



## YEARLY STATUS REPORT - 2021-2022

### 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.

04692601383

- Mobile No:

8547889147

- Registered e-mail ID (Principal)

tituscollege@gmail.com

- Alternate Email ID

sunilajoji@gmail.com

- Address

Titus II Teachers College

- City/Town

Tiruvalla Pathanamthitta

- 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. **04692601383**
- Alternate phone No.(IQAC) **9562413413**
- Mobile (IQAC) **9446267547**
- IQAC e-mail address **iqactituscollege@gmail.com**
- Alternate e-mail address (IQAC) **tituscollege@gmail.com**

**3.Website address**

- Web-link of the AQAR: (Previous Academic Year) <http://www.tituscollege.ac.in/>  
<http://www.tituscollege.ac.in/pdf/AOAR/AOAR-2020-21.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-Calendar-2021-22.pdf>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 2</b>	<b>A</b>	<b>3.29</b>	<b>2014</b>	<b>05/05/2014</b>	<b>04/05/2019</b>

**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/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>Titus II Teachers College</b>	<b>RUSA</b>	<b>RUSA</b>	<b>17/10/2018</b>	<b>20000000</b>

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

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

## IQAC

**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)**

Enhanced Social Commitment through activities like physical fitness programmes for public and school students to overcome post covid syndrome, preparing learning aids and digital repositories for schools, visiting centre for autism and child development, rendering food and other aids to the poor etc. Fostering Mental and Physical health through Counselling Sessions, State level medical discourse, celebration of days related to health care etc. Creating Environmental/ ecological sustainability through conducting seed distribution, cleaning programmes, one week hygienic practices etc. Professional Enhancement and Gender Awareness through International and national webinars focusing NEP, Women empowerment, literacy skills, IPR etc. for teaching and non teaching staff. Providing Value Enrichment Programmes through scholastic and co scholastic areas.

**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
Professional Enhancement Programmes	Professional development of faculty , students, and Administrative staff
Environmental Sustainability programmes	Ecological consciousness and Environmental Awareness
Community Extension Activities	Social Commitment and civic responsibility
Mental and physical health activities	Physical fitness, Spiritual and Mental Health
Skill Acquisition Programmes	Aesthetic and Literary Skill Enhancement
National Integration activities	Cultural exchange, patriotism

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

- Name of the statutory body

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

**14. Whether institutional data submitted to AISHE**

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>TITUS II TEACHERS COLLEGE</b>
• Name of the Head of the institution	<b>Dr. ANITA MATHAI</b>
• Designation	<b>Principal in charge</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>04692601383</b>
• Mobile No:	<b>8547889147</b>
• Registered e-mail ID (Principal)	<b>tituscollege@gmail.com</b>
• Alternate Email ID	<b>sunilajoji@gmail.com</b>
• Address	<b>Titus II Teachers College</b>
• City/Town	<b>Tiruvalla Pathanamthitta</b>
• State/UT	<b>Kerala</b>
• Pin Code	<b>689101</b>
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Semi-Urban</b>
• Financial Status	<b>UGC 2f and 12(B)</b>
• Name of the Affiliating University	<b>M.G.University</b>

• Name of the IQAC Co-ordinator/Director	Dr.Sunila Thomas				
• Phone No.	04692601383				
• Alternate phone No.(IQAC)	9562413413				
• Mobile (IQAC)	9446267547				
• IQAC e-mail address	iqactituscollege@gmail.com				
• Alternate e-mail address (IQAC)	tituscollege@gmail.com				
<b>3.Website address</b>	<a href="http://www.tituscollege.ac.in/">http://www.tituscollege.ac.in/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.tituscollege.ac.in/pdf/AQAR/AQAR-2020-21.pdf">http://www.tituscollege.ac.in/pdf/AQAR/AQAR-2020-21.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.tituscollege.ac.in/pdf/Academic-Calendar-2021-22.pdf">http://www.tituscollege.ac.in/pdf/Academic-Calendar-2021-22.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A	3.29	2014	05/05/2014	04/05/2019
<b>6.Date of Establishment of IQAC</b>			03/10/2005		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Titus II Teachers College	RUSA	RUSA	17/10/2018	20000000	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		

<b>9.No. of IQAC meetings held during the year</b>	<b>3</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>Enhanced Social Commitment through activities like physical fitness programmes for public and school students to overcome post covid syndrome, preparing learning aids and digital repositories for schools, visiting centre for autism and child development, rendering food and other aids to the poor etc. Fostering Mental and Physical health through Counselling Sessions, State level medical discourse, celebration of days related to health care etc. Creating Environmental/ ecological sustainability through conducting seed distribution, cleaning programmes, one week hygienic practices etc. Professional Enhancement and Gender Awareness through International and national webinars focusing NEP, Women empowerment, literacy skills, IPR etc. for teaching and non teaching staff. Providing Value Enrichment Programmes through scholastic and co scholastic areas.</p>		
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>		

Plan of Action	Achievements/Outcomes
Professional Enhancement Programmes	Professional development of faculty , students, and Administrative staff
Environmental Sustainability programmes	Ecological consciousness and Environmental Awareness
Community Extension Activities	Social Commitment and civic responsibility
Mental and physical health activities	Physical fitness, Spiritual and Mental Health
Skill Acquisition Programmes	Aesthetic and Literary Skill Enhancement
National Integration activities	Cultural exchange, patriotism
<b>13.Whether the AQAR was placed before statutory body?</b>	No
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Nil	Nil
<b>14.Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2021-2022	20/01/2023
<b>15.Multidisciplinary / interdisciplinary</b>	
NIL	
<b>16.Academic bank of credits (ABC):</b>	
NIL	
<b>17.Skill development:</b>	
A variety of skill development activities both at the scholastic and co-scholastic levels are being offered in the institution.	
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 concerned 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.

#### Co-scholastic level

The skill enhancement is ensured through various activities like art educatin, ethics classes, add on courses, 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- Socially 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 99

Number of students on roll during the year

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

2.2 50

Number of seats sanctioned during the year

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

2.3 11

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

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

2.4 50

Number of outgoing / final year students during the year:

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

2.5 Number of graduating students during the year 50

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

2.6 49

Number of students enrolled during the year

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

## 2. Institution

4.1 1386187

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 78

Total number of computers on campus for academic purposes

## 3. Teacher

5.1 9

Number of full-time teachers during the year:

<b>Extended Profile</b>	
<b>1.Student</b>	
2.1 Number of students on roll during the year	<b>99</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of seats sanctioned during the year	<b>50</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	<b>11</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of outgoing / final year students during the year:	<b>50</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	<b>50</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	<b>49</b>
File Description	Documents
Data Template	<a href="#">View File</a>

<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	1386187
4.2 Total number of computers on campus for academic purposes	78
<b>3.Teacher</b>	
5.1 Number of full-time teachers during the year:	9
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	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	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</b>	<b>D. Any 1 of the Above</b>
--	------------------------------

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

## 1.2 - Academic Flexibility

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

6

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

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

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**

Three of the above

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

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

6

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

### 1.3 - Curriculum Enrichment

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

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.

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

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

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	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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 societal and educational relevance are organised at the national and international level to empower the learners. In order 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 strength, weakness opportunities and threats which is further rectified through mentoring sessions

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

#### 1.4 - Feedback System

**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**

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
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

48

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

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

10

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

10

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

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

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	<a href="#">View File</a>
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
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.

The assessment process at the entry-level involves identifying the different learning needs of students and their level of

readiness to undergo a professional education programme. This process begins with comprehensively evaluating each student's academic background, previous learning experiences, and abilities. This assessment may include Need assessment tests, interviews, and portfolio evaluations. Once the assessment is complete, academic support is provided to students to help them meet the requirements of the professional education programme. This support includes tutoring, study groups, academic coaching, and mentoring. Additionally, students are guided to resources such as textbooks, study guides, and online learning platforms to help them achieve their academic goals. It is ensured that academic support is tailored to meet the individual needs of each student. By providing personalised support and resources, educators scaffold students to succeed academically and meet the demands of the professional education programme.

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

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

All of the above

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

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

1:6

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

11



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.3 - Teaching- Learning Process

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

Varied learning modes are adopted in the college's B Ed and M Ed degree programs, depending on the courses and their learning outcomes. A learner-centred environment is provided in the institution through appropriate strategies such as participative, experiential, and collaborative learning to facilitate the overall development of each student-teacher as a professional. The multiple-mode approach provided for the programmes includes strategies like Lecture cum Demonstration, Buzz discussions, Brain Storming Sessions, Peer Group Discussions, Surveys, field trips, Debates, Project Work, Seminars, Dramatisation, ICT Enabled Learning and Interaction with Community. Practical training, such as an internship in two phases, is carried out by students to get real-world experience and the opportunity to apply what they have learned in a professional setting. The rationale for adopting different modes of learning (approaches, methods and techniques of teaching and learning) is to ensure maximum utilisation of all available resources, learner's characteristics (needs and background), the nature of the topic of study and the expected learning outcomes. The size of the class is also considered while adopting a transactional strategy. By using a variety of learning modes, a more engaging and effective learning experience is created for students while also catering to different learning needs and preferences.

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

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="http://www.tituscollege.ac.in/itenabled.php">http://www.tituscollege.ac.in/itenabled.php</a>
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**

97

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
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	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	<a href="http://www.tituscollege.ac.in/itenabled.php">http://www.tituscollege.ac.in/itenabled.php</a>
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

Mentoring efforts by teachers in Titus II Teachers College play a critical role in developing students' professional attributes. Teachers provide guidance and support in various aspects of professional development, including working in teams, dealing with diversity, conducting with colleagues and authorities, balancing home and work stress, and staying updated with recent developments in education and life. To develop teamwork skills, teachers create opportunities for students to work collaboratively in group activities and assignments. Teachers facilitates effective communication, conflict resolution, and delegation of tasks. Inclusive learning environments that celebrate and respect differences are promoted to address student diversity. Focus on developing empathy, cultural competence, and critical thinking skills to navigate diverse perspectives is also done. Regarding conduct with colleagues and authorities, guidance on professional etiquette, effective communication, and collaboration skills are also given. Teachers also help students develop assertiveness, problem-solving skills, and conflict-resolution strategies. Students are encouraged to prioritise self-care, set realistic goals, and manage their time effectively to balance academic and personal responsibilities. Regarding staying updated with recent developments in education and life, teachers provide guidance on resources for ongoing professional development, such as

attending conferences, networking with professionals in the field, and engaging with current research and trends. Teachers play a vital role in encouraging students to cultivate a growth mindset and a lifelong learning orientation.

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

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

Four of the above

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

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

The strategies adopted to implement the curriculum in the college are aligned with the anticipated programme outcomes. Effective teaching methods like Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, case study, survey and dialogue, ICT based teaching and learning encourage students to think critically, analyse information, solve problems, intellectual

and thinking skills, empathy, life skills, and other essential qualities in students. The process of learning and discovery, including discussions, hands-on activities, assignments, projects and internships, stimulates students' creativity and innovative abilities. Co-curricular activities - arts and sports- encourage students to express themselves creatively, allowing them to explore their talents, interests, and passions. This helps them develop their creative abilities and nurture their curiosity. In addition, teachers also focus on nurturing empathy among students, encouraging them to understand and appreciate the perspectives and experiences of others. Mentoring sessions - academic and personal- are carried out regularly to foster social-emotional learning and help students develop their interpersonal skills.

The teaching-learning process, through different strategies, methods and techniques, helps students develop essential life skills like communication, problem-solving, and decision-making

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

**2.4 - 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)**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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</b>	<b>Eight /Nine of the above</b>
---	---------------------------------

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	No File Uploaded
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	<a href="#">View File</a>

<b>2.4.3 - Competency of effective communication is developed in students</b>	<b>Three of the above</b>
---	---------------------------

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

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

**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**

**Four of the above**

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

**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**

**All of the above**

**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity**

Four of the above



**Preparation of term paper Identifying and using the different sources for study**

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

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 institution's preparatory efforts for organising an internship programme for the students include several steps. The selection and identification of schools for internships are made through a participative process involving students and faculty members. Alternatively, schools may request participation in the programme, and the institution may choose from among them. Orientation sessions are conducted for the school principal, teachers, and students who will be going for the internships. The orientation helps clarify the programme's goals and objectives and the roles and responsibilities of all the stakeholders involved. The teaching practice institution's teachers play an essential role in guiding and mentoring the practising student teachers during their internships. Their role may involve providing support, feedback, and guidance to the students and monitoring their progress and performance. Student performance assessment modes are streamlined to ensure fairness, consistency, and validity. Assessment may involve rubrics, observation checklists/ proforma maintained by the teacher educator, feedback forms, and regular meetings between the students and their mentors. The internship programme includes exposure to various secondary school set-ups, ranging from rural to urban, government to private. This helps the students gain a holistic understanding of the educational landscape and the challenges different types of schools face. Overall, the institution's preparatory efforts aim to provide prospective teachers with a rich and meaningful learning experience that prepares them for a successful career in education.

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

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

##### 2.4.9.1 - Number of final year students during the academic year

49

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	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**

Nine/All of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure

optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Various monitoring mechanisms are adopted to ensure the optimal impact of school internships involving key stakeholders such as teacher educators, school principals, teachers, and peers. Teacher educators play a crucial role in monitoring internships by providing guidance and support to student interns. They collaborate with school personnel to design internship programs aligned with curriculum objectives. Teacher educators conduct regular observations and evaluations of interns' classroom performance, providing constructive feedback and identifying areas for improvement. They also facilitate reflective discussions and mentorship sessions to enhance interns' professional growth. School principals play an important monitoring role by overseeing the overall implementation of internships. They ensure that interns are assigned to competent and supportive mentors and that the internship experience aligns with the school's vision and goals. Principals regularly meet with interns to assess their progress, address concerns, and provide necessary resources. School teachers act as mentors and co-teachers for interns, closely monitoring their performance in the classroom. They provide guidance, model effective teaching strategies, and offer feedback on lesson planning, instructional delivery, and classroom management. Peer evaluation provide valuable feedback and support during internships. Peer observations and collaborative discussions enable interns to exchange ideas, share best practices, and receive constructive criticism.

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

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

All of the above

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

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

Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

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

8

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

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

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

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

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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	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 calendar 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 institution notice board.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.6.4 - 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 Calendar 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with



the teaching learning process in not more than 100 - 200 words.

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.7.2 - Pass percentage of Students during the year

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

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 as well as 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.7.4 - Performance of outgoing students in internal assessment**

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

**49**

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

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

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

<b>2.8.1 - Online student satisfaction survey regarding teaching learning process</b>	
<a href="http://tituscollege.ac.in/student-satisfaction-survey.php">http://tituscollege.ac.in/student-satisfaction-survey.php</a>	
<b>RESEARCH AND OUTREACH ACTIVITIES</b>	
<b>3.1 - Resource Mobilization for Research</b>	
<b>3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year</b>	
0	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded
<b>3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)</b>	
0	
<b>File Description</b>	<b>Documents</b>
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
<b>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</b>	One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

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

## 3.2 - Research Publications

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

10

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	<a href="#">View File</a>
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

8

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

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

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

50

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

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

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	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	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 2021-22

The College had arranged a number of outreach programmes. 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 students. The various subject associations chalk out their outreach activities and get it implemented.

The major outreach activities organised during the academic year 2021-2022 are highlighted below.

- World Environment Day Survey to public
- Pragma; Providing Learning aids to school students
- State level Medical Discourse on Menstrual Cycle in collaboration with Women's Cell and Kudumbasree unit of Nedumbram Panchayat
- Online Physical fitness training classes to school students
- Counselling for students and public
- An 'Open discussion on 'Marriage & Dowry system' was organized by the Women's Cell& Kudumbasree unit
- Gender Awareness Programme
- International Multidisciplinary Webinar on Gender
- Sessions on Yogic asanas and Meditation

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

0



File Description	Documents
Data as per Data Template	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

Five/Six of the above

**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **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 ICTfacility. There are 78 computers with internet facility in thecampus for academic purpose. We have 4 laboratories, 1 main fullyautomated library and department libraries, 1 auditorium, playground andComputer centre with photostat facility. The college hasLCD projectors, computers, smart boards, CCTV cameras, sound system,recording facilities andsmart televisions.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

6

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

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

2199826

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**4.2 - Library as a Learning Resource**

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

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)

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.

#### LIBSOFT GATE REGISTER

Recording of Member Entry, Exit with Date & Time using Barcoded ID-Card

Display of Member Details with Photo

Integrated with LIBSOFT Membership Module

Detailed Report of Members Visit in the Library, etc

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

LIBSOFT - Android OPAC APP for Android Smartphone

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

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

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)

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.

#### LIBSOFT GATE REGISTER

Recording of Member Entry, Exit with Date & Time using Barcoded ID-Card

Display of Member Details with Photo

Integrated with LIBSOFT Membership Module

Detailed Report of Members Visit in the Library, etc

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

LIBSOFT - Android OPAC APP for Android Smartphone

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

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
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	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
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)**

18742

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	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**

80

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	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**

One of the above

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

### 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	<a href="#">View File</a>
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	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

A. 1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	No File Uploaded

#### 4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

One of the above



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://youtube.com/@teachertechmedia8724?si=eX72xCV5jJuRHV2B">https://youtube.com/@teachertechmedia8724?si=eX72xCV5jJuRHV2B</a>
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	<a href="https://www.youtube.com/live/XZkJpKXRNjY?si=n722XghH8bDLMuL6">https://www.youtube.com/live/XZkJpKXRNjY?si=n722XghH8bDLMuL6</a>
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)

865505

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The 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 Governing 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	<a href="http://www.tituscollege.ac.in/pdf/policies.pdf">http://www.tituscollege.ac.in/pdf/policies.pdf</a>
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

<b>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b>	All of the above
--	------------------

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

<b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common</b>	Nine or more of the above
---	---------------------------

<b>rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b>													
<table border="1"> <thead> <tr> <th data-bbox="76 383 523 450">File Description</th> <th data-bbox="523 383 1394 450">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 450 523 517">Geo-tagged photographs</td> <td data-bbox="523 450 1394 517" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 517 523 584">Any other relevant information</td> <td data-bbox="523 517 1394 584" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	<a href="#">View File</a>	Any other relevant information	No File Uploaded							
File Description	Documents												
Geo-tagged photographs	<a href="#">View File</a>												
Any other relevant information	No File Uploaded												
<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>A. All of the above</b>												
<table border="1"> <thead> <tr> <th data-bbox="76 1055 523 1122">File Description</th> <th data-bbox="523 1055 1394 1122">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1122 523 1223">Data as per Data Template for the applicable options</td> <td data-bbox="523 1122 1394 1223" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 1223 523 1323">Institutional guidelines for students' grievance redressal</td> <td data-bbox="523 1223 1394 1323" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 1323 523 1503">Composition of the student grievance redressal committee including sexual harassment and ragging</td> <td data-bbox="523 1323 1394 1503" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 1503 523 1603">Samples of grievance submitted offline</td> <td data-bbox="523 1503 1394 1603" style="text-align: center;"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="76 1603 523 1671">Any other relevant information</td> <td data-bbox="523 1603 1394 1671" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template for the applicable options	<a href="#">View File</a>	Institutional guidelines for students' grievance redressal	<a href="#">View File</a>	Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>	Samples of grievance submitted offline	<a href="#">View File</a>	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template for the applicable options	<a href="#">View File</a>												
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>												
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>												
Samples of grievance submitted offline	<a href="#">View File</a>												
Any other relevant information	No File Uploaded												
<b>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</b>	<b>Five or more of the above</b>												

**Cell Concession in tuition fees/hostel fees  
Group insurance (Health/Accident)**

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

**5.2 - Student Progression**
**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>21</b>	<b>49</b>

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

**5.2.2 - Number of student progression to higher education during the academic year**
**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).**

**1**

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

18

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

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

#### Student Council activities 2021-2022

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. The list is attached

below as file.

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 this experience, 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.

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

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

5

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

#### 5.4 - Alumni Engagement

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

The Alumni Association 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 Association provides financial 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	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**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**

One/Two of the above

**activities other than class room activities**  
**Support to curriculum delivery**  
**Student mentoring**  
**Financial contribution**  
**Placement advice and support**

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

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**The Alumni Association organises inter collegiate Choreography competition once in two years. The alumni members also serve as resource persons in our academic programme**

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



## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The Vision of the College is "Lighted to Lighten"

The mission of the college is to

- "Impart education to develop a wholesome personality among its students with moral, civic, and human-rights consciousness.
- Involve and interact with the community as agents of transformation.
- Promote exploration in the realm of Teacher Education in the light of Christian understanding of World and Society.

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission of the college. The leadership is democratic in outlook and ensures the participation of staff (academic as well as administrative) and students in its policy making. Separate as well as combined staff meetings and student committees are held to analyze the requirements and draft and present the affairs to the Governing board which is headed by the Manager of the college .

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	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 decentralized and participatory management is ensured in all its processes. The college's functioning is overseen by a governing board headed by the manager, the principal, staff representative and educational experts. Democracy is followed in both academic and administrative functioning.

As per the directions of IQAC, the Administrative staff council meets initially and designates duties to various members of administrative staff.

As per the directions of IQAC, the Academic staff council meets and designates duties to the teaching faculty. The selection of electives, various co-curricular activities for the year etc are charted. Teachers are given the freedom to choose the charge of core papers, electives, and the various clubs and associations.

A student union is also elected as per the directives of the University. Different committees and if needed subcommittees are formed to chart out the different activities like college magazine, arts club, recreation club, sports club etc

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

**Transparency in Financial Functions:** The College budget is finalized each academic year by the governing board after the discussions involving staff and students. The RUSA, UGC, Management and student finances are properly utilized and documented.

The accounts are audited by internal, external as well as relevant government agencies.

**Transparency in Academic Functions:**

The academic coordinator is in charge of the teaching-learning activities and assessment. The details about the clubs, activities, rules, etc is given to students via a Student Handbook. The syllabus is given in printed form. Timely examinations are conducted, marks published and feedback given. Internal marks are announced, given time for clarification or grievances and then only uploaded in the university marks portal.

**Transparency in Administrative Functions:**

Appointments to teaching and administrative posts are done as per UGC , University and government norms .

The admissions are also conducted transparently according to the University and government rules.

The Right to Information Act is respected and clarifications sought are timely attended to.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.2 - Strategy Development and Deployment

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

The institutional Strategic plan(based on the PIME principle of Planning, Implementation, Monitoring and Evaluation.) is effectively deployed in each activity of the college.

In the year 21-22, the conduct of an International Webinar can be cited:

### Planning Stage

- Deciding the Topic
- Deciding the resource persons and knowing their requirements
- Deciding the target audience
- Deciding the platform
- Deciding the expenses
- Deciding the matter for the brochure
- Delegating duty for registration, Paper presentations etc

### Implementation stage

- Inviting the Resource persons
- Sending out the brochures by mail, as PDF via email and Whatsapp
- Compiling the list of participants

- Charting the SOP( Standard Operating Procedures)

#### Monitoring Stage

- Ensuring the viability of the online platform
- Ensuring that the SOP is being adhered to

#### Evaluation Stage

- Analysing the oral and documented feedback
- Documenting pertinent information for modification in further programmes

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="#">NIL</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures. The administrative set up is as per Government and University Directives . The institution is accountable to the Higher Education Commission of the Mar Thoma Church too.The appointment and service rules followed are of the UGC, Mahatma Gandhi University and the Kerala Stategovernment.

The common procedure followed in the case of Appointments is as followed:

- obtaining the concurrence for appointment
- publication of notification in government prescribed

platforms like University News

- Scrutiny as per norms
- constituting the interviewing body as per government norms
- Informing the candidates
- Documentation of the process
- Obtaining university and state approval after appointment

File Description	Documents
Link to organogram on the institutional website	<a href="http://tituscollege.ac.in/2managerialSystem.php">http://tituscollege.ac.in/2managerialSystem.php</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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.

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

The IQAC coordinates the programmes of the college. Delegation for democratic participation and collective effort is ensured by

forming various bodies. Each cell, committee, council, Governing body etc maintains a report/ minutes of each meeting it conducts. This enables effective documentation and the follow up in implementation. The secretary is entrusted with the duty of maintaining the minutes . In the absence of the official secretary, a recording secretary will be selected from the body. The president and the secretary in consultation with the principal .

Decision based on minutes:Example-The Christmas celebrations 2021

- Charted the programme- official charge given to one teacher to budget, track and report the expenditure to the administrative wing
- Decided the chief guest and other invitees
- Delegated duties like stage decoration , hall and arrangement, games reception, refreshment etc to staff and student representatives

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

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

Effective welfare measures are implemented for the teaching and non-teaching staff. Some of them are listed below

- Personal workspace with desktop and uninterrupted internet facility and wifi connection
- Duty leaves for professional growth like refresher or short term courses

- Permission to avail commuted leave to complete coursework for Ph.D.
- Sanctioning and completing administrative hurdles to avail PF loan if required
- Sanction to avail LWA as per government stipulations
- Permission to attend seminars, workshops and conferences
- Permission to undertake research guideship in outside universities
- Fellowship opportunities
- Facilities for personal counseling
- Teaching faculty-funded OASIS(occasional aid and support instituted by staff) offers financial and personal support to those among the staff who require it
- Permission to stay in campus to complete work outside of working hours
- Proper lunch rooms,drinking water, restrooms and sick room

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

0



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

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

3

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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, wherever 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	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

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

The institution conducts internal and external financial audits regularly.

The management of the college appoints the internal and external

auditors. The auditors audit the account half-yearly. In the relevant year, Kuruvilla & company, Chartered accountants, Pathanamthitta served as the internal auditors and Koor & Company, Chartered Accountants, Ernakulam, functioned as the External Auditors. The College has a computerised well functioning Administrative set-up. Whole hearted support is provided by the administrative staff in providing any document or clarification requested.

Audit objections/ suggestions are discussed in the administrative wing and necessary steps are taken to carry out the requirements. The Principal conveys the requirements to the academic staff as per requirement

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

278000

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View File</a>
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 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 regarding

- the curriculum
- updating library and laboratories
- general and optional subject associations
- clubs and associations like Magazine, Documentation etc,
- financial status of students
- grievances of students,
- suggestions received during mentoring and counselling sessions, etc.

The requirements are then compiled and presented in appropriate bodies such as the governing council, PTA, Alumni Association, Former staff, Mar Thoma Church's benevolent fund, current staff, subject associations, student bodies, well-wishers (sponsors) etc for mobilization of resources.

The administrative wing takes all the necessary steps to avail scholarships and grants that are available for eligible students.

Proposals are also submitted when Government funds are available through UGC/RUSA, etc for building construction and maintenance.

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 reviews the effectiveness of the steps taken.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

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

The college has a governing board headed by the manager, principal, staff representative and educational experts. The IQAC functions beneath it. The IQAC initiates, plans, implements and evaluates the various activities of the college through various committees and bodies. The programmes are charted based on the student's need assessment survey, and feedback from PTA, Alumni and stakeholders.

At the beginning of each academic year, staff are deputed to head the IQAC along with the Principal. The IQAC then evaluates the functioning of the previous year and sets the benchmarks for the new year. The various committees required for smooth functioning are formulated. The activities, projects and programmes are charted and documented in the handbook. The IQAC meets periodically to monitor and evaluate if the year plan is being followed effectively.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The IQAC reviews the teaching-learning process in the institution periodically through assessment of entry ,and in-sem examination marks as well as university examination results. Based on the information collected, if needed, the students are provided with personal and educational counselling as well as remedial coaching. Feedback from students and parents is also taken into account

The college has a governing board headed by the manager, principal, staff representative and educational experts, to which the IQAC(Staff) are accountable. The governing board meets periodically to assess the academic and administrative functioning of the institution.

The students can also comment upon/review the teaching learning process through the periodic feedback mechanisms that are available or via the grievance redressal mechanism.

Our Alumni members also help us in reviewing the process by sharing the latest developments they have encountered and the problems that they face.

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

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

73

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

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

Three of the above

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

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

The institution strives to achieve incremental improvements each year. After the previous accreditation, two initiatives that were striven for are:

1] Raise the status of the college to research centre: With an effectively functioning B.Ed. and M.Ed. department and with the presence of faculty who uphold a research orientation and are doctorate holders, it was decided to take efforts to elevate the college to the status of a research centre. The necessary physical infrastructure and the mandatory qualifications for guideship is being strived to be achieved.

2] Mobilise funds to develop the infrastructure of the college: The college applied for and has been granted financial aid, using which physical infrastructure is being developed

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

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

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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

One of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**7.1.4 - Institution has water management and conservation initiatives in the form of 1.**

One of the above

<b>Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage</b>	
File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<p>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</p>	
<p><b>Under the Social Service League cleanliness drive and awarenessprogramme is carried out frequently on a regular basis. The campus is covered with a lot number of shady treeswhich provide fresh airand cool breeze. During hot seasons pots are kept at differentpoints in the campus to provide water for other living beings.Thevehicles parking lot is arranged away from the classrooms to reduceair and sound pollution. The college is a narcotic and plastic freezone and special care is ensured for waste management.</b></p>	
File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<p><b>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</b></p>	<p><b>Three of the above</b></p>

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

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

0

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

Learning aids like mobile phones, books and other accessories were provided to school students. Posters on Covid Awareness and need for Covid Vaccination were distributed in neighbourhoods. 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 YouTube channel for the public. Online Tribute to Covid health workers through video presentations. Tele-Counselling for students and public was started.

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

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

**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	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
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 thinking and communication skill To enhance general knowledge

To develop literary skills To develop social commitment  
Implementation Strategy: Here students convert classrooms into workstations 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.

Programme II: GENDER EDUCATION : INTERNATIONAL SEMINAR

Objective: To inculcate the values of gender equality, awareness and sensitization.

Implementation Strategy: These values are taught through the International Seminar with specific sub-themes.

Programme outcome: developing gender qualities for a qualitative society.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 7.3 - Institutional Distinctiveness

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

**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 shortfilms 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>