouraged to prioritize self-care, goal setting, and time management to maintain a balanced approach to academic and personal commitments.

Teachers offer guidance on accessing resources for continuous

professional development, including attending conferences, networking with professionals, and staying updated with current research and trends. Through this comprehensive approach, teachers play a pivotal role in cultivating a growth mindset and nurturing a commitment to lifelong learning among students.

The college employs various methodologies such as team teaching, collaboration, microteaching, simulations, internships, projects, assignments, book reviews, reflective diaries, fieldwork, and school visits to facilitate professional advancement. Diverse activities conducted throughout the year promote holistic development. Teacher educators closely monitor student progress, providing guidance and support to those facing challenges, ensuring that every student receives personalized attention and assistance on their journey towards professional growth.

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

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

Three of the above

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

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

Diverse approaches are utilized to foster professional growth among students, encompassing methods like team teaching, collaboration, microteaching simulations, internships, projects, assignments, reflective diaries, fieldwork, club activities, and school visits. These varied approaches provide students with rich learning experiences and opportunities for practical application of knowledge.

Effective teaching methods are employed to enhance critical thinking, problem-solving abilities, empathy, and life skills. These methods include lectures, demonstrations, group presentations, seminars, debates, assignments, brainstorming sessions, peer discussions, community interactions, case studies, surveys, dialogues, and ICT-based learning. Through these methods, students are encouraged to actively engage with the material and develop a deeper understanding of concepts.

Learning processes involving discussions, hands-on activities, assignments, projects, and internships stimulate creativity and innovation among students. Co-curricular activities in arts and sports, along with club activities, play a significant role in encouraging creative expression, talent exploration, and nurturing curiosity.

In addition to academic development, teachers prioritize fostering empathy and conduct mentoring sessions, both academic and personal, to promote social-emotional learning and interpersonal skill development. Through these sessions, students learn to navigate various social situations with sensitivity and develop meaningful relationships with their peers and mentors.

Through diverse teaching-learning strategies, students not only acquire essential academic knowledge but also develop life skills such as communication, problem-solving, and decision-making, preparing them for success in their professional and personal lives.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning

Ten/All of the above

objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

<p>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</p>	<p>All of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 568 529 629">File Description</th> <th data-bbox="544 568 1436 629">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 636 529 696">Data as per Data Template</td> <td data-bbox="544 636 1436 696">View File</td> </tr> <tr> <td data-bbox="86 703 529 837">Documentary evidence showing the activities carried out for each of the selected response</td> <td data-bbox="544 703 1436 837">View File</td> </tr> <tr> <td data-bbox="86 844 529 904">Report of the events organized</td> <td data-bbox="544 844 1436 904">View File</td> </tr> <tr> <td data-bbox="86 911 529 1005">Photographs with caption and date, wherever possible</td> <td data-bbox="544 911 1436 1005">View File</td> </tr> <tr> <td data-bbox="86 1012 529 1072">Any other relevant information</td> <td data-bbox="544 1012 1436 1072">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence showing the activities carried out for each of the selected response	View File	Report of the events organized	View File	Photographs with caption and date, wherever possible	View File	Any other relevant information	No File Uploaded	<p>Four of the above</p>
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Data as per Data Template	View File												
Documentary evidence showing the activities carried out for each of the selected response	View File												
Report of the events organized	View File												
Photographs with caption and date, wherever possible	View File												
Any other relevant information	No File Uploaded												
<p>2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study</p>	<p>Four of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1337 529 1397">File Description</th> <th data-bbox="544 1337 1436 1397">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1404 529 1464">Data as per Data Template</td> <td data-bbox="544 1404 1436 1464">View File</td> </tr> <tr> <td data-bbox="86 1471 529 1606">Samples of assessed assignments for theory courses of different programmes</td> <td data-bbox="544 1471 1436 1606">View File</td> </tr> <tr> <td data-bbox="86 1612 529 1673">Any other relevant information</td> <td data-bbox="544 1612 1436 1673">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Samples of assessed assignments for theory courses of different programmes	View File	Any other relevant information	View File	<p>View File</p>				
File Description	Documents												
Data as per Data Template	View File												
Samples of assessed assignments for theory courses of different programmes	View File												
Any other relevant information	View File												
<p>2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups</p>													
<p>The institution's proactive approach to student preparation involves collaborative efforts in school selection and student-</p>													

faculty engagement.

To facilitate practical school experience, the college has instituted a comprehensive four-week school induction program during the second semester and a sixteen-week internship for students in the third semester, conducted in nearby schools. The primary objective is to offer hands-on experience in real-world educational settings. Throughout the internship, each trainee is supported in executing various activities, with teacher educators overseeing the entire programme.

Detailed instructions on the internship are provided to student teachers by teacher educators, the principal, and the programme coordinator. School selection is a collaborative process involving input from both students and school authorities. The final list of selected schools, along with the number of students assigned to each, is approved by the District Education Officer (DEO), Department of General Education, with requests subsequently forwarded to the respective schools.

To foster mutual understanding and collaboration, a meeting is convened between school headmasters and the college principal prior to the commencement of the school induction and internship programme. Before entering schools, student teachers are equipped with request letters and attendance sheets, ensuring smooth integration into the school environment. Throughout the programmeduration, teachers closely monitor the progress of student teachers, providing guidance and support as needed.

By facilitating such structured and collaborative initiatives, the institution ensures that student teachers gain invaluable practical experience and are well-prepared for their future roles in the field of education.

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

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

2.4.9.1 - Number of final year students during the academic year

98

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

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

Before school induction and internship programmes, the college principal organizes a meeting with school principals and teacher educators to establish a plan for regularly monitoring the students. Ahead of their visits to schools, all records of lesson plans and learning materials undergo review and finalization by teacher educators, ensuring consent. Optional teacher educators observe a minimum of three classes per student, offering essential feedback, while all practical tasks undergo regular monitoring.

Core subject teachers oversee students' core practical assignments, encompassing various areas such as addressing adolescent issues, projects concerning exceptional children, assessment practices, case studies, action research, art education class lesson plans, activity reports, and lesson plans for physical education, yoga, and health education. Within schools, subject teachers monitor and provide suggestions during interns' classes, while school teachers act as mentors, closely observing interns' classroom performance and providing guidance on lesson planning, instructional techniques, and classroom management. Interns actively engage in both curricular and extracurricular activities as directed by schools.

Following each class, students complete response columns in their lesson plans and maintain reflective journals and supervision diaries. Peer evaluation conducted by fellow student teachers aids in enhancing teaching skills, alongside peer observations and collaborative discussions facilitating the exchange of ideas, sharing of best practices, and receipt of constructive feedback.

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

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

Three of the above

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

<p>2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</p>	<p>Four of the above</p>
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

16

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

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

5

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

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

16

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

162

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

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

Avila College of Education employs diverse strategies to enhance faculty competence and foster continuous improvement. Faculty members actively participate in professional development through seminars and conferences, facilitating the exchange of ideas and keeping abreast of educational advancements. Their involvement in curriculum revision and research underscores a dedication to shaping education and advancing knowledge in the field.

The college organizes lectures and forums featuring distinguished speakers, creating an environment conducive to ongoing learning and skill enhancement. These initiatives cultivate a culture of continuous professional development, ensuring educators are equipped with the latest pedagogical approaches and best practices. By prioritizing comprehensive professional development, the college not only enhances the expertise of its faculty but also significantly contributes to the institution's overall academic excellence.

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

2.6 - Evaluation Process

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

Aligned with the continuous internal evaluation guidelines of Mahatma Gandhi University, Avila College of Education conducts assessments in line with the academic calendar and institutional action plan. The evaluation process encompasses both B.Ed and M.Ed students, employing a continuous assessment approach utilizing diverse methods such as class tests and assignments. These assessments, overseen not only by faculty but also through peer evaluation, prioritize objectivity.

For each semester, student teachers undergo one Practicum and two internal written exams per course, with practicals internally evaluated by faculty according to university directions. Scores are meticulously recorded using predefined criteria, ensuring comprehensive documentation for future reference.

Internal assessment extends to various components including assignments, projects, test papers, and attendance, with evaluation of participation in sports and cultural events integrated into a separate common practical work course. Each activity is meticulously organized and executed to facilitate thorough assessment of student progress throughout the academic year.

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

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

Five of the above

**marks before the term end examination
Timely feedback on individual/group
performance Provision of improvement
opportunities Access to tutorial/remedial
support Provision of answering bilingually**

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

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

The college's internal examination and evaluation procedures adhere rigorously to the assessment criteria set forth by Mahatma Gandhi University, ensuring complete transparency. To address any grievances related to examinations, a dedicated grievance redressal cell has been established within the institution.

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

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

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

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

At the onset of each academic year, the college prepares an academic calendar, detailing all academic and non-academic activities. This comprehensive calendar serves as a guide for both students and faculty, ensuring everyone is well-informed about upcoming events and deadlines. Faculty members rely on this calendar to effectively plan their course delivery activities.

Various components such as assignments, projects, seminars, practical demonstrations, and internal tests are seamlessly integrated into the continuous internal evaluation of students, aligning with the academic calendar. The college has established a well-structured process for conducting continuous internal evaluation, ensuring adherence to the calendar's schedule. Course instructors plan and execute these evaluation activities, ensuring they align with the overall scheme of evaluation.

At the beginning of each semester, the schedule for practical works and practicum is prepared and distributed to students, providing clarity on upcoming practical activities. Additionally, the timetable for internal written exams is published well in advance, allowing students ample time to prepare and ensuring adherence to the designated schedule by all. This proactive approach to scheduling and communication ensures smooth execution of evaluation activities and contributes to a conducive learning environment.

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

2.7 - Student Performance and Learning Outcomes

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

The college employs various methods to ensure that both students and teachers are aware of and achieve the learning outcomes of the programme and courses.

At the outset, both teachers and students are familiarized with the stated programme and course outcomes through in-house lectures and orientation programmes respectively. The institution has systematically outlined programme outcomes and course-specific outcomes as per the guidelines of B.Ed and M.Ed programmes of Mahatma Gandhi University, providing clear guidance on expected learning outcomes.

To reinforce understanding, the principal, programme coordinator, and course teachers clarify learning outcomes at the beginning of each semester and class session. Additionally, student satisfaction surveys serve as feedback mechanisms to gauge the extent of learning outcome attainment.

Throughout the academic journey, programme and course learning outcomes are addressed through various curricular, co-curricular, and pedagogical activities. Faculty internally assess all academic activities undertaken by students to ensure learning outcomes are met. Performance in both internal and external examinations is analyzed to understand the level of attainment of programme outcomes.

Upon completion of the programme, faculty compile an overall performance profile for each student, outlining their competency achievements. These competency profiles are provided to students, ensuring they are aware of their strengths and areas for improvement in relation to the programme's learning outcomes.

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

2.7.2 - Pass percentage of Students during the year

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

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

Avila College of Education places significant emphasis on evaluating the attainment of programme outcomes and course outcomes as prescribed by Mahatma Gandhi University. Efforts are diligently made to ensure that all students achieve these outcomes. Evaluation serves as a crucial tool for introspection and improvement within the institution.

Students are introduced to these outcomes during orientation programmes for newly enrolled students and at the commencement of each semester. They receive guidance and mentoring to facilitate their achievement of these outcomes. Evaluation of the stated outcomes is conducted using various assessment methodologies, ensuring a comprehensive understanding of student progress.

Regular evaluation occurs during routine teaching activities, supplemented by periodic internal assessments. Additionally, analysis of university results and student satisfaction surveys contribute to the evaluation process. This multifaceted approach to evaluation ensures that the institution remains committed to continuously improving its educational offerings and facilitating the holistic development of its students.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

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

98

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

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

The performance of students on various assessment tasks offers valuable insights into the effectiveness of addressing their initial learning needs. Assessment measures such as progress monitoring, mentoring, differentiated instruction, and feedback play crucial roles in this process.

Regular assessments enable educators to monitor students' progress over time, identifying areas of improvement and areas where further support may be necessary. Mentor teachers provide guidance to students to facilitate their progress and address any challenges they may face.

Through differentiated instruction, teachers tailor their teaching methods to meet the specific needs of individual students, ensuring a more personalized learning experience. Assessments by teachers, peers, and self provide valuable feedback to both students and educators. Students receive feedback on their strengths and weaknesses, allowing them to identify areas for improvement, while teachers can adapt their teaching strategies to better support student learning.

Various sessions, including seminars, microteaching, discussion lessons, demonstration classes, criticism classes, school

internship sessions, peer assessment sessions, self-reflections, and SWOT analysis, contribute to the improvement of students' subject competency and teaching skills. These activities help transform student teachers into competent and confident educators, equipped to meet the diverse needs of their future students.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

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

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

<p>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</p>	<p>One of the above</p>														
<table border="1"> <thead> <tr> <th data-bbox="86 613 529 674">File Description</th> <th data-bbox="529 613 1436 674">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 674 529 741">Data as per Data Template</td> <td data-bbox="529 674 1436 741">View File</td> </tr> <tr> <td data-bbox="86 741 529 842">Institutional Policy document detailing scheme of incentives</td> <td data-bbox="529 741 1436 842">No File Uploaded</td> </tr> <tr> <td data-bbox="86 842 529 943">Sanction letters of award of incentives</td> <td data-bbox="529 842 1436 943">No File Uploaded</td> </tr> <tr> <td data-bbox="86 943 529 1122">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td> <td data-bbox="529 943 1436 1122">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1122 529 1223">Documentary evidence for each of the claims</td> <td data-bbox="529 1122 1436 1223">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1223 529 1290">Any other relevant information</td> <td data-bbox="529 1223 1436 1290">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Institutional Policy document detailing scheme of incentives	No File Uploaded	Sanction letters of award of incentives	No File Uploaded	Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded	Documentary evidence for each of the claims	No File Uploaded	Any other relevant information	No File Uploaded	
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Documentary evidence for each of the claims	No File Uploaded														
Any other relevant information	No File Uploaded														
<p>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</p>	<p>Two of the above</p>														

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

3.2 - Research Publications

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

0

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

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

1

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

3.3 - Outreach Activities

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

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

5

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

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

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

98

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

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

98

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

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

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

1. **Participation in Shasthramela:** Engaging in the Subdistrict Shasthramela exposed students to the latest advancements in science and technology. By volunteering, they not only learned about these innovations but also understood their potential applications in addressing societal challenges.
2. **Antidrugs Rally and Flashmob:** Organizing a rally and flashmob against drug and alcohol abuse provided students with a platform to actively advocate for healthier lifestyle choices.
3. **Care for Poor:** By providing groceries to a charitable society serving the destitute, students directly confronted

the harsh realities of poverty. Engaging in the distribution of food packets enabled them to witness firsthand the struggles faced by marginalized individuals.

4. **Visit to Palluruthy Relief settlement:** Interacting with inmates facing mental and physical challenges as well as destitutes at the Palluruthy Relief settlement exposed students to the realities of marginalization and exclusion. By extending monetary help through purchasing products made at the rehabilitation center, students demonstrated compassion and support for marginalized groups.
5. **AIDS awareness:** Through organizing a rally and street play on AIDS awareness, students took proactive steps to combat the stigma surrounding HIV/AIDS.

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

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

Nil

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

3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

One/Two of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The management of Avila College of Education has consistently prioritized the provision of excellent facilities to enhance the teaching and learning experience, aiming for academic brilliance. It provides all the required teaching learning facilities for student teachers. The institution takes special care to send students teachers to convenient cooperating schools for induction and internship. Proper monitoring of practice teaching classes is also ensured. In addition to the management's efforts, the collective dedication of staff, students, Parent-Teacher Association (PTA), and Alumni works towards nurturing the institution's holistic development. The institution maintains sufficient number of well-equipped facilities, including classrooms, libraries, laboratories, auditoriums, sports amenities, seminar halls, etc., all meeting the standards set by the National Council for Teacher Education (NCTE).

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

3

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

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

22.50059

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

4.2 - Library as a Learning Resource

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

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

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

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

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

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

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

One of the above

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

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)**0.25070**

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

4.2.5 - Per day usage of library by teachers and students during the academic year**4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year****10**

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

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained

None of the above

on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

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

4.3 - ICT Infrastructure

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

Nil

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

4.3.2 - Student – Computer ratio during the academic year

20:1

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

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

D. 50 MBPS - 250MBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	One of the above
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

22.50059

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

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

The college has established comprehensive systems and procedures to effectively maintain and utilize its physical, academic, and support facilities, including laboratories, libraries, sports complexes, computers, and classrooms. The policy emphasizes regular maintenance, upgrades, and efficient utilization of these facilities to ensure they meet the highest standards and cater to the diverse needs of students and faculty. It outlines protocols for scheduling, booking, and managing resources to optimize their usage. Additionally, the policy emphasizes the importance of safety, accessibility, and sustainability in the management of these facilities. Regular assessments and feedback mechanisms are in place to monitor the effectiveness of the systems and procedures and make necessary improvements. Overall, the policy aims to create an environment conducive to learning, research, and holistic development while maximizing the utility of available resources.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.avilacollege.co.in/AvInfra.htm <u>1</u>
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Three of the above
File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Five/Six of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent	B. Any 3 of the above

mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

Two of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
60	100

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

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

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

3

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

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

15

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

5.3 - Student Participation and Activities

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

The Student Council plays a proactive role in institutional functioning through various activities:

1. **Conducting Arts Festival:** By organizing arts festivals, the council promotes creativity and cultural expression among students, fostering a vibrant campus community.
2. **Cooperating in Sports Meets:** Their involvement in sports meets encourages physical activity and teamwork, contributing to the holistic development of students beyond academics.
3. **Participation in University Youth Festival:** Representing the institution at youth festivals showcases the talents of students and strengthens its reputation within the academic

community.

4. **Volunteering in Art Festivals at Sub-district Level:** By volunteering in local art festivals, the council extends the institution's reach into the surrounding community, fostering positive relationships and goodwill.
5. **Extending Charity to Needy People:** Engaging in charitable activities demonstrates the council's commitment to social responsibility and compassion, making a tangible difference in the lives of those in need.

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

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

26

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

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes

significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

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

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

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

Three/Four of the above

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

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

01

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

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

The alumni association of the institution is actively functioning, serving as a bridge between former students and the institution itself. The association plays a crucial role in maintaining connections, fostering a sense of community, and supporting various initiatives. Regular meetings of the executive committee are convened to discuss and plan activities, events, and initiatives aimed at engaging alumni and benefiting the alma mater. These meetings serve as platforms for exchanging ideas, strategizing, and making decisions regarding the association's objectives and priorities. The executive committee, comprised of elected alumni representatives and possibly members of the institution's administration or faculty, oversees the day-to-day operations and long-term planning of the association. They may also be responsible for managing finances, organizing events such as reunions, networking sessions, career development workshops, and fundraising campaigns.

Passed out students took demonstration classes for first year teacher trainees.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The college envisions establishing itself as a hub of excellence in teacher education, accessible to a diverse student body, including marginalized communities. Governance revolves around this vision, emphasizing quality and decentralized management with the involvement of all stakeholders: faculty, staff, students, parents, alumni, and the local community.

Strategic plans are crafted in harmony with the college's vision, aimed at nurturing students into ethical professionals and socially conscious individuals. These plans span academic innovations, community outreach, research endeavors, excellence in arts and sports, spiritual growth, and faculty development. Additionally, the college promotes eco-consciousness among students.

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

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

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

Effective leadership is exemplified through institutional practices like decentralization and participative management. Decentralization involves dispersing decision-making authority and

duties across different levels of the organization, empowering staff and faculty members to make informed decisions aligned with their expertise and responsibilities. This distribution of decision-making power ensures that choices are made by individuals with the most relevant knowledge and experience, leading to more effective outcomes. Additionally, decentralization fosters a sense of ownership and accountability among staff, as they actively shape the institution's direction and policies.

Participative management complements decentralization by encouraging collaboration and involvement of all stakeholders in decision-making processes. Leaders actively seek input and feedback from faculty, staff, students, parents, alumni, and the local community, ensuring that decisions reflect diverse perspectives and interests. This inclusive approach promotes a culture of transparency and trust, as stakeholders feel valued and respected for their contributions to the institution's decision-making processes.

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

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

The institution places a high value on transparency across its financial, academic, administrative, and other functions, employing various concerted efforts to uphold this principle. Financial transparency is meticulously maintained through thorough budget planning and routine audits, with comprehensive financial reports readily accessible to all stakeholders. Academic transparency is ensured through clear communication of course objectives, grading criteria, and academic policies, supported by regular feedback mechanisms for both students and faculty.

Administrative transparency is achieved through open communication channels, documented procedures, and inclusive decision-making processes involving all stakeholders. Additionally, the institution promotes transparency in all other functions by adhering strictly to ethical guidelines, fostering accountability, and cultivating a culture of openness and trust among its members.

These collective efforts serve to solidify transparency as a foundational principle of the institution, enhancing credibility and accountability within the broader community.

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

6.2 - Strategy Development and Deployment

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

The deployment of the institutional strategic plan involves several key steps to ensure effective implementation throughout the organization:

1. **Alignment with Vision and Mission:** The strategic plan must closely align with the institution's vision and mission, reflecting its long-term aspirations and guiding all activities and decisions.
2. **Goal Setting:** Specific, measurable, achievable, relevant, and time-bound (SMART) goals are established over a defined period, typically three to five years, providing clarity and focus to the institution's objectives.
3. **Identification of Key Initiatives:** Once goals are set, key initiatives and strategies are identified to support their achievement. These initiatives span various areas, such as academic innovations, infrastructure development, faculty training, student support services, and community engagement.
4. **Resource Allocation:** Resources, including financial, human, and technological resources, are allocated to support the implementation of strategic initiatives. This involves budgeting, staffing decisions, and procurement of necessary tools or equipment.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The effectiveness and efficiency of institutional bodies are evident through several factors, including well-defined policies, administrative setup, appointment and service rules, and procedures. Policies serve as guiding principles, outlining the institution's objectives and standards to ensure consistency and alignment with its mission. The administrative setup delineates roles and responsibilities, facilitating smooth operations and decision-making processes. Appointment and service rules establish criteria for hiring, promoting, and evaluating staff, ensuring competence and fairness in personnel management. Procedures provide step-by-step guidelines for tasks and processes, promoting consistency and adherence to standards. Together, these elements form a cohesive framework governing the institution's operations, fostering accountability, and enhancing organizational effectiveness. Clear policies and rules provide direction and guidance to stakeholders, minimizing ambiguity and promoting transparency. A well-structured administrative setup enables efficient coordination and communication, optimizing resource utilization, and fostering collaboration among various departments and units.

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

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

Five/Six of the above

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

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

The decision to launch a mentoring program, endorsed by the Staff Council, Student Council, and Parent-Teacher Association (PTA), has been successfully realized. This initiative aimed to cultivate a nurturing and inclusive learning environment while addressing student welfare concerns. Following extensive deliberations and collaboration among these entities, the program was tailored to pair seasoned faculty members with students, offering academic guidance, personal support, and mentorship.

In ensuring the program's adherence to safety and accountability standards, the Anti-Ragging Cell, Grievance Redressal Cell, and committee for Harassment against women played integral roles. Through consistent monitoring and assessment, the mentoring program has been effectively implemented, significantly

contributing to the enhancement of student well-being and academic achievements.

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

6.3 - Faculty Empowerment Strategies

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

The institution prioritizes the welfare of both teaching and non-teaching staff by implementing effective measures to ensure their well-being and satisfaction. These measures encompass retirement benefits, professional development opportunities, and workplace safety programs. Additionally, the institution offers support services such as counseling, wellness programs, and flexible work arrangements to promote work-life balance among its staff members.

By prioritizing staff welfare, the institution cultivates a positive work environment, boosting employee morale and productivity. This commitment to staff well-being demonstrates the institution's dedication to valuing and supporting its workforce, contributing to a thriving and cohesive community within the organization.

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

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

0

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

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

0

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

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

3

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

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

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

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

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

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

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

External audits, performed by third-party auditing firms or government regulatory agencies, provide an objective assessment of the institution's financial statements and practices, reassuring stakeholders of financial integrity and compliance.

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

Transparency and accountability are maintained throughout the process by documenting actions taken and communicating updates to

stakeholders. Regular follow-ups ensure the implementation of corrective measures and compliance with audit recommendations.

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

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

0

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

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

Implementing cost management strategies and efficiency measures is essential for optimizing existing resources within institutions. This involves streamlining administrative processes, reducing unnecessary expenses, renegotiating vendor contracts, and leveraging technology to automate tasks and boost productivity. By

embracing these measures, institutions can maximize resource utilization, enhance financial stability, and ultimately improve overall effectiveness.

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

6.5 - Internal Quality Assurance System

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

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

Firstly, the IQAC establishes and monitors quality benchmarks across all academic and administrative domains. It formulates comprehensive quality assurance frameworks, policies, and guidelines to guide the institution towards excellence.

Additionally, the IQAC conducts regular internal assessments and audits to evaluate the effectiveness of existing processes and identify areas for improvement. These assessments cover teaching and learning methodologies, curriculum frameworks, assessment techniques, infrastructure, and support services.

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

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

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

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

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

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

The IQAC ensures thorough documentation and ongoing monitoring of these improvements to track progress and inform future decision-making. By documenting incremental enhancements, the institution underscores its dedication to continuous improvement and quality assurance across all aspects of its operations and learning outcomes.

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

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

6

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.avilacollege.co.in/Files/AVILA-IQAC-MINUTES-2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.avilacollege.co.in/AvIQAC.html
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

Incremental Improvement in Teaching-Learning Process: Recognizing the importance of enhancing student engagement in the classroom, the institution, through regular IQAC meetings, initiated efforts to revamp teaching methodologies. Faculty members introduced interactive techniques like case studies, group discussions, and multimedia presentations. Consequently, there was a notable increase in student participation and enhanced learning outcomes, reflected in improved student satisfaction rates and academic performance.

Quality Improvement in Student Support Services: Addressing feedback from previous accreditations, IQAC meetings prioritized enhancements in student support services. These initiatives aimed at creating a nurturing environment conducive to student success. As a result, there were significant improvements in retention rates and overall satisfaction levels among students, indicating the effectiveness of the institution's efforts in this regard.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution has a robust energy policy focused on conserving energy and utilizing alternative sources to meet its power needs. Through efficient practices and technologies, it aims to reduce energy consumption across its facilities. Additionally, it prioritizes and plans the adoption of renewable energy sources such as solar to supplement traditional energy sources. Measures such as energy-efficient lighting, insulation, and equipment upgrades are implemented to minimize wastage and enhance energy efficiency. The policy also includes initiatives to raise awareness and encourage behavioral changes among staff and students to further reduce energy usage. Overall, the institution's energy policy is geared towards sustainability and minimizing its environmental footprint while ensuring reliable power supply.

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

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

The institution has established facilities to handle both biodegradable and non-biodegradable waste, reflecting its

dedication to environmentally friendly practices. It operates a two-bin system to separate paper and plastic waste in accordance with its environmental guidelines. Solid waste, such as paper, plastic, and food scraps, is collected and sorted according to the principles of Reduce, Reuse, and Recycle.

Initiatives to decrease single-use items include students using reusable lunch containers and the college procuring steel plates and glasses for events while prohibiting disposable items. The cleaning staff maintains cleanliness in the campus and classrooms.

In managing liquid waste, rainwater is collected from rooftops, filtered, and stored for everyday use by students, faculty, and staff, reducing dependence on external water sources and mitigating drought impacts.

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

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

<p>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</p>	<p>Two of the above</p>
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File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Three of the above

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

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

The institution upholds a steadfast commitment to preserving cleanliness, sanitation, greenery, and fostering a pollution-free, healthy environment. It implements rigorous cleaning schedules to ensure the upkeep of its premises, maintaining high standards of hygiene and sanitation facilities accessible to all. Through proactive measures, such as tree planting campaigns and landscaping initiatives, the institution actively enhances its green cover, promoting biodiversity and natural beauty. Moreover, it adopts stringent waste management practices, emphasizing recycling and responsible disposal methods to minimize environmental impact. Encouraging eco-conscious behaviors among its community members, the institution advocates for sustainable

practices and eco-friendly alternatives to reduce pollution. By prioritizing cleanliness, sanitation, green initiatives, and pollution control, the institution cultivates a vibrant, sustainable environment conducive to the well-being of its inhabitants.

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

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	View File

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

10000

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

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

The institution harnesses the richness of the local environment, leveraging its unique geographical location, indigenous knowledge, and available resources to address community challenges effectively. Through collaborative partnerships with local stakeholders, it taps into traditional practices and cultural wisdom, integrating them into educational and sustainability initiatives. By understanding and respecting the community's needs and perspectives, the institution develops tailored solutions that are culturally sensitive and relevant. It encourages active participation from community members, empowering them to contribute their insights and skills towards shared goals. Moreover, the institution fosters a reciprocal relationship with the local environment, implementing conservation projects and sustainable practices that preserve natural ecosystems while addressing pressing environmental issues. Through these concerted efforts, the institution demonstrates its commitment to holistic development and resilience-building within the local community.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for

C. Any 2 of the above

students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

Best Practice - 1

1. Title:

Holistic Development Approach for empowering student teachers to face modern challenges

2. Objective:

- Respecting diverse talents

3. The Context:

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

4. The Practice:

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

5. Evidence of Success:

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

6. Problems Encountered and Resources Required:

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

Best Practice - 2

1. Title:

Care for the Poor

2. Objective:

- Providing support to economically disadvantaged individuals

3. The Context:

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

4. The Practice:

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

5. Evidence of Success:

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

6. Problems Encountered and Resources Required:

- Limited funding

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

7.3 - Institutional Distinctiveness

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

The institution has consistently excelled in academics, establishing itself as a leader in this crucial domain. Through rigorous academic programs and dedicated faculty, it has cultivated a culture of scholarly excellence among its students. High academic standards, coupled with innovative teaching methods and a supportive learning environment, have led to consistently impressive performance in examinations and assessments. Moreover, the institution prioritizes holistic development, integrating academic learning with practical skills, critical thinking, and problem-solving abilities. This comprehensive approach not only ensures academic achievement but also prepares students to excel in their chosen fields beyond traditional academics. Furthermore, the institution maintains a commitment to continuous improvement, regularly updating its curriculum and teaching methods to meet evolving industry demands. As a result, graduates emerge well-equipped to navigate the challenges of the modern world and make meaningful contributions to their professions, reflecting the institution's dedication to academic excellence and student success.

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