



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	TITUS II TEACHERS COLLEGE
• Name of the Head of the institution	SUNILA THOMAS
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04692601383
• Mobile No:	9446267547
• 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	Betsy Joseph E.				
• Phone No.	04692601383				
• Alternate phone No.(IQAC)	9446108198				
• Mobile (IQAC)	9446267547				
• IQAC e-mail address	iqactituscollege@gmail.com				
• Alternate e-mail address (IQAC)	tituscollege@gmail.com				
3.Website address	http://www.tituscollege.ac.in/				
• Web-link of the AQAR: (Previous Academic Year)	http://tituscollege.ac.in/pdf/AOAR/AOAR-2021-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://tituscollege.ac.in/pdf/Academic-Calendar-2022-23.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	Nil	2004	Nil	Nil
Cycle 2	A	3.29	2014	05/05/2014	05/05/2019
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	
Titus II Teachers College	RUSA	RUSA	17/10/2018	20000000	
8.Whether composition of IQAC as per latest			Yes		

NAAC guidelines		
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. Well planned curriculum delivery and documentation 2. Co-ordinated activities catering to student diversity, teaching-learning process, mentoring and remedial programmes, continuous and comprehensive evaluations, preparation of academic calender in par with the affiliated university, mapping of student performance and learning outcomes. 3. Facilitated research innovations and extensions 4. Scaffolded student support and progression. 5. Adopted strategies to improve governance, leadership, management and initiated best practices to inculcate values on gender equity, environmental consciousness and sustainability, inclusion, professional ethics and universal values.</p>		
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
Curriculum Planning and Implementation	Transaction of well planned flexible, enriched curriculum delivery and documentation
Implementation of effective teaching-learning process	Systematic, sequential, planned course of action on the part of both teachers and learners to achieve the predetermined outcomes
Promote Research Innovation and Extension	Created an ecosystem of creation and transformation of knowledge through mobilisation of resources, collaborations and extension activities
Maintenance and upgradation of Infrastructure and learning resources	Facilitated better instruction, improved student outcomes and overall development of the learning environment
Facilitation of support system for student progression	Improved skill development, better grievance redressal, capability enhancement, student scholarships, effective mentoring and remedial programs, placements and improved student participation.
Quality improvement in governance, leadership and management	Augmented practices of decentralization and participative management, e-governance, faculty empowerment, financial management and resource mobilisation, quality audits and community collaborations.
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	

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

14. Whether institutional data submitted to AISHE

Year	Date of Submission
C11749-2013 Submitted	Nil

15. Multidisciplinary / interdisciplinary

In the context of a teacher education institution, the pursuit of multidisciplinary research endeavors is pivotal to address contemporary societal challenges effectively. To foster this approach in alignment with the National Education Policy (NEP) 2020, several practices are implemented. Titus II Teachers College envisions Multidisciplinary/Interdisciplinarity at three levels of curriculum transaction. 1. Intra-disciplinary 2. Inter-disciplinary 3. Trans-disciplinary The institution could establish collaborative projects that bring together educators, psychologists, sociologists, and other experts to explore innovative teaching methodologies and understand the holistic development of students .The college prepares the trainees to embrace an integrated development of their personality by including social psychological, emotional and moral dimensions of self development. Moreover, incorporating cross-disciplinary courses in the curriculum could encourage future educators to think beyond their specific subject areas. The Intradisciplinary practices ensure the integration of knowledge and skills within one subject area. Association activities of different subjects are planned to bring in the collaboration of different areas of Science, Social sciences, Commerce, Arts and Literature. The interdisciplinary exercises draw knowledge from several fields like Sociology, Psychology, Economics, Philosophy, Gender studies. Seminars, projects, assignments, practical works, field studies are conducted to bring in insights of several established disciplines. Transdisciplinary learning that crosses disciplinary boundaries to create a holistic approach. It helps the teachers and students to widen the thinking to understand real world problems in a wider perspective and bring out the best possible solution for it. The college facilitates learning experiences in Environmental Education, Health and Physical Education, Guidance and Counseling as elective courses. The college affirms the importance of correlations of different areas through courses like Language Across the Curriculum, Organic Farming, Art Education, Career guidance, Add on course on foreign languages like Spanish. Furthermore, encouraging educators and student teachers to attend

and present at interdisciplinary conferences or engage in collaborative projects with other departments within the institution and outside facilitates a multidisciplinary approach.	
16.Academic bank of credits (ABC):	
The college is affiliated to the Mahatma Gandhi University , Kottayam, Kerala. The University is yet to embark on the Academic Bank of Credits	
17.Skill development:	
The college provides opportunities for Communicative skills(communicative English, communicative Hindi) Creative and Critical thinking initiatives Management skills Professional orientation skills Digital literacy Life skills The college also provides training in Yoga, Aerobics, Zumba dance ,Communicative English, Fabric Dyeing(Tie and Dye) for all its students. (http://tituscollege.ac.in/3skill-development-initiatives.php)	
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
The college upholds Indian traditions along with global trends.Opportunity is provided to inculcate Indian values and culture and traditions through ethics classes, and by teaching traditional folksongs. Steps are taken for teaching communicative Hindi. Classes are made bilingual to cater to the needs of culturally diverse students.However no online course is being conducted for the same.	
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):	
The college focusses on OBE. It has specific Programme outcomes , Course outcomes and Programme specific outcomes The details are presented in http://tituscollege.ac.in/2ProgrammeOutcome.php	
20.Distance education/online education:	
Though the college utilises online facilities for the Teaching-Learning Programmes via google meet, google classrooms etc, it is yet to start an online course.	
Extended Profile	
1.Student	
2.1 Number of students on roll during the year	97

File Description	Documents
Data Template	No File Uploaded
2.2 Number of seats sanctioned during the year	50
File Description	Documents
Data Template	No File Uploaded
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	10
File Description	Documents
Data Template	No File Uploaded
2.4 Number of outgoing / final year students during the year:	47
File Description	Documents
Data Template	No File Uploaded
2.5 Number of graduating students during the year	47
File Description	Documents
Data Template	No File Uploaded
2.6 Number of students enrolled during the year	50
File Description	Documents
Data Template	No File Uploaded
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	2345789076

4.2	23
Total number of computers on campus for academic purposes	

3. Teacher

5.1	8
Number of full-time teachers during the year:	

File Description	Documents
Data Template	No File Uploaded
Data Template	No File Uploaded

5.2	11
Number of sanctioned posts for the year:	

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

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

practicums are chalked out considering the local needs and reflections of the community.

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

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

C. Any 3 of the above

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

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

A. All of the Above

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

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

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

1.2.2 - Number of value-added courses offered during the year	
1	
1.2.2.1 - Number of value-added courses offered during the year	
1	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
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	View File
Course completion certificates	View File
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	

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

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

3

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

3

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	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, organic farming are some of the highlight thrust areas.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

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

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
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. Socially innovate leaning programmes were also arranged to enhance the skills of students (SILP)

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Two of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected and analysed
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

50

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

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

Nil

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

8

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

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

0

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

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	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 entry-level assessment process is a comprehensive evaluation that aims to determine the diverse learning needs of students and assess their preparedness for a professional education program. This process typically involves a multi-faceted approach, including academic evaluations, interviews, and group discussions. Through these assessments, educators gain insights into students' prior knowledge, skills, and learning styles, enabling the tailoring of educational strategies to meet individual needs.

Moreover, the process evaluates students' readiness for the demands of a professional education program, considering factors such as motivation, time management, and interpersonal skills. Academic support is then tailored to address identified gaps and enhance overall preparedness. This support may encompass tutoring, mentorship programs, / and workshops focused on study skills, ensuring that students receive targeted assistance to thrive in their academic journey and successfully navigate the challenges of a professional education program.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

<p>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</p>	<p>All of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 651 550 712">File Description</th> <th data-bbox="550 651 1471 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 712 550 779">Data as per Data Template</td> <td data-bbox="550 712 1471 779">View File</td> </tr> <tr> <td data-bbox="86 779 550 920">Relevant documents highlighting the activities to address the student diversities</td> <td data-bbox="550 779 1471 920">View File</td> </tr> <tr> <td data-bbox="86 920 550 1025">Reports with seal and signature of Principal</td> <td data-bbox="550 920 1471 1025">View File</td> </tr> <tr> <td data-bbox="86 1025 550 1131">Photographs with caption and date, if any</td> <td data-bbox="550 1025 1471 1131">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1131 550 1198">Any other relevant information</td> <td data-bbox="550 1131 1471 1198">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Relevant documents highlighting the activities to address the student diversities	View File	Reports with seal and signature of Principal	View File	Photographs with caption and date, if any	No File Uploaded	Any other relevant information	No File Uploaded	
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Data as per Data Template	View File												
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Reports with seal and signature of Principal	View File												
Photographs with caption and date, if any	No File Uploaded												
Any other relevant information	No File Uploaded												
<p>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</p>	<p>All of the above</p>												

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

6:1

2.2.4.1 - Number of mentors in the Institution

9

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

Titus II Teachers College utilizes a multi-faceted approach to teaching and learning, fostering active student engagement. This report outlines the diverse modes employed and their rationale for various programs:

Modes:

- **Experiential Learning:** Students gain practical knowledge through simulations, case studies, and field projects, fostering critical thinking and problem-solving skills. (e.g., practicing teaching skills in simulated classrooms in Semester

I)

- **Participative Learning:**Active student involvement through discussions, presentations, and group activities promotes critical thinking, communication, and collaboration skills. (e.g., debates on educational policies, through out the programme)
- **Problem-Solving Methodologies:**Students develop analytical and decision-making skills by tackling real-world problems relevant to their chosen field. (e.g., designing lesson plans addressing specific learning challenges, during Semester II)
- **Brainstorming:**Collaborative generation of ideas fosters creativity, innovation, and critical thinking skills. (e.g., brainstorming new teaching techniques for diverse learning styles, through out the programme)
- **Focused Group Discussions:**In-depth exploration of specific topics allows for diverse perspectives, fostering critical thinking and communication skills. (e.g., discussing the ethical considerations in teaching, in Semester IV specifically)
- **Online Mode:**E-learning platforms provide flexibility, access to diverse resources, and opportunities for self-directed learning. (e.g., online modules on educational technology)

This multi-modal approach caters to diverse learning styles, fosters deeper understanding, and equips students with essential skills for success in the field of education. It prepares them to be active, engaged, and adaptable educators, capable of addressing the evolving needs of learners in today's dynamic world.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

10

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://www.tituscollege.ac.in/itenabled.php
Any other relevant information	No File Uploaded

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

92

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	http://www.tituscollege.ac.in/itenabled.php
Any other relevant information	No File Uploaded

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

Titus II Teachers College prioritizes continuous mentoring to nurture crucial professional attributes in its students. Regular mentoring sessions are integrated into the curriculum, ensuring continuous support and guidance by dedicating space in weekly timetables. Beyond academic guidance, mentors create a safe space for personal development and emotional well-being, fostering well-rounded individuals and thus a holistic approach in teaching learning process.

Areas of Focus:

- **Teamwork:** Mentors guide students in effective communication, collaboration, and conflict resolution within teams, preparing them for collaborative environments in educational settings.
- **Student Diversity:** Mentors equip students with strategies to recognize and appreciate diverse learning styles, cultural backgrounds, and needs, fostering inclusive and effective teaching practices.
- **Professional Conduct:** Mentors impart essential skills for respectful and professional interactions with colleagues, parents, and school authorities, building strong professional relationships.
- **Work-Life Balance:** Mentors provide guidance on managing time effectively and utilizing resources to maintain a healthy balance between professional responsibilities and personal well-being.
- **Continuous Learning:** Mentors encourage and support students in staying updated on educational trends, innovations, and best practices through various resources and discussions.

Through this comprehensive mentoring program, Titus II Teachers College aims to cultivate future educators who are not only well-equipped with academic expertise but also possess essential professional skills, a strong sense of well-being, and the ability to thrive in diverse educational environments.

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

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

Five/Six of the above

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

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

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	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

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

All of the above

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

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

Ten/All of the above

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

File Description	Documents
Data as per Data Template	View File
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	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>Four of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="86 568 549 631">File Description</th> <th data-bbox="549 568 1471 631">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 631 549 694">Data as per Data Template</td> <td data-bbox="549 631 1471 694">View File</td> </tr> <tr> <td data-bbox="86 694 549 801">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="549 694 1471 801">View File</td> </tr> <tr> <td data-bbox="86 801 549 945">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="549 801 1471 945">View File</td> </tr> <tr> <td data-bbox="86 945 549 1012">Any other relevant information</td> <td data-bbox="549 945 1471 1012">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Samples prepared by students for each indicated assessment tool	View File	Documents showing the different activities for evolving indicated assessment tools	View File	Any other relevant information	View File	
File Description	Documents										
Data as per Data Template	View File										
Samples prepared by students for each indicated assessment tool	View File										
Documents showing the different activities for evolving indicated assessment tools	View File										
Any other relevant information	View File										
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>All of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="86 1487 549 1550">File Description</th> <th data-bbox="549 1487 1471 1550">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1550 549 1612">Data as per Data Template</td> <td data-bbox="549 1550 1471 1612">View File</td> </tr> <tr> <td data-bbox="86 1612 549 1720">Documentary evidence in support of each response selected</td> <td data-bbox="549 1612 1471 1720">View File</td> </tr> <tr> <td data-bbox="86 1720 549 1863">Sample evidence showing the tasks carried out for each of the selected response</td> <td data-bbox="549 1720 1471 1863">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1863 549 1930">Any other relevant information</td> <td data-bbox="549 1863 1471 1930">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence in support of each response selected	View File	Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded	Any other relevant information	View File	
File Description	Documents										
Data as per Data Template	View File										
Documentary evidence in support of each response selected	View File										
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded										
Any other relevant information	View File										
<p>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning</p>											

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

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

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

A well-planned internship program in Titus II Teachers College starts with choosing schools collaboratively. Students and faculty prepare through orientations, while teachers guide and assess student performance throughout the internship phase.

Selection of Schools: Titus II Teachers College employs a participative approach for selecting internship schools. The college collaborates with schools through mutual requests, ensuring a good fit between the institutions' needs and the students' learning objectives.

Orientation: Prior to the internship, orientations are conducted for both school personnel and students. School principals and teachers are briefed on the program's goals, expectations, and support mechanisms. Students receive comprehensive guidance on classroom conduct, professional etiquette, and effective teaching strategies.

Faculty Role: The college faculty plays a crucial role in supporting the internship program. They guide students in lesson planning, classroom management, and reflection on their experiences. Additionally, faculty members may conduct observations and provide feedback to students throughout the internship.

Assessment: Student performance is assessed through a multifaceted approach. This may include classroom observations, lesson plan evaluations, feedback from cooperating teachers, and student self-reflection reports.

Exposure to diverse settings: The College strives to provide students with exposure to a variety of school settings. This could involve placements in urban, rural, and semi-urban schools, catering to different socio-economic backgrounds and educational needs.

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

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

2.4.9.1 - Number of final year students during the academic year

49

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

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.

Titus II Teachers College utilizes a multi-layered approach to monitor and ensure the effectiveness of its internship program:

- **Teacher Educators:** They conduct regular classroom observations, providing feedback on teaching practices and facilitating group discussions for interns to reflect on their experiences.
- **School Principals:** The principal monitors the overall program implementation within the school and offers feedback to the college on its effectiveness.
- **School Teachers (Cooperating Teachers):** These teachers provide daily guidance and support to interns, offering feedback on lesson plans, teaching methods, and student engagement. They also submit written evaluations of intern performance.
- **Peers:** Interns learn from each other through observing one another's teaching practices and participating in peer feedback sessions to share experiences and insights.

This comprehensive approach ensures continuous monitoring, feedback, and support for interns throughout their internship, maximizing the program's positive impact on interns, participating schools and the college.

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

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

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

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

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

6

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

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

Nil

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

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

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

Titus II Teachers College faculty actively engage in various initiatives to maintain and enhance their professional knowledge and skills. Here are some notable examples:

1. In-house Discussions:

- Regular faculty meetings dedicated to discussing current trends, challenges, and best practices in education.
- Collaborative exploration of new pedagogical approaches and educational technology tools.
- Sharing successful teaching methods and student engagement strategies among colleagues.

2. Information Sharing:

- Within the college:
 - Conducting workshops or seminars on recent educational policies and regulations for colleagues.
 - Presenting research findings or innovative teaching practices at internal conferences or forums.
- With other institutions:
 - Collaborating with faculty from other colleges for knowledge exchange and joint research projects.
 - Participating in national and international conferences to learn from experts and network with peers.

Other professional best 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.

These efforts foster continuous learning, collaboration, and a culture of professional development among the faculty at Titus II Teachers College, ultimately benefiting both the educators and their students.

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

2.6 - Evaluation Process

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

The college administration monitors adherence to the CIE schedule. Faculty are offered support, if necessary. This involve providing resources or adjusting deadlines in unforeseen circumstances.

The major components of the Continuous Internal Evaluation system includes

- Varied Assessment Tools: CIE goes beyond traditional exams, incorporating assignments, portfolios, presentations, group discussions, projects, and participation in class activities.
- Course-Aligned Assessments: Evaluations directly link to course learning outcomes, ensuring students demonstrate their understanding of key concepts and skills.
- Regular Feedback: Students receive timely feedback on their performance, allowing them to identify strengths, address weaknesses, and improve their learning continuously.
- Transparency and Fairness: Evaluation criteria are clearly outlined in advance, and the assessment process is fair and consistent for all students.

Benefits:

- Organized Assessment:Aligning CIE with the calendar promotes a well-organized and predictable assessment process for both faculty and students.
- Timely Feedback:Students receive timely feedback on their progress, allowing them to identify areas for improvement

early and adjust their learning strategies.

- **Reduced Stress:**A structured schedule minimizes last-minute workload for both students and faculty, fostering a more manageable learning environment.

By adhering to the academic calendar for CIE, Titus II Teachers College ensures a smooth, efficient, and fair assessment process for all stakeholders

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

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

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

Mechanism Overview:

The grievance redressal mechanism at Titus II Teachers College follows a multi-tiered approach:

Stage 1: Communication with Subject Faculty:

- Students with initial concerns regarding their examination results are encouraged to directly approach the subject faculty within a stipulated timeframe after receiving their grades.
- Faculty members are expected to address student concerns promptly and provide a clear explanation for the awarded grade.

Stage 2: Intervention Of Academic Co-ordinator:

- If the student remains unsatisfied with the faculty's explanation, they can submit a formal written complaint to Academic Coordinator within a specified timeframe.
- The AC will review the complaint and liaise with the concerned faculty member to investigate the issue.
- The student may be invited to present their issue and provide supporting evidence, if any.
- The AC will aim to resolve the issue amicably within a defined timeframe.

Stage 3: Internal Complaints Committee (ICC):

- In case the AC's resolution is not satisfactory, the student can escalate their grievance to the ICC constituted by the college.
- The ICC typically comprises the senior faculty members- Head of the institution as the chairman, Academic Coordinator, a faculty member who is in charge of discipline and a student representative.
- The committee will review the issue, including the complaint, faculty response, and any supporting evidence.
- The student and faculty member may be invited for a hearing before the committee to present their arguments.
- The ICC's decision on the matter will be final and binding.

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

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

Titus II Teachers College implements a robust Continuous Internal Evaluation (CIE) system to assess student learning throughout the semester.

The comprehensive CIE system provides a deeper understanding of student progress, promotes active learning, and allows for adjustments in teaching strategies if needed. Titus II Teachers College ensures timely and systematic internal evaluation (CIE) by adhering to a well-defined academic calendar.

The academic calendar clearly outlines the schedule for conducting CIE activities for each course throughout the semester. The institutions academic calendar is prepared in coordination with the academic calendar prepared by the Mahatma Gandhi University at the beginning of the academic year. The institutions academic calendar clearly specifies the deadlines for assignments, tests, presentations, projects, practicals and practicum submissions. Faculty members receive the academic calendar at the beginning of the year. Teachers plan their courses and assessments in alignment with the designated CIE deadlines. This ensures a balanced distribution of evaluation activities throughout the semester and avoids last-minute rushes.

The college administration monitors adherence to the CIE schedule. Faculty are notified of any potential delays and offered support, if necessary. This involve providing resources or adjusting deadlines in unforeseen circumstances.

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

2.7 - Student Performance and Learning Outcomes

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

Titus II Teachers College ensures a strong connection between its Programme Learning Outcomes (PLOs) and Course Learning Outcomes

(CLOs), and the teaching-learning process through several key strategies:

- **Course Design and Delivery:** Course syllabi clearly articulate the CLOs aligned with the relevant PLOs. This transparency allows both students and faculty to understand the learning objectives and the bigger picture of how their studies contribute to their overall development..
- **Assessment Strategies:** Assessment methods used throughout the teaching-learning process directly evaluate the achievement of CLOs. This ensures that student learning is measured against the intended outcomes, providing valuable feedback to both students and faculty.
- **Curriculum Mapping:** A curriculum mapping exercise is conducted regularly, where faculty members systematically analyze how each course contributes to achieving the PLOs. This mapping exercise identifies specific learning activities, assessments, and teaching methods that directly target the desired CLOs, ultimately leading to the attainment of PLOs

Faculty updates themselves on curriculum mapping, learning outcomes alignment, and effective teaching strategies to ensure their pedagogical practices actively support the achievement of stated PLOs and CLOs. By implementing these strategies, Titus II Teachers College fosters a learning environment where the teaching-learning process actively aligns with the stated PLOs, ultimately equipping students with the necessary knowledge, skills, and values to succeed in their chosen profession

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

2.7.2 - Pass percentage of Students during the year

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

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

Titus II Teachers College is dedicated to fostering the professional and personal growth of its students. The following methods are employed to monitor student progress in alignment with the stated Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)..

Monitoring Mechanisms:

- **Internal Evaluation (CIE):** This comprehensive system assesses student learning throughout the semester through various methods like tests, assignments, presentations, projects, and participation. These assessments not only evaluate mastery of specific course content (CLOs) but also provide insights into broader skill development, such as critical thinking, problem-solving, and communication.
- **Self-reflection:** Students are encouraged to engage in regular self-reflection through journaling, portfolios, or surveys. This allows them to track their progress, identify areas for improvement, and take ownership of their learning journey.
- **Portfolio Review:** Student portfolios showcase their work and document their progress over time. Faculty review these portfolios, providing personalized feedback on the development of professional skills and dispositions aligned with PLOs, such as leadership, collaboration, and ethical conduct.
- **Exit Surveys and Alumni Feedback:** Graduation surveys and alumni feedback offer valuable insights into the effectiveness of the program in equipping graduates with the necessary knowledge, skills, and attributes (as outlined in PLOs) for professional success and personal development.

Data from student performance and feedback improves the learning experience. Courses, teaching methods, and support services are adjusted based on this data to ensure students achieve learning goals.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

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	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

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

At the beginning of the academic year the students are encouraged to write about their educational backgrounds, strengths, weaknesses, and teaching aspirations. This can reveal prior experiences and areas where they might need more support.

- KWL charts are administered to help the students to brainstorm what they know, want to know, and learned about a specific topic. This identifies existing knowledge gaps and areas where students are curious for further exploration.
- Formal and Informal methods like class discussions and paying

attention to student participation, the types of questions they ask, and areas where confusion arises during discussions reveal common misconceptions or topics requiring deeper explanation.

- Observations during classroom activities or group work, observation of students' interactions, problem-solving approaches, and grasp of concepts provides insights into individual learning styles and areas where students might struggle.
- Microteaching/ Simulation sessions help to identify the need of skill improvement and given mentoring for skill enhancement.
- Self-assessment among students are encouraged to reflect on their learning experiences through journaling or written prompts to allow them to identify areas for improvement and set personal learning goals.
- All the practicals and practicums during semesters I and II helps the mentors to closely monitor the students and facilitate advancement in skills and competencies based on their needs.
- Student's improvement in various tasks is reflected during their internship period and their engagement in multilevel activities throughout the program. The state level and national level eligibility tests and the university examination results corroborate the efforts in improving student performance.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Administered and uploaded

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
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

One of the above

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

3.2 - Research Publications

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

0

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

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

1

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

3.3 - Outreach Activities

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

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

13

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

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

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

50

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

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

50

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

50

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

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

The optional teachers and teachers in charge of various associations are entrusted the charge of initiating the activities as planned by IQAC with the help of students. The activities organised are- Theatre Workshop: The students of Social Science attended a Theatre Workshop organised by Nayayug Children's Movie Theatre on 26-06-22. Providence Home Visit: Students visited Providence Home on 22-07-2022. Cleaning of M.T.L.P School, Thiruvalla: On 30-07-2022 students conducted a cleaning programme in Mar Thoma L.P. School. Workshop on NEP for Teacher Educators: In collaboration with AKTCTA, the college organised a Workshop on NEP 2020 on 27-08-2022. Anti Narcotics Rally was organised by the Anti Narcotic Cell on 07-10-22 to propagate Anti Narcotic Awareness in Thiruvalla town. Antinarcotic Pledge, Human Chain and Theme Dance was organised in Thiruvalla town on 01-11-2022. Anganwadi Visit: The students of Social Science visited Anganwadi at Manjadi, Thiruvalla on 14-11-2022, cleaned the premises and joined with the children in fun activities and programmes. Food Fest - Mathematics optional students organised a food fest for contributing to Abhaya Bhavan inmates on 14-12-2022. Food for the Poor: Members of the Social Science Association prepared lunch and served to the poor people in the street on 23-12-2022. Exhibition of Teaching Aids was arranged on 15-02-2023. Community Citizenship Training Camp from 20-02-2023 to 24-02-2023. Dhanak Arts Fest from 29-03-2023 to 31-03-2023.

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

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

0

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college has 9 class rooms and 1 seminar hall; all with 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	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

10

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

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

23.13

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

4.2 - Library as a Learning Resource

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

1. Name of ILMS software: LIBSOFT

2. Nature of automation: Fully

3. Version: Server Version 5.1

4. Year of Automation: 2010

5. Library link: <https://tstc.libsoft.org> (WEB OPAC)

6. Features of Libsoft (List)

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	No File Uploaded
Web-link to library facilities, if available	https://tituslibrary.weebly.com/
Any other relevant information	No File Uploaded

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

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.

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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	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration

Three of the above

for the following e-journals e-Shodh Sindhu
Shodhganga e-books Databases

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

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

Nil

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

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

110

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

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

One of the above

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

4.3 - ICT Infrastructure

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

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

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

4.3.2 - Student – Computer ratio during the academic year

2:1

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

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

A. ?1GBPS

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

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	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)

Nil

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

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

The IQAC of the college identifies the maintenance requirements of the college and the same is presented in staff meetings. The Principal intimates the requirements to the Secretary of the College Governing Council. The maintenance requirements of the physical, academic and support facilities are then presented in the 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	http://www.tituscollege.ac.in/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Four of the above

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Four of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
21	50

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

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

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

2

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

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

13

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

5.3 - Student Participation and Activities

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

Student Councilactivities 2022-2023

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

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

4

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

5.4 - Alumni Engagement

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

The Alumni Association place a major role in the functioning of the institution. The Alumni Members render their expertise in various aspects particularly in rendering orientation to competitive exams, serving as judges for various co-curricular competitions, contribution towards endowment prizes for academic excellence, networking in providing placement opportunities, acting as resource persons for various in-house programmes etc. The Alumni Association provides financial aid 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.El.Ed. levels once in two years.

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum

All of the above

delivery Student mentoring Financial contribution Placement advice and support

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

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

NIL

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

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

The alumni members serves as resource persons in our academic programmes. They function in the capacity of principals and heads in various institutions. As a result, the student-teachers are given ample opportunities to practice their teaching during the internship programmes and they are absorbed at times. Alumny also renders financial support to the needy students every year. Awards are being instituted by the alumni members for talented students.The Alumni Association organises inter collegiate choreography competition once in two years.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The 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 college is guided by two bodies viz [1], the Governing board constituted as per government norms with representatives from both the government of Kerala. and the affiliated university, and [2] a governing council instituted by the management.

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 also held to analyze the requirements and draft and present the affairs to the Governing board and governing council which are both headed by the Manager of the college .

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 main bodies constituted for decentralized and participatory management are:

- Governing Board
- Governing Council
- IQAC
- Student's Union
- RIT cell

A Governing Board comprising Government and University nominees, Management representatives, Teaching Faculty having experience below 10 years and above 10 years each and the Principal has been constituted to oversee the functioning of the college especially with regard to Appointments and Developmental activities.

The college's functioning is overseen by a Governing Council constituted by the management of the college headed by the manager, and with the principal, staff representative and 9 educational experts. The IQAC also has local area representatives as members.

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

Academic Staff council designates duties to the teaching faculty. Teachers are given the freedom to choose the charge of the various clubs and associations.

A student union is also elected as per the directives of the Mahatma Gandhi University and a Faculty member is assigned as Union Staff Advisor. Different committees and if needed subcommittees are formed to plan, implement, monitor and evaluate the activities for e.g. college magazine, arts club, recreation club, sports club, study tour, citizenship training camp etc.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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 and University norms. The admissions are also conducted

transparently according to the University and government rules.

Transparency in other Functions(admission , appointments, Constitution of Governing Teamsetc)

Utmost transparency is maintained in all activities and is done as per government, university and NCTE directives.

Queries if sought as per The Right to Information Act, are timely attended to.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

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 22-23, the conduct of in semester examinations can be taken as an example

Planning Stage

- Deciding dates and time of the in-semester examinations
- Deciding classrooms to be utilized for examination
- Setting the Time-Table- Assigning Invigilators
- Arranging for question papers to be set

Implementation stage

- Arranging for answer sheets
- Taking sufficient copies of the question paper

- Marking seating arrangements
- Informing the students in advance

Monitoring Stage

- Ensuring that the students are informed
- Ensuring that the invigilators are given duty equitably and are informed in advance
- Ensuring that evaluation is carried out, students are given their marks and grievances are addressed

Evaluation Stage

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

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://tituscollege.ac.in/2managerialSystem.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The functioning of the institution is as per UGC and NCTE norms. The administrative setup is as per Central and State Government policies following the MHRD directives, Kerala Service Rules and the Manual of Office Procedures of the Kerala state. The institution is accountable to the Higher Education Commission of the Mar Thoma Church too.

The institutional policies are decided by the Governing

body(instituted as per UGC direction) and Governing council(Instituted by the Management) and is carried out by the IQAC through the staff council and administrative wing.It is communicated through the website and student handbook

The posts in the Administrative and Academic sections are decided by the government.The appointments are done as per Govt. of Kerala and Mahatma Gandhi University Statutes. Any vacancy is advertised in 3 dailies(2 in the regional language and one in English) and in the University News published by the Association of Indian Universities with a window period of one month for application after obtaining concurrence from the government. Candidates can also obtain the application form by post.

The functioning (Academic and Administrative set up) is democratic in outlook and is carried out through committees constituted for the same. Some of the committees are:Admission committee, Grievance redressal committee, Library committee, Student Union etc

File Description	Documents
Link to organogram on the institutional website	http://tituscollege.ac.in/2managerialSystem.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Three/Four of the above

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

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

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.

Decision based on minutes: The College Award Day

- Charting the programme and Preparation of certificates
- Decided the chief guest and other invitees
- Stage decoration
- Hall decoration
- Reception
- Refreshment
- Trophies
- Cultural programme
- Arranging Felicitations
- Announcing the awards

- Anchoring the programme

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

6.3 - Faculty Empowerment Strategies

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

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

- Assignment of additional duties only after discussion and getting consent of Faculty
- Duty leaves for professional growth like refresher or short term courses
- Permission to avail commuted leave to complete Ph.D.
- Library membership in College and MG university with book borrowing facility
- Personal workspace with desktop and uninterrupted internet facility and wifi connection
- Sanctioning and completing administrative hurdles to avail PF loan if required
- Permission to attend, as well as coordinate seminars, workshops and conferences
- Permission to undertake research guideship in Mahatma Gandhi university

- 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 area,drinking water, rest area
- Staff tours to enrich interpersonal bonding and refresh oneself

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

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

4

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

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

3

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

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

The 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	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

The institution 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 Kovoov & Company , Chartered Accountants , Ernakulam, functioned as the External Auditors. Whole hearted support is provided by the administrative staff in providing any document 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.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

4.95 lakhs

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

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

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	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

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	View File
Any other relevant information	No File Uploaded

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

The 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	View File
Any other relevant information	No File Uploaded

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

73

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

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

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

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

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	View File
Any other relevant information	View File

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. Conscientising students to switch off the power devices when not n use. Degradable bio waste are collected in Pipe compost. Cross ventilation and proper air circulation is ensured in all class rooms to minimise the use of electricity

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

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

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

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

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	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

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

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

Under the Social Service League cleanliness drive and awareness programme is carried out frequently on a regular basis. The

campus is covered with a lot number of shady trees which provide fresh air and cool breeze. During hot seasons pots are kept at different points in the campus to provide water for other living beings. The vehicles parking lot is arranged away from the classrooms to reduce air and sound pollution. The college is a narcotic and plastic free zone and special care is ensured for waste management.

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

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

Two of the above

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

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

0

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

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

Nil

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

B. Any 3 of the above

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

7.2 - Best Practices

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

BEST PRACTICES Programme II :Socially Innovative Learning programme
Objective: To arouse creativity, critical thinking and communications 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 I: 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.

programme

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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 value 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	View File
Any other relevant information	View File