YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	TITUS II TEACHERS COLLEGE
• Name of the Head of the institution	DR. ANITA MATHAI
• Designation	PRINCIPAL IN CHARGE
• Does the institution function from its own campus?	Yes
• Alternate phone No.	0469 2601383
• Mobile No:	08547889147
• Registered e-mail ID (Principal)	tituscollege@gmail.com
• Alternate Email ID	sunilajoji@gmail.com
• Address	Titus II Teachers College, SCS CAMPUS, Tiruvalla, Pathanamthitta 689101, Kerala
• City/Town	TIRUVALLA
• State/UT	KERALA
• Pin Code	689101
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Semi-Urban**
• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**M.G.UNIVERSITY**
• Name of the IQAC Co-ordinator/Director	**DR. SUNILA THOMAS**
• Phone No.	**09446267547**
• Alternate phone No.(IQAC)	**09562413413**
• Mobile (IQAC)	**09446267547**
• IQAC e-mail address	**suramyamathai@gmail.com**
• Alternate e-mail address (IQAC)	**sunilajoji@gmail.com**
3.Website address	http://www.tituscollege.ac.in/pdf/AQAR/AQAR-2019-20.pdf
• Web-link of the AQAR: (Previous Academic Year)	http://www.tituscollege.ac.in/pdf/AQAR/AQAR-2019-20.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.tituscollege.ac.in/pdf/Academic-Calender-2020-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**A**	**3.29**	**2014**	**05/05/2014**	**04/05/2019**
Cycle 1	**A**	**88%**	**2004**	**16/09/2004**	**15/09/2009**

6.Date of Establishment of IQAC	**03/10/2005**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Titus II Teachers College, Tiruvalla	RUSA	RUSA	17/10/2018	200000

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)

Conscientised and empowered the learners and public on Covid Pandemic condition through strategies like Awareness Campaigns, online quizzes, physical and mental fitness programmes, Managing Post Covid Syndromes etc. Enhanced Social Commitment through activities like preparing learning aids and digital repositories for schools, Confidence Building Programmes, practicing Swatchatha, and Vocational and Experiential activities, rendering food and other aids to the poor etc. Fostering Menatal health through Counselling Sessions, International Conference on Psychological Wellbeing, Panel Discussions to face challenges and overcome Covid, Workshop for experiential learning on 'How to live with Covid' etc. Created Environmental/ ecological sensibility through conducting nature

camp, cleaning programmes etc. Professional Enhancement through International Conference, Panel Discussions, Webinars, Workshopsetc. For teaching and non teaching staff.

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
Community Engagement Activities	Self Empowerment and Social Commitment
Art Integrated Pedagogic Activities	Creativity and Aesthetic Skill Development
Spiritual and Mental Health Programmes	Enhancement of mental health
Professional Enhancement Programmes	Professional development of faculty , students, and Administrative staff
Ecological consciousness	Environmental Aawareness Programmes
Curricular and Co curricular Programmes	Overall development of the learner

13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Governing Council	25/06/2020

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020	08/06/2020

15.Multidisciplinary / interdisciplinary

NIL

16.Academic bank of credits (ABC):

NIL

17.Skill development:

The college offers a variety of skill development activities both at the scholastic and co-scholastic levels.

At the scholastic level the teacher educands are empowered with various teaching skills through demonstration, simulation, link practice sessions, criticism sessions, one month live teaching sessions and four months intensive teaching practice sessions. Skill empowerment is ensured through self assessment, peer assessment, supervising teacher assessment and assessment by the subject teachers of the conceerned schools. The class evaluation is also done by the expert committee from the university. Art integrated Pedagogy is another strategy adopted by the college for skill enhancement.

IT skills

Life Skills

Proces Skill development is ensured through a wide range of activities related with the various associations of the college and also through the concerned subjects with project preparation, action research, case study and hte like.

At the co-scholastic level skill enhancement is ensured through various activities like reflective journal writiing, portfolio preparation, Drama and Art Education, cultural activities, literary activities, SUPW progrmmes etc. Physical Education activities are arranged to develop psycho motor skills and to ensure physical and mental fitness.

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

Through the core courses Contemporary India and Education, Knowledge and Curriculum students are familiarised with the multifaceted perspectives of Indian knowledge, it's culture, educational heritage, Indin values and the sociological dimensions. The significance of Upanishad and its role in establishing world peace and sustainable development also has its roots in the traditional Indian Knowledge. The concept of 'unity in diversity' covers a wide range of Indian knowledge blended in values. This is transacted to

the students through a wide range of teaching learning strategies. To quote one, 'SILP- nSocially Innovative Learnng Programme' - all the studnts get ample opportunities to learn on the Indian values and knowledge. In addition to these value Education classes, seminars and Ethics classes are also conducted periodically for inculcation Indian Knowledge.

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

The teaching learning process of the institution is aligned with the stated PLOs and CLOs. The Outcome Based Education offered by Titus II Teachers College measures the progress of graduates in three parameters, through:

- Program Learning Outcomes (PLO) and
- Course Learning Outcomes (CLO)

The Intended Learning Outcomes (ILO) of the graduate programme offered by the college are:

- Disciplinary knowledge and skills.
- Generic skills.
- Attitudes and values.

The learning experience provided ensures three types of competence:

- Practical: knowing how to do things, ability to make decisions
- Fundamental: understanding what you are doing and why
- Reflective: learn and adapt through self-reflection and apply knowledge appropriately and responsibly.

At the onset of the programme the outcomes are shared with the students for clarity, transparency and to ensure that the learner understands what they are expected to achieve through the programme. There are clear criteria for defining mastery in the discipline. Instructions given are thoughtful and adapts to learner needs. Learners are assisted when and where they have challenges and ensures that they are given adequate time to achieve mastery.

20.Distance education/online education:

NIL

Extended Profile

1.Student

| 2.1 | 100 |

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2	**50**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**10**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**50**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**50**

File Description	Documents
Data Template	View File

2.6	**50**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	**11182440.30**
Total expenditure, excluding salary, during the year (INR in	

Lakhs):	
4.2 Total number of computers on campus for academic purposes	**70**

3.Teacher

5.1 Number of full-time teachers during the year:	**10**

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

5.2 Number of sanctioned posts for the year:	**11**

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

The college has various well- structured processes for the effective implementation and delivery of the curriculum. Curriculum prepared by the Board of Studies (Education) under Mahatma Gandhi University. The approved curriculum is followed in the institutions. The process of implementation and delivery is designed in such a way as to make the students socially committed, employable, innovative and research oriented. Through the staff council meeting held periodically and specifically during the commencement of the academic year, the master plan (Year plan) is prepared.From this the timetable is prepared.In the timetable the time allotted for various subjects are specified.The activities under each course(Core ,pedagogic and elective) are also discussed.The institution has various club activities too.During the review of staff council meetings,the progress is evaluated,short comings are rectified and revising if needed are also done. The communication of all these decisions reach each member of the staff through top to bottom approach.The issues concerning curricular and co-curricular are also discussed. In the event of anomalies, proper corrections are done as and when

required. Teaching strategies, student activities, practicals and practicums are chalked out considering the local needs and reflections 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

B. Any 5 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	[View File](#)
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

A. All of the Above

Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.tituscollege.ac.in/2ProgrammeOutcome.php
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	View File
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	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	**No File Uploaded**
Course completion certificates	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	**One 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	[View File](#)
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

8

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

8

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	**No File Uploaded**

1.3 - Curriculum Enrichment

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

The Institution provides opportunities for students to acquire and demonstrate knowledge, skills and attitudes related to various learning areas through

* adapting the techniques of reflective practise as a central aim of curriculum transaction

* providing opportunities for self learning, assimilation and articulation of new and novel ideas

*developing capacities for self directed learning and ability to think, be critical and to work in groups

*value embedded programmes, gender education themes, practical knowledge for the wholesome development of the individual, environmental education, teaching and professionalism, information technologyknowledge inculcation, cyber knowledge and crimes awareness programmes are some of the highlight thrust areas.

Strategies adopted: 1.Experiential Learning through Projects on various aspects like socially/educationally relevant issues, adolescent problems, practices followed in school or community with regard to counselling and environmental education, observation of school practices on student support system like PTA, SPC, NCC etc.,

case study, action research,engagement with community.

2. Simulation throgh micro teaching, link practice, peer teaching etc.

3. Field Experience: School induction and internship, community citizenship training camp, extension activities, tours and field trips etc.

4. Evaluation through self assessment, reflective jounaling, peer evaluation, portfolio preparation, preparation of different types of tests etc.

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	View File
Photographs indicating the participation of students, if any	View File

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

Through the core curriculum courses pertaining to educational sociology, educational psychology and management education, knowledge on the theoretical framework of school system are provided in depth. The practical components pertaining to school system are taught in depth through the concerned optional subjects. Opportunities for experiential learning are provided through a wide range of activities mainly focussing on school internship, project work, action research, case studies, social surveys, edublogs and so on.Critical evaluation of the existing assessment practises followed in schools are familiarised through practical works related to assessment. Surveys on the diverse need of the learners are carried in a phased manner.

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

Through the core curriculum courses pertaining to educational sociology, educational psychology and management education, knowledge on the theoretical framework of school system are provided in depth. The practical components pertaining to school system are taught in depth through the concerned optional subjects. Opportunities for experiential learning are provided through a wide range of activities mainly focussing on school internship, project work, action research, case studies, social surveys, edublogs and so on. Critical evaluation of the existing assessment practises followed in schools are familiarised through practical works related to assessment. Surveys on the diverse need of the learners are carried in a phased manner. SWOT Analysis is done periodically and portfolio assessment is also carried out in all semesters. Seminars/ conferences/ workshops with themes of societaland educational relevance are organised at the national and international level to empower the learners. Inorder to make the students aware of the extent to which they are professionally competent, a check list of various professional practice areas is administered. It enables them to identify their strengths, weaknesses, opportunities and threats.Through appropriate mentoring and remedial programmes their threats and weaknesses are addressed.

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

1.4 - Feedback System

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

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	View File
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

50

2.1.1.1 - Number of students enrolled during the year

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	View File
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

8

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

8

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	View File
Any other relevant information	**No File Uploaded**

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

0

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

0

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

2.2 - Honoring Student Diversity

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

A range of programmes iscarried out to provide academic support to students after analysing the responses from the students collected through a combined need assessment process. The primary goal of the assessment conducted by the college is to learn what the students already know and think and to decide on the educational products and services the students need to develop into a professional. The second goal is to comprehend what can be done by the college to make the educational products offered by the college more accessible, acceptable and valuable for the students. A mixed method is administered to collect data from the students for Need Assessment at the entry-level. The method includes a survey using a questionnaire, Focus Group Discussion(FGD) in small groups during optional classes and mentoring sessions and collecting information regarding socio-economic and cultural backgrounds from the admission form filled by the candidate.The educators analyse and interpret the collected data through discussions and listing the needs identified for that particular batch. The information received from the entire process is used to identify and fill the gap between the existing practices and what is in demand.

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	No File Uploaded

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

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

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:5

2.2.4.1 - Number of mentors in the Institution

10

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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.

The modes of transaction of each course for B Ed and M Ed degree program offered in the college is based on the learning outcomes designed for the particular course. A learner-centredenvironment is provided through appropriate strategies such as participative, experiential, and collaborative learning to facilitate the all-round development of each student-teacher as a professional.The approaches, methods and techniques of teaching and learning ensure maximum utilisation of all available resources, learner's characteristics (needs and background), nature of the topic of study and the expected learning outcomes. The multiple mode approach provided for the programmes includes strategies like Lecture cum

Demonstration, Buzz discussions, Brain Storming Sessions, Peer Group Discussions, Survey, Fieldtrip, Debates, Project Work, surveys, Seminars, Dramatization, ICT Enabled Learning and Interaction with Community. In the wake of the pandemic, digital resources for learning have made learning more individualised, creative and dynamic. Blended mode and multi-mode learning engagement are being continued in the new normal to improve the quality of education. Learning Management Systems and e-resources are effectively used to run flipped classrooms.

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	**No File Uploaded**

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

10

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	http://tituscollege.ac.in/itenabled.php
Any other relevant information	**No File Uploaded**

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

100

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Five/Six of the above**

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	http://tituscollege.ac.in/itenabled.php
Any other relevant information	**No File Uploaded**

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

Under the credit and semester system with grading, each optional teacher is a mentor for the students. The mentor documents the details of students assigned and records all details regarding academic performance in end semester examination, continuous assessment, participation in School Induction and Internship program and cultural activities. The mentor provides academic and personal

support and counselling for the student's well-being during the period of study through necessary interventions and equips the students to address the problems in real-life situations. The institution ensures a convenient environment of growth and development for individual students wherein students can approach teachers for both educational and personal guidance. Itcreates awareness of the institution's policies and professional expectations. Thecareer development of the students is ensured by providing awareness and support for higher education and employment. Structured and informal meetings are ensured between mentor and mentee for effective communication and efficient functioning. It is also made convenient for teachers in charge of core courses to meet the students from all optional subjects for personal counselling through direct or indirect methods like telephonic conversations, online meets and virtual discussion forums.

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of the selected response/s	[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

Teaching learning process in the institution is carried out under the following dimensions to develop 10 core skills for effective citizenship and learner empowerment

Learning to Know/ the Cognitive Dimension-Innovative thinking,divergent thinking,articulating ideas,analysis and synthesis

Learning to Do/ the Instrumental Dimension- Productivity,collaboration and teamwork, risk taking

Learning to Be/ the Individual Dimension-Self-efficacy, self-worth,self-esteem, persistence

Learning to Live Together/ the Social Dimension-Social transformation and euntrepreneurship, positive change

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	No File Uploaded
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 objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Eight /Nine of the above

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different	All of the above

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

File Description	Documents
Data as per Data Template	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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	**All of the above**

File Description	Documents
Data as per Data Template	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**

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

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	View File

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	**All of the above**

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

The B.Ed. Programme envisages school internship of 20 weeks duration spreading over two phases, first Phase of four weeks during II semester and 16 weeks during III semester. It is designed to develop a broad repertoire of perspectives, professional capacities, teacher sensibilities, and skills among prospective teachers. During the internship student teachers shall work as a regular teacher and participate in all school activities including planning teaching and assessment, interacting with school teachers,community and children.

The supervision of Practice Teaching is a joint responsibility of Teacher Education Institutions and Practice-Teaching Schools. Continuous Observation and briefing are done to develop the teaching skill of the student-teacher. The subject teachers in school act as the supervising teacher, observe all student-teacher lessons and enter their suggestions in the supervision diary maintained by the student-teacher. The Teacher Educators observe a maximum number of practice lessons of the student-teacher. Observation of one class during the first phase of the internship and three lessons in the second phase is mandatory by the pedagogic course coordinators. The course coordinators of all courses evaluate the respective practical courses during induction and internship. Assessment of Practice Teaching is done based on the proforma for teaching evaluation.

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

50

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
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	No File Uploaded
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.

The institution adopts effective monitoring mechanisms during the internship programmeto ensure the optimal impact of internship in schools with specific reference to teacher educators, school principals, school teachers and peers.

The B.Ed. Programme envisages school internship of 20 weeks duration

spreading over two phases, first Phase of four weeks during II semester and 16 weeks during III semester. It is designed to develop a broad repertoire of perspectives, professional capacities, teacher sensibilities, and skills among prospective teachers.

The supervision of Practice Teaching is a joint responsibility of Teacher Education Institutions and Practice-Teaching Schools. Continuous Observation and briefing are done to develop the teaching skill of the student-teacher. The subject teachers in school act as the supervising teacher, observe all student-teacher lessons and enter their suggestions in the supervision diary maintained by the student-teacher. The Teacher Educators observe a maximum number of practice lessons of the student-teacher. Observation of one class during the first phase of the internship and three lessons – probably at the beginning, middle and end of practice teaching- is mandatory by the pedagogic course coordinators of the second phase of the internship. The course coordinators of all courses evaluate the respective practical courses during induction and internship. Assessment of Practice Teaching is done based on the proforma for teaching evaluation.

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

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

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	[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

9

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	[View File](#)
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

7

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

Nil

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

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

The professional development of the teaching faculty of the college is done by considering The Context, The Content/Curriculum and The Process. The model of teacher professional development followed in the institution is based on Standardised teacher professional development like Reflective practices and Self Directed teacher professional development.

The practices include

- Individual reading/study/research.
- Observation: teachers observing other teachers.
- Coaching: an expert teacher coaching one or more colleagues.
- Mentoring of new educators by more experienced colleagues.
- Team meetings to plan lessons, problem solve, improve performance, and/or learn a new strategy.
- Online courses.

- College/university courses.
- Workshops to dig deeper into a subject.
- Conferences to learn from a variety of expertise from around the state or country.

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation is in place in institution to evaluate every aspect of the student during their course tenure. This helps to reduce the pressure on the students before the end semester examinations. Continuous evaluation helps the students to improve their performance by identifying their difficulties right from the beginning of the academic year by employing suitable remedial measures for enhancing their learning performance. The scheme of internal evaluation is flexible but stable with specified fixed guidelines. Evaluation is done with criteria based on skills, innovation, steadiness, teamwork, creativity and behaviour. Continuous evaluation in scholastic abilities are done in terms of projects, assignments, practicals, seminars, records with specific grading indicators.

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	No File Uploaded

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

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	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

There is complete transparency in the internal assessment. The criterion adopted is as directed by the university. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.The internal assessment test schedules are prepared as per the academic calender and communicated to the students well in advance.To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members within a week from the date of examination.The corrected answer papers of the students are distributed to them for the verification by the students and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the instiution notice board.

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.

The academic Calender of the college is framed, including weekly working days and holidays, government holidays, internal assessment dates, workshops and seminars schedule, PTA and Alumni meeting

schedule, sports day, arts day and last working day of the semester. The Governing Council meeting approves the calendar. The approved calendar is circulated to all the staff and uploaded to the college website for information and compliance. The college's academic calendar is planned well in advance based on the calendar provided by the Mahatma Gandhi University. The different administrative and academic cells, clubs and associations of the college function based on the academic calendar, taking care of curriculum plans, activities like induction and internship programmes, extension activities, community living camps, besides Continuous Internal Evaluation strategies like tests, assignments, quizzes, presentations which help to assess the attainment of learning outcomes. Common dates and times are followed for internal assessment schedules for the courses common to all options. Continuous Internal Assessment includes Tests, homework, projects, Assignments, Group discussion, quizzes and seminars throughout the semester.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	**No File Uploaded**
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 teaching learning process of the institution is aligned with the stated PLOs and CLOs. The Outcome Based Education offered by Titus II Teachers College measures the progress of graduates in three parameters, through:

- Program Learning Outcomes (PLO)
- Course Learning Outcomes (CLO)

Intended Learning Outcomes (ILO) of the graduate programme offered by the college are:

- Disciplinary knowledge and skills.
- Generic skills.
- Attitudes and values.

The learning experience provided ensures three types of competence:

- **Practical: knowing how to do things, ability to make decisions**
- **Fundamental: understanding what you are doing and why**
- **Reflective: learn and adapt through self-reflection and apply knowledge appropriately and responsibly.**

At the onset of the programme the outcomes are shared with the students for clarity, transparency and to ensure that the learner understands what they are expected to achieve through the programme. There are clear criteria for defining mastery in the discipline. Instructions given are thoughtful and adapts to learner needs. Learners are assisted when and where they have challenges and ensures that they are given adequate time to achieve mastery.

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	[View File](#)
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

The college adopts various measures to analyse the progressive performance of the students and attainment of their professional and personal attributes. The students are given opportunity to introspect aswellas evaluate themselves in comparison with their peers. The progressive performance of students are monitored through various pedagogic practices like microteaching, link practice, criticism classes, reflective journal writing, portfolio preparation, peer evaluation sessions, art integrated pedagogics. Frequent class observations and internal evaluation, competitions on

co scholastic attributes are some of the measures adopted to monitor their progress and guide the learners for the attainment of Program Learning Outcomes and Course Learning Outcomes. Various learning experiences like edutainment activities are given to students during their contact sessions.

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

50

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	View File

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.

Need Assessment Test was administered and the analysis rendered the information as to which students lacked in Content Knowledge, Learning Readiness, Techno Pedagogic Skills, Expression Ability in linguistic terms, Public Speaking Skills, Time Management Skill, Pedagogic Skills and comprehension ability. Appropriate measures were taken to cater to their respective needs through Academic mentoring, Personal Counseling and remedial teaching.

Orientation Program to develop learning readiness, bridge the gaps

in learning, Preparedness to learn content, accept the vocation and boost their morale as a teacher.

Talk for 60 seconds, Academic Writing Sessions for developing expression ability

Peer tutoring, Think Pair Share, Focus Group Discussion for developing Content Knowledge

Simulation, Curriculum Based Seminars for honing Pedagogic Skills

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://www.tituscollege.ac.in/pdf/Student-Satisfaction-Survey-2020-21.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

File Description	Documents
Data as per Data Template	<u>View File</u>
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	<u>View File</u>
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
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

6

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
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

6

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	View File
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

11

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	**No File Uploaded**

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

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

50

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	View File
Any other relevant information	No File Uploaded

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

50

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

50

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

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

Procedure adopted for Outreach Activities organised by the institution 2020-21

The College had arranged a number of outreach programmes even in the midst of Covid Pandemic situation. Initially the IQAC holds meeting to discuss about the various activities including outreach activities to be organised by the institution during the academic year. The optional teachers are entrusted the charge of initiating the outreach activities with the help of their optional students. The various subject associations chalk out their outreach activities and get it implemented.

The major outreach activities organised during the academic year 2020-2021 are highlighted below.

- **Covid awareness quiz to public:** The Natural Science Association took initiative in conducting Covid Awareness Online Quiz with an aim of making the public aware of new pandemic Covid 19. 120 participations were there.
- **Learning aids to school students during Covid:** Under the auspices of IQAC, the college had contributed learning aids like mobile phone, books and other accessories to school students of different schools.
- **Covid Awareness Poster:** : As part of the Community Citizenship Camp organised by the college, the students prepared a poster on Covid Awareness and need for Covid Vaccination and distributed among the shops in Tiruvalla Municipality.
- **Distribution of bags:** To promote green environment cloth bags were prepared and distributed to Kudumbasree units in Tiruvalla by the Natural Science Association.
- **Online Physical fitness training classes to school students during Covid pandemic:** In order to conscientise the public about the need for being physically and mentally fit, a two weeks training programme was launched by the students under the auspices of Social Science Association.
- **Data recharging fund to school students for online education:** To facilitate the online learning needs of financially poor school children, the students under the auspices of the Mathematics association made financial contribution for data recharging.
- **Online Covid awareness campaigns:** Various motivational videos were prepared by the students and teachers and launched in the college you tube channel for the public.
- **Online Tribute to Covid health workers:** A video programme as a tribute to Covid Health Workers was prepared and released by the Maths Association.
- **Counselling for students and public:** A counselling Cell was formed by the M.Ed Department to render counselling sessions to the needy people from the community. Dr Anita Mathai, Dr Sam V Daniel, Dr Mini John, Dr Sam Thomas Joy and Dr Suramya Mathai were members of the Cell.
- **Relief kits to Covid Victims:** The students identified various needy persons from their locality and supported them with relief kits worth Rs.500/- each. The College with the help of Alumni Association generated an amount of Rs.25, 000/- for this venture.
- **Mask Distribution:** The students made cloth masks and distributed among the public during the Covid pandemic period

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

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

0

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

3.4 - Collaboration and Linkages

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

0

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

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	**Five/Six of the above**

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

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 college has 9 class rooms and 1 seminar hall; all with ICT facility. There are 78 computers with internet facility in the campus for academic purpose. We have 4 laboratories, 1 main fully automated library and department libraries, 1 auditorium, play ground andComputer centre with photostat facility. The college has LCD projectors, computers, smart boards, CCTV cameras, sound system,

recording facilities andsmart televisions.

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

10

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.tituscollege.ac.in/itenabled.php
Any other relevant information	**No File Uploaded**

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

0

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.

1. **Name of ILMS software: LIBSOFT**

2. Nature of automation: Fully
3. Version: Server Version 5.1
4. Year of Automation: 2010
5. Library link: https://tstc.libsoft.org (WEB OPAC)
6. Features of Libsoft (List)

1. Integrated:- The same set of data is used to perform several functions. For instance, the same record as we enter at the time of acquisition of books, Journals and Membership details must be used for the other library house keeping operations like Issue, Return, Renewal, Reservation, Cataloguing and also for Information Retrieval process. However, depending on the functions the contents may vary as you like.
2. Security:- In order to have data security and to provide access to the required files on a selective basis, LIBSOFT has been organised into two modules namely System Administrator Module and User Module. Each module has different password and restricts user access.
3. Storage Capacity:- LIBSOFT can accommodate more than 10 lakh of books & Journals.
4. Information Retrieval (OPAC):- Performing search, both for simple queries and queries containing Boolean operators, using all field names. The search result can be sorted in the ascending or descending order by any field and can also be printed in different formats. The query facilities available in the package are excellent, up-to-date and will enable the personnel to serve the users of the library with more accurate Information in a short-time. The search expression can be made by selection and the search is quick. It provides effective inter-linking of different functions.
5. More User-friendly:- The User can operate LIBSOFT in Three different ways:- By Using mouse, By Using Pull-down menus (Alt + Underlined character), By Using Shortcut Keys (Control Key + Underlined character). It Provides Graphical User Interface in all functions.
6. Data Import & Export:- Data conversion from other software packages into LIBSOFT is possible. LIBSOFT is built using library standards and protocols such as MARC 21, z39.50 ensuring interoperability between Libsoft and other systems and technologies, while supporting existing workflows and tools
7. Data validation facility:- In the data entry section, Correct data will be accepted.
8. Printing facility:- It provides different print formats.
9. Stock verification: Stock verification can be conducted very

```
        easily
 10.  Report generation:- LIBSOFT supports various Report generation
 11.  Multi-user Facility & Network Implementation.
 12.  Software consistency.
 13.  Bar-coding Facility
 14.  Web OPAC
 15.  Gate Register


II. LIBSOFT GATE REGISTER

  1. Recording of Member Entry, Exit with Date & Time

using Barcoded ID-Card

  1. Display of Member Details with Photo
  2. Integrated with LIBSOFT Membership Module
  3. Detailed Report of Members Visit in the Library, etc




III. LIBSOFT – Web OPAC: - Access to Library Catalogue (OPAC)
through Web (Internet). The web link address is
https://tstc.libsoft.org for Library Catalogue Search



IV. LIBSOFT – Android OPAC APP for Android Smartphone

  1. ccess to Library Catalogue (OPAC) in our Android Smartphone.
```

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://tituslibrary.weebly.com/
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

```
II. LIBSOFT GATE REGISTER

  1. Recording of Member Entry, Exit with Date & Time

using Barcoded ID-Card
```

1. Display of Member Details with Photo
2. Integrated with LIBSOFT Membership Module
3. Detailed Report of Members Visit in the Library, etc

III. LIBSOFT – Web OPAC: - Access to Library Catalogue (OPAC) through Web (Internet). The web link address is https://tstc.libsoft.org for Library Catalogue Search

IV. LIBSOFT – Android OPAC APP for Android Smartphone

1. ccess to Library Catalogue (OPAC) in our Android Smartphone.

File Description	Documents
Landing page of the remote access webpage	View File
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 | Four of the above |

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
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)

10650

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

64

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

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

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

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

Inorder to ensure high speed internet facility including wi fi, broad band connection syatem was updated to optical fibre internet connection.

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

4.3.2 - Student – Computer ratio during the academic year

2:1

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	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Receipt for connection indicating bandwidth	**No File Uploaded**
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	**No File Uploaded**
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	Two of the above

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	https://youtu.be/eF5XLfM_-6Q, https://youtu.be/1IThm7SBvmo, https://youtu.be/rC29kkyGQqw, https://youtu.be/kaHjqerdXXI, https://youtu.be/xCNM-zU8zPg, https://youtu.be/Dc0SbLEWOH0, https://youtu.be/wy48ojfR4oY, https://youtube.com/channel/UCIaT4FD4Ke4BvJpVvhRpQFQ, https://youtube.com/channel/UCYkTvUnRVg6PGbBygkFde1g, https://youtube.com/channel/UCkBSlXqnTwBLxym6NJdTV5A, https://youtube.com/user/pramodthomasgeorge
Any other relevant information	No File Uploaded

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)

3025416

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

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

The IQAC of the college identifies the maintenance requirements of the college and the same is presented in staff meetings. The Principal intimates the requirements to the Secretary of the College Governing Council. The maintenance requirements of the physical, academic and support facilities are then presented in the Govering Council Meeting. A special budgetary provision is then set in the College budget for this purpose with the consent of the Governing Council. The budget including maintenance expense is given in the college website. The fund is used for maintenance of classrooms, laboratory, labs, computer rooms, sports equipments and for the service and maintenance of computers. It is also utilised for electrical repair works and furniture maintenance.

File Description	Documents
Appropriate link(s) on the institutional website	*http://www.tituscollege.ac.in/pdf/policies.pdf*
Any other relevant information	*View File*

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	**Five fo the above**

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

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	View File
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
Photographs with date and caption for each initiative	**No File Uploaded**
Any other relevant information	**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	**Nine or more of the above**

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**A. All of the above**

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

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)	**Five or more 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	View File
Report of the Placement Cell	View File
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
19	50

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
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).

0

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	View File
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)

28

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

```
Student Councilactivities 2020-2021

The Student Council at Titus II Teachers College is primarily geared
around helping students to develop their potentialities by providing
diverse, interactive, educational programs and leadership
opportunities and create a community through the support, both
administratively and creatively, through on and off campus
programmes and events. Students from all majors are welcome to join
the Council. With that vision the Council was formed.

Governance

The Student Council is made up of elected representatives from
across the courses offered in the College. These are:

LEADERS

Male Candidate: Female Candidate:

Sejin Philip George (Com) Vinduja Vijayan (S.S)


MEDIA & DOCUMENTATION CLUB 2

Jinu Punnoose (NS)

ARTS CLUB 3

Anjitha A. (Maths)

LITERARY & DEBATING SOCIETY 3

Feba Susan Bejoy (Eng)

SOCIAL SERVICE LEAGUE 3

Nandini T J (S.S)

SPORTS & RECREATION 3
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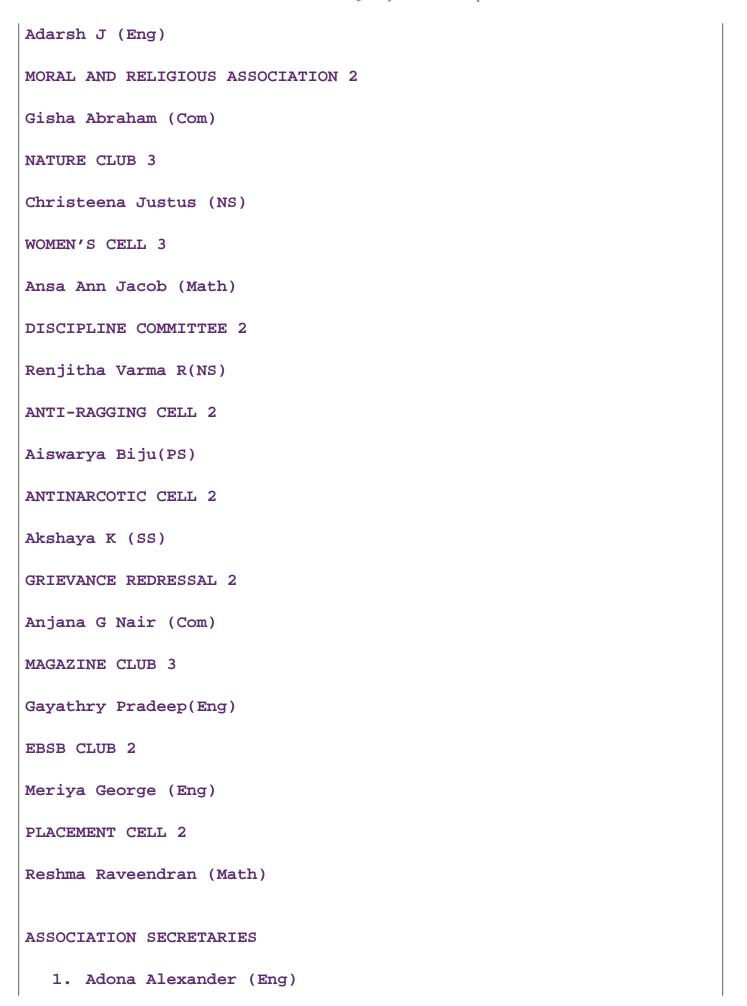
Adarsh J (Eng)

MORAL AND RELIGIOUS ASSOCIATION 2

Gisha Abraham (Com)

NATURE CLUB 3

Christeena Justus (NS)

WOMEN'S CELL 3

Ansa Ann Jacob (Math)

DISCIPLINE COMMITTEE 2

Renjitha Varma R(NS)

ANTI-RAGGING CELL 2

Aiswarya Biju(PS)

ANTINARCOTIC CELL 2

Akshaya K (SS)

GRIEVANCE REDRESSAL 2

Anjana G Nair (Com)

MAGAZINE CLUB 3

Gayathry Pradeep(Eng)

EBSB CLUB 2

Meriya George (Eng)

PLACEMENT CELL 2

Reshma Raveendran (Math)

ASSOCIATION SECRETARIES

   1. Adona Alexander (Eng)

2. Sreelekshmi.J (Com)
3. Arpitha Ann James (PS)
4. Angel Susan Varghese (Math)
5. Vysakhan P.V (SS)
6. Revathy K. Raj (NS)

The modus operandi of the Council is to involve all students through the plethora of student leadership opportunities that exist within the programs and activities that are suggested by the Council. The Council cultivates a sense of community and belonging on the campus. Through thisexperience, students learn leadership and relational skills that serve them for a lifetime. The Student Council decides the activities of the College in collaboration with the staff advisor of the College. It passes the proposal to undertake pieces of work after deep thought and reflection.

Activities executed: Medical Camp Celebration of important days Talk series Ethics Classes Food Fest Felicitation meetings Intercollegiate Competitions College Magazine Programmes of different associations

Due to Covid 19 pandemic and lock down, majority of the activities were conducted online.

REPRESENTATION IN ADMINISTRATIVE ACADEMIC COMMITTEES 1. Admission committee as facilitators to newcomers. 2. Membership in Anti-ragging cell to ensure safety for all. 3. Members of Anti-narcotic cell 4. Initiators of Women empowerment drives 5. Campus cleaning initiatives 6. In grievance redressal committees 7. Library committee 8. Representation in the Project Monitoring Unit of governmental projects like RUSA. 9. Evaluators of competitions 10. Arrangement for conduct of Practical examinations and internal exams 11. Leadership in arranging school internship sessions,etc.

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

39

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	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

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

The Alumni Association place a major role in the functioning of the institution. The Alumni Members render their expertise in various aspects particularly in rendering orientation to competitive exams, serving as judges for various co curricular competitions, contribution towards endowment prizes for academic excellence, networking in providing placement opportunities, acting as resource persons for various in house programmes etc. The Alumni Associationprovidesfinancial aids to the needy students every year. The Association also conducts inter training college choreography competition once in two years. The Alumni also gives Titus II Teachers Award to the best teacher from among the Alumni members

working at Secondary, Higher Secondary and D.Ed. levels once in two years.

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

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	[View File](#)
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

0

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

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

An Orientation class to Novice Student Teachers was given by our Alumi Member Geetha T. George, H.M, S.C.S.H.S.S Tiruvalla.The Alumni Members render their expertise in various aspects particularly in rendering orientation to competitive exams, serving as judges for various co curricular competitions, contribution towards endowment prizes for academic excellence, networking in providing placement opportunities, acting as resource persons for various in house programmes etc.The Alumni provides supportive measures like Financial aid to needy students, prizes to top scoreres among the Alumni wards, leading demonstration classes to student teachers etc.

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.

Vision and Mission of the College:

The activities of the institution are decentralised and participatory management is ensured in all its processes. The approach followed is Top to Bottom Approach. practice 1- the college has a governing board headed by the manager, principal, staff representative and educational experts who process the management admission. the General merit seats are processed as per university rule. for both management and general Merit admissions, decentralisation of duties are ensured and entrusted to the administrative as well as the teaching faculty. practice 2- Academic functioning - As per the directions of IQAC,staff council meets initially and designates duties to various members of administrative and teaching faculty for the efficient functioning of the various curricular and cocurricular programmes organised by the College for

empowering the learners.

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

The activities of the institution are decentralised and participatory management is ensured in all its processes. The approach followed is Top to Bottom Approach. practice 1- the college has a governing board headed by the manager, principal, staff representative and educational experts who process the management admission. the General merit seats are processed as per university rule. for both management and general Merit admissions, decentralisation of duties are ensured and entrusted to the administrative as well as the teaching faculty. practice 2- Academic functioning - As per the directions of IQAC,staff council meets initially and designates duties to various members of administrative and teaching faculty for the efficient functioning of the various curricular and cocurricular programmes organised by the College for empowering the learners.

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 transparency is maintained through academic and administrative internal audits. Financial audits are conducted internally and

externally. Regular staff meetings are held do discuss on ongoing and upcoming academic programmes. All the curricular aspects are also taken into account while carrying out programmes.The administrative wing also conduct regular meetings to monitor the functions Short comings are addressed. The student body representatives also partake in meetings. The college governing council meetings are held periodically to plan, strategize and evaluate the total functioning of the institution.

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

Deployment Strategy of the Institution

The activities of the institution are decentralised and participatory management is ensured in all its processes. The approach followed is Top to Bottom Approach. The college has a governing board headed by the manager, principal, staff representative and educational experts for the deployment of strategic plans. The decisions taken by the governing board are intimated to the IQAC cell. As per the directions of IQAC, staff council meets, decides the activities and designates duties to various members of administrative and teaching faculty for the efficient functioning of the various curricular and co-curricular programmes.

In the academic year 2020-2021, in the Covid pandemic condition, the college with the help of Alumni members and students decided to extend support to the Covid victims from various strata. Among the various activities done by the institution to support Covid affected people in the locality one activity is highlighted below.

The deployment strategy for implementing the Activity

(Using the principle of PIME; Planning, Implementation, Monitoring and Evaluation)

Decision at the Governing Board Level to help the Covid victims

Action plan prepared by the IQAC

Discussion at the Staff Council and Alumni Association

Designation of duties to Staff for initiation of the Programme

Entrusting the task to the students for finding the needy people from the community

Executing the Plan

Evaluation of the Support Activities

Activity

- **Relief kits to Covid Victims: The students identified various needy persons from their locality and supported them with relief kits worth Rs.500/- each. The College with the help of Alumni Association generated an amount of Rs.25, 000/- for this venture.**

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	[View File](#)

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.

Nil

File Description	Documents
Link to organogram on the institutional website	**Nil**
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	[View File](#)
Annual e-governance report	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

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

Nil

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

6.3.1 Welfare schemes for Teaching & Non-teaching staff

The College recognises the self-less services of the staff of the College. Since all the employees have access to all the emoluments offered by the Government the College ensures that employees enrol themselves into the schemes providd by the Government like GIS, SLI, MEDICEP and related Insurance schemes.

Besides the College aims to provide

1. Safe working environment for all
2. Individual workspace is provided for every staff
3. Rest room facilities
4. Offering fellowship opportunities
5. Providing assistance to clear off the loans
6. Providing assistance to overcome financial crisis during the pandemic.
7. Compensatory leave allowances whenever essential
8. Opportunities for Professional Enhancement
9. Resheduling of duties to help a staff with Cancer
10. Felicitating the staff on their achievements
11. Presntations to staff on their special days.

LIST OF BENEFICIARIES

1. Loan wavered for staff in necessity.
2. Materials provided to staff in need.
3. Fellowship facilities for all staff
4. Compensatory leave allowance to all staff
5. Opportunities for Professional Enhancement
6. Providing work culture by resheduling of duties to help a staff with ailments.
7. Financial aid to Hostel Cook
8.

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	View File
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	**No File Uploaded**
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.

8

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
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

4

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 procedure of performance evaluation system includes the following steps:

1. **Brainstorming ideas related to the criteria of Performance Appraisal during IQAC meetings**
2. **Preparation of the Proforma**
3. **Self-evaluation at the end of the Academic year**
4. **Analysis of the report submitted during the IQAC meetings**
5. **Chalking out enrichment measures for improvement**

Steps for Implementation

The Proforma is designed to make the employees comfortable in making an objective analysis of their performance. The statements are designed pertaining to their specific job description.

The feedback received is never placed for public action. However, whereever the need arises supportive measures are taken to improve

performance.

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

6.4 - Financial Management and Resource Mobilization

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

The Insitution conducts internal and external financial audits regularly. The government audit as in other aided colleges is done by the Deputy Director Of Collegiate Education, Kottayam, Kerala.The Accounts General Thiruvanantha[puram conducts the government audit. The management accounts are audited once every six months by the auditor selected by the Mar Thoma Syrian Church of Malabar. There are no pending audit objections.

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	View File
Any other relevant information	View File

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

5,95,000

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	View File
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.

The Institution follows the PIME strategy for mobilization and optimum utilization of resources and funds

The Institution follows the PIME strategy for mobilization and optimum utilization of resources and funds

Planning- The IQAC of the college identifies, instructional and infrastructure-related needs that will contribute to the welfare of the students. The personal needs are also recognized . This is based on the

- requirements of the curriculum
- needs regarding library and laboratories updating (due to developments in the field of education and curricular revision)
- needs of general and optional subject associations
- requirements of clubs and associations like Magazine, Documentation etc
- requirements of subject teachers,
- grievances of students,
- suggestions received during mentoring and counselling sessions, etc. This is then presented in appropriate bodies such as the governing council, PTA, Alumni Association, Former staff, current staff , subject associations, student bodies,well-wishers(sponsors) etc for mobilization of resources.Proposals are also presented when Government funds are available through UGC/RUSA,etc

Implementation- The obtained fund is properly receipted and steps are taken for procurement, or implementation of the project. The various committees such as Finance committee,Purchase committee, Library advisory committee,Subject associations, etc are involved .

Monitoring- The Treasurer, Administrative head and Principal of the college, monitor the process of procurement and use.

Evaluation-The IQAC evaluates the effectiveness of the steps taken.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

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

Before the commencement of the academic yeara staff meeting is conducted to nominate the members for the IQAC Committee. The IQAC members then meet quarterly every year to discuss on the quality enhancement activities to be conducted during that academic year. An Action Plan is chalked out then with prime focus on the domains to be enriched and the outcomes to be realised through each activity. The IQAC also takes initiative to evaluate the activities through PTA meetings and feedback sessions.

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 adopts the principle of PIME (Planning, Implementation, Monitoring and Evaluation) for the periodical review of teaching learning process. In the planning stage the IQAC coducts

meeting, induction programmes etc. and prepares the academic calender. Accordingly the activities are implemented for the effective transaction of the curriculum. Taking into consideration the diversified needs of the learners, teachers are encouraged to adopt various teaching learning strategies. The implementation stage focusses on the implementation of various learning experiences suitable to the objectives of the course and appropriate evaluation strategies are adopted to ensure the attainment of learning outcomes. In the monitoring stage the daily performance of the learners are monitored and accordingly mentoring and remedial sessions are arranged. The evaluation stage is the final stage wherein the performance of the student is evaluated using various qualitative tools like self assessment tool, reflective journal writing, teacher evaluationperforma, and quantitative tools like insemester examination, end semester examination of both theory and practicals.

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

57

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	**Four of the above**

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

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

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

Improvements after First Cycle of NAAC Accreditation (2004):

2004 NAAC Accreditation "A" Grade

2008 Upgraded as a Post Graduate College

2009 Inauguration of UGC sponsored Ladies Hostel

First Rank and Fifth Rank positions in M.G. University B.Ed. Degree Examination 2009

2010 Library Automation

Improvements after Second Cycle of NAAC Accreditation (2014):

2014 NAAC Reaccreditation with "A" Grade (GPA 3:29)

2014 United Nations Academic Impact partner (UNAI)

2015 Two year B.Ed. and M.Ed. courses Started

2016 Retiling of Library & Launched the New M.Ed. Block

2018 Diamond Jubilee celebration of the college

2018 Completion of Counselling room with UGC grant

2018 Selected for RUSA II Project of Central State Government

2019 Updating of website from www.tituscollege.org to www.tituscollege.ac.in

2019 Commencement of RUSA-II Renovation

2020 First, Third, Sixth and Ninth Rank positions in M.G. University B.Ed. Degree Examination 2020

Third and Tenth Rank positions in M.G. University M.Ed. Degree Examination 2020

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.

Regular monitoring of electrification.

Old wiring in the institution was fully replaced with new wiring to

save power loss.

Regular checking of plug points.

Using power saver flurosent and LED lights.

Classes are arranged in common halls to reduce power consumption.

Conscietising students to switch off the power devices when not n use.

Degradable bio waste are collected in Pipe compost.

Cross ventilation and proper air circulation is ensured in all class rooms to minimise the use of electricity.

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 a waste management policy where every student and staff are conscientised to minimise waste generation, facilitate reuse and recycle in a cost effective manner. Students are encouraged to segregate the waste into degradable and non-degradable and dump the degradable food waste in the pipe compost constituted in the college and carry back the non-degradable waste and dump in their local panchayath/ municipality waste collection centre. The paper waste collected in the college is used to make SUPW products and the unused paper waste is either burned/sold.

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

7.1.3 - Institution waste management practices	One of the above

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

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
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

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
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

Under the Social Service League cleanliness drive and awareness programme is carried out frequently on a regular basis. The campus is covered with a lot number of shady treeswhich provide fresh air and cool breeze. During hot seasons pots are kept at different points in the campus to provide water for other living beings.The vehicles parking lot is arranged away from the classrooms to reduce air and sound pollution. The college is a narcotic and plastic free zone and special care is ensured for waste management.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

All 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	View File
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)

0

File Description	Documents
Data as per Data Template	No File Uploaded
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

- Covid awareness quiz was prepared to conscientise thepublic.
- Learning aids like mobile phones, books and other accessories were providedto school students.
- Posters on Covid Awareness and need for Covid Vaccination were distributed in neighbouringshops.
- Cloth bags were prepared and distributed to Kudumbasree units in Tiruvalla
- Online Physical fitness training classes to school students during Covid pandemic
- Data recharging fund was provided to school students for online learning.
- Various motivational videos were prepared and launched in the college you tube channel for the public.
- Online Tribute to Covid health workers through video presentations.
- Tele-Counselling for students and public was started.
- Relief kits were distributed to Covid Victims with the help of Alumni contribution of Rs.25,000.
- Masks made by students were distributed.

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

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

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	_View File_
Web-Link to the Code of Conduct displayed on the institution's website	_View File_
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	_View File_
Details of the Monitoring Committee, Professional ethics programmes, if any	_View File_
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 PRACTICES

Programme I :Socially Innovative Learning programme

Objective: To arouse creativity, critical thinkingand communication skill

   To enhance general knowledge

   To develop literary skills

   To develop social commitment

Implementation Strategy: Here students convert classrooms into work stations where the participation of each and every student is ensured. Varieties of activities are chalked out with the objective of fulfilling holistic personality development.

Students are asked to familiarise with the news paper of the previous day for which the quiz is conducted daily.

"Read a book" programme is also arranged periodically.Here books are

selected according to their interest in the literary areas.

Students serve as resource persons in their locality, wherein several of their hard skills that they imbibed through the classrooms such as "Tie and Dye, Bag making, Ornament making are utilised for the benefit of the community.

Programme Outcome:Developmentof life skills

   Fosters motivation and reinforcement for the students to participate wholeheartedly in social extention activities.

   Enhances enterpreneurship skills

Programme II: Food Fest

Objective:To develop values like empathy, sharing, caring and love for society

   To extend the resources to society

   To develop social commitment

Implementation Strategy:Food fest is organised where students sell homemade cuisines and the income generated thereby is utilised for charity purposes. A portion of it is contributed to the needy students of our institution.

Programme Outcome:Enhances enterpreneurship skills

   Develops love for society

   Enhances group processing and social skills

   Develop humane values.

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

Institutional Distinctiveness 1. Value based Learning: a) Ethics classes are arranged every week where one hour is set apart. Luminaries from various walks of life are invited to imbibe values through their life experiences. Notable alumni and PTA members with high reputation are also invited for classes. b)Value based short films and videos are prepared by students and screened in their internship schools. c) Documentaries on various social issues are also prepared as part of their social commitment. d) National/International seminars are organised every year on value based topics. Through all the aforementioned activities, students become conscientised on the significance of values in their life. e) Community Based welfare programme: Teachers are social engineers and the purpose of any education is societal development. Societal development programmes are arranged wherein students and faculties participate collectively. f) Regular Prayer Meetings and Meditation sessions b) Ethics classes c) Value Education classes (Add on Course) d) Yoga and Aerobics classes (Add on Course) g). Eco-Friendly Initiatives for developing environmental values: a) Vegetable Gardening and organic farming b) Plastic Free Campus c) Bio- Waste Management System d) Plant a Garden e) Recycling of waste materials into reusable art and craft products.

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**