



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution		Mahajubilee Training college, Mulloorkara
• Name of the Head of the institution		Rev.Fr.Dr.Chako Chiramel
• Designation		Prinicpal
• Does the institution function from its own campus?		Yes
• Alternate phone No.		04884273999
• Mobile No:		9446146535
• Registered e-mail ID (Principal)		collegemahajubilee@gmail.com
• Alternate Email ID		cchiramel@gmil.com
• Address		Mahajubilee Training college, Mulloorkara
• City/Town		Thrissur
• State/UT		Kerala
• Pin Code		680583
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:		Teacher Education
• Type of Institution		Co-education

• Location	Rural
• Financial Status	Self-financing
• Name of the Affiliating University	University of Calicut
• Name of the IQAC Co-ordinator/Director	Sreevidya Radhakrishnan
• Phone No.	9496784197
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	
• IQAC e-mail address	https://www.mahajubileecollege.org/NAAC.aspx
• Alternate e-mail address (IQAC)	
3.Website address	http://www.mahajubileecollege.org
• Web-link of the AQAR: (Previous Academic Year)	
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	
5.Accreditation Details	

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.81	2009	30/09/2009	29/09/2014

6.Date of Establishment of IQAC 27/07/2007

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
0	0	0	Nil	0

8.Whether composition of IQAC as per latest NAAC guidelines No

- Upload latest notification of formation of IQAC

No File Uploaded

9.No. of IQAC meetings held during the year 2

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

Yes

- (Please upload, minutes of meetings and action taken report)

No File Uploaded

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

- If yes, mention the amount

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

1) Continuous monitoring of the activities of the college 2) Organising lectures for the promotion of research related activities 3) Enhancement of office facilities 4) Student leadership training activities 5) Preparation of Eco-friendly things to make campus plastic free 6) Facilities for Inclusive Education 7) Alumni interactions for future planning

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
1. Review of the teaching learning processes of the previous year	1. Teaching learning process strengthened more by inculcation of ICT and other innovative methods
2. Planning of the academic programmes in the institution for the year	2. Organised workshops and training sessions giving more impetus to technological aspects.
3. Assess and co-ordinate the different Clubs and committees for the betterment of institution	3. Reorganised various clubs in the college based on specific objectives and celebrate the various national and international days and weeks related to each club's theme.
4. Planning of workshops and training sessions for the students and staff	4. Submitted proposal for the constitution of Seminar at National level to the relevant authorities.
5. Scheduling of internal assessment system for the academic year.	5. Internal assessment system restructured by including innovative practices like peer evaluation, reflection etc
6. Organisation and preparation of eco-friendly practices in the college campus	6. Planted of trees and plants of ecological significance in the college campus

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

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2020	30/12/2020
Extended Profile	
2.Student	
2.1	50
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	50
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	20
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	50
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	50
File Description	Documents
Data Template	View File

2.6	59
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	1645446
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	16
Total number of computers on campus for academic purposes	

5.Teacher

5.1	9
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	16
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

One of the fundamental pillars of quality education is the curriculum and syllabus. To improve student learning outcomes and capabilities, it's critical to have a relevant, thorough, and well-organized syllabus. The college emphasises the significance of curriculum transaction. As a result, we formed a curriculum review

committee as part of it. There were eight people in the team. We also prepared an academic calendar. It comprised the whole year's work plan, including assignments, tasks, practical, seminars, webinars, unit tests, internal exams, and model exams, among other things. For curriculum planning, reviewing, and updating, the committee suggest innovative alterations and modifications. As a result, the institution has a regular house practise of developing, reviewing, updating, and adapting curriculum.

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	No File Uploaded
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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

B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
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 programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

B. Any 3 of the Above

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

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

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	https://www.mahajubileecollege.org/NAAC.aspx
Any other relevant information	Nil

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

0

1.2.2.1 - Number of value-added courses offered during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

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

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

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

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
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.

A skill based curriculum empowers students to become creative, well-informed, passionate and joyful learners and citizens of the world. Developing different types of skills, values and attitudes help the Students to think creatively for themselves in their journey to various learning areas. Mahajuilee training college provides variety of opportunities for the students to acquire and demonstrate knowledge, skill, values and attitudes along with the teaching training course. We conduct micro teaching, a teacher training technique, which provides teachers an opportunity to benefit their teaching skills by improving the efficiency in teaching. We usually conduct the thought of the day session to develop the reflective thinking skills, values and attitudes of the students during the assembly. There are feedback programme in every week to determine students' level of understanding and to plan the next steps towards achieving the learning intentions or goals. Special day celebrations are also conducting to develop the different attitudes and to build a strong general awareness of current education system

File Description	Documents
A fundamental or coherent understanding of the field of teacher education	View File
Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization	View File
Capability to extrapolate from what one has learnt and apply acquired competencies	No File Uploaded
Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.	No File Uploaded

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

'Unity in diversity' in the classroom doesn't seem a farfetched idea anymore for any globally minded teacher. This can be achieved through the use of technology that connects students to foreign knowledge and cultures, or by having an international student body that creates a multicultural and diverse learning environment. In our college, there are various sorts of diversity. The students come from various districts, religions, and cultures. Teachers and administrators never discriminate between students. Alternative education is a feature of our institution. Alternative education is largely focused on the interests and needs of the individual student. This course is intended to offer students with information and awareness of current alternative education systems on a national and international level, as well as the various types of alternative education.

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

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

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. In Mahajubilee training college we have an effective monitoring mechanism during internship programme. In which first of all the student teacher educators are given opportunity to observe the five classes of the teachers. Observing other teachers is a key part of development; it improves teachers' own self-awareness of their skills and also makes managers more effective at identifying areas for further growth. During the internship programs the mentor teacher also observes the five classes of the teacher trainee. Mentoring enables teachers to reflect on their practice and to question what they do as they go about their teaching. Along with the internship assessment we keep a supervision dairy to develop students' professional and instructional skills for improving teaching process. The teacher educators are also instructed to keep a record of all the innovative activities that has conducted during their internship programme.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Four of the above

**Structured feedback is obtained from Students
Teachers Employers Alumni Practice
Teaching Schools/TEI**

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

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

Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

59

2.1.1.1 - Number of students enrolled during the year

59

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

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

10

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

10

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

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
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.

Assessment process

Entry-level evaluation examines all new students' college readiness in order to ensure that they have the best possible chance of achieving their academic goals. Mahajubilee Training College has an excellent evaluation system. Each new academic year, our institution schedules entry level testing. It involved assessing scholastic and co-scholastic skills. General and subject knowledge were tested as part of the scholastic skill check. Attitude, aptitude, and social skills were all tested as part of the co-curricular programme. Students must complete a 5-point scale tool that includes 30 questions. Students that score lower than 50% are regarded below average. The teachers will take some steps to address this problem. They will bring children's booster plans. They also prepare remedial courses to help their students develop. It will occur twice.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis

Two/One of the above

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

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	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

6

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.

The qualified teachers of Mahajubilee training college benefit to teach with modern methods of teaching to facilitate and enhance learning. Modern teaching methods have a considerable effect on the department factor of educational advancement, according to the results. Teaching is a crucial instrument for learning. Employing modern teaching methods may facilitate learning. Teachers at Mahajubilee Training College used the most effective methods based on educational goals, instructional content, and the needs and interests of students. The institution provided full facilities as well as mentors who lead students toward acceptable teaching learning practises, enhancing students' knowledge and assisting them in becoming successful citizens and creative educators. Our college was ready for both face-to-face and online education.

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

0

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

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

50

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	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

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

Being mentors students are getting helpful feedback and guide them toward the best and most effective teaching methods. Allowing the student teacher to develop and prepare original teaching plans. Providing oral and written feedback regularly. Planning effective learning assessment with student teacher. Providing feedback on their classroom presence, i.e. how they navigate the classroom, their style of expression, having a professional appearance and etc. The student teaching education progress generally moves through five stages.

Teamwork

The mentor teacher and the student teacher will plan and co-teach lessons on a cooperative basis. This kind of team teaching experience provides opportunities for the student teacher to observe and experience the teaching process, as well as ask questions along the way. In regards we have 10:1 mentoring cells. We are conducting and evaluating it once in every month.

Dealing with student diversity

In this phase, the student teacher has more independence in teaching. The mentor teacher will review lesson plans and observe the student teacher's methods and instruction style. The mentor teacher will hold regular meetings with the student teacher

following the teaching sessions, providing both feedback and support.

Balancing home and work stress

The student teacher is now ready to teach on an independent basis while continually gaining more confidence and autonomy. Students start to depend more and more on the student teacher and not just the mentor during this phase. The student teacher learns to exercise independent judgment while learning from experience in this phase. Regular conferences with the mentor teacher continue. Giving special programme for tension relief and other stress managing trying periodically.

Conduct of self with colleagues and authorities

The mentor teacher re-assumes more responsibility in the classroom as the student teacher once again goes into more of an observer role. However, now their vantage point includes much more knowledge and experience. The student teacher may also observe in other classrooms and do a personal evaluation of their own skills with colleagues and authorities.

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

Two of the above

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

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

The process of teaching-learning aims at the transmission of knowledge, imparting skills and formation of attitudes, values and behavior. This is a technological era and e-learning has become heart of every individual soul. We have started it unusual to see the extensive incorporation of e-learning in the teacher training programme. Students are given input through two-way communication where information is gapped and students are required to discuss and share their findings before the actual information is given. Slides and images to enhance understanding of a topic. Videos of real-life occurrence of interpersonal behaviors are used to enhance understanding of the topic. Students are given the opportunity to practice the skills just learned based on real-life situations created for them before the real assessment of their ability to put into practice the skills is conducted. Computer Assisted Language Learning is promoted as well. Quiz programme, reading and reflection on text etc...are the additional items to it. We provide information orally, supported by slides, in 4 to 7 minute blocks, and interspersed with short interactions such as asking students to respond to a related question. We Provide students with access to a text such as journal article, blog, multimedia presentation.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed

Seven/Eight of the above

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)

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	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 certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Eight /Nine of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	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	No File Uploaded

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

Three of the above

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
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

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

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

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. In Mahajubilee training college we have an effective monitoring mechanism during internship programme. In which first of all the student teacher educators are given opportunity to observe the five classes of the teachers. Observing other teachers is a key part of development; it improves teachers' own self-awareness of their skills and also makes managers more effective at identifying areas for further growth. During the internship programs the mentor teacher also observes the five classes of the teacher trainee. Mentoring enables teachers to

reflect on their practice and to question what they do as they go about their teaching. Along with the internship assessment we keep a supervision dairy to develop students' professional and instructional skills for improving teaching process. The teacher educators are also instructed to keep a record of all the innovative activities that has conducted during their internship programme.

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

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

2.4.9.1 - Number of final year students during the academic year

50

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

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

Three/Four of the above

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

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

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. In Mahajubilee training college we have an effective monitoring mechanism during internship programme. In which first of all the student teacher educators are given opportunity to observe the five classes of the teachers. Observing other teachers is a key part of development; it improves teachers' own self-awareness of their skills and also makes managers more effective at identifying areas for further growth. During the internship programs the mentor teacher also observes the five classes of the teacher trainee. Mentoring enables teachers to reflect on their practice and to question what they do as they go about their teaching. Along with the internship assessment we keep a supervision dairy to develop students' professional and instructional skills for improving teaching process. The teacher educators are also instructed to keep a record of all the innovative activities that has conducted during their internship programme.

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

2.4.12 - Performance of students during internship is assessed by the institution in

Four of the above

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)	No File Uploaded
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

Four of the above

File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

9

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
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

2

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

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

39

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

39

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

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

Professional updating of teachers create awareness about new issues in the field of education, and it ultimately helps in enhancing the creativity of teachers as they learn different and innovative

methods of teaching through the curriculum. In Mahajubilee Training College we regularly conduct lots of innovative programs to keep the faculties updated professionally. Once in a month we conduct a house discussion among faculties on current developments and issues with regard to education. It helps to realize areas of strength and areas that need attention for growth. It also helps us to know the current trends in education and what is currently accepted to be the best way to teach students. Along with this we also visit other institutions and share the information of current development and issue in education as well as the new policies and regulations with regard to education.

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

2.6 - Evaluation Process

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

Teachers at Mahajubilee Training College are constantly engaged in (CIE) continuous internal evaluation, which improves teachers' and students' subject knowledge, general awareness, oratory and vocabulary skills, social awareness, and other skills. These skills are evaluated through group discussion, with marks awarded based on participation and performance. It encourages students to share their ideas and expertise, which helps to motivate them and improve their knowledge. Evaluations based on the college activities and its outcomes.

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

Two of the above

**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	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

Mahajubilee Training College has a well-organized mechanism for Redressal of examination related grievances. The student can approach the Teachers, College Examination staff in charge and Principal to redress the examination related grievance as per the requirement and jurisdiction of the grievance. At Mahajubilee Training College all the arrangements are done for the examinations. If any student feels that the marks given to him in any paper are not just, he or she can apply revaluation by remitting the fees to the college. The students should apply within a fifteen days after declaration of the result. The college appoints subject expert other than the previous assessor. If there is change in score, it is corrected by internal examination committee of the college. The College has to declare final revaluation result within fifteen days. Internal examination committee itself looks after the complaints or grievances related to formative tests and summative examination. The students have the freedom to use the suggestion box to put in the note of dissatisfaction with the internal examination mechanism. The principal and in charge of faculty keeps an eye on the overall procedure by conducting the periodical meeting with the internal examination committee.

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.

Before the commencement of the academic year, the Institution prepares and publishes an 'Academic calendar' containing the relevant information regarding the teaching learning schedule, various events to be organized, holidays, dates of internal examination, semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding the continuous internal evaluation process and it is also published on the college website and displayed in the Principal's office. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of the Internal Assessment Process, Examination committee is formed at the college level which monitors the overall internal assessment process. The examination committee sends the information to the University about the students who are appearing for the examination. After receiving the enrolled list of the students' by the University, the college prepares seating arrangement charts, list of invigilators etc. The record of internal assessment is maintained at college level. In addition the internal audit conducted which ensures the compliance to verify with documentary evidence.

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.

Our college programme learning and course learning outcome reflect vision, mission, goals and motto, that is "LEARN LIVE TEACH" The institution aims at build socially committed contemporary teachers. For the purpose the institution organise variety of learning experience that stimulate diversity of student teachers. These activities are planned on the basis of PLO and CLO. Some activities are daily assembly, Yoga practice, sports activities, cultural

activities, activities for now society and nature. Institution provide experience about inclusiveness and Gender Neutrality among student teachers. The Institution organise action research series about different problem in Indian school system. It will help to student teachers to realise the present school scenario.

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

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

Our institution conducted variety of assessment programme for the attainment of Programme learning outcome and Course learning outcome. Some programmes are given below;

Assimilate positive attitude towards teaching profession and their duties towards the Society

- Participant observation
- Self-reflection
- Peer observation and critical evaluation

Develop the capacity to address the learning needs of all children, including marginalized and disabled

- Enhance confidential level of students
- Organizing competency enhanced
- Meta cognitive strengthening

Become intellectually competent, emotionally balanced, culturally refined, spiritually mature, physically healthy, vocationally productive and self-sufficient with professional excellence

- Reduce stage fear and improved social intelligent
- Leadership and management skill
- Progressive improvement in multiple intelligent
- Develop EQ and SQ

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

50

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	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.

Our institution conducts an entry level test for identifying the ability and inability of student teachers at the beginning level. This test included scholastic, teaching aptitude, attitude, social communication and knowledge in ICT. At the beginning level the test identifying there are some problems in knowledge in ICT and lack of proper communication in society. Focussing this problem, institution

arrange several remedial programme for eradicate above mentioned problem. The programmes are ICT based workshop at entry level and beginning of each semester. It will help student teachers will become well expert for teaching ICT enabled class room. For the purpose of eradicating second problem, institution conducts several socially related activities like, social survey, social service programmes, social awareness programme etc.. It will help to student teachers become developed there social communication.

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

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

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

3.2 - Research Publications

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

0

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

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

0

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

3.3 - Outreach Activities

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

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

1

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

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

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	No File Uploaded
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

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

3.3.4 Out reach activities in the community in terms of influencing and sanitizing students to social issues and contribute to community development

This Criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, innovations and extension. It deals with the facilities provided and efforts made by the institution to promote a 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through extension, which is a social responsibility and a core value

to be demonstrated by institutions, is also a major aspect of this Criterion. Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize students to the social issues and contexts. Sustainable practices of the institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community.

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

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

0

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

3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

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

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

Three/Four of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

- The college have a campus of 7 acres that includes two building with a built up area of 1281.83. It has an impressive L shape front view with the administrative block on the ground floor that houses the Principal's room, the Manager's room , the office with a Photostat/scanning area .
- The college has 8 classrooms. Each classroom is spacious, well lighted and ventilated and is furnished with light, fans and electrical points with sufficient number of furniture, including all necessary facilities like lecture platforms, lecterns, blackboard, bulletin boards, storage cabinets...etc.
- The institution has a well maintained and furnished staff room with proper seating arrangements and is provided with facilities like intercom, a computer with printing facility, display boards, storage areas and a dining cum rest corner with toilet and wash room facility.
- An auditorium with a seating capacity of 250 students, two seminar halls having a capacity of 100 students and a conference room having a capacity of 10 people are situated here, and each are used effectively for the practice and performance of various social and cultural activities and formal an informal meetings related to the curriculum in practice. A Green Room facility also provided near to the auditorium itself.
- The campus is Wi-Fi enabled for the benefit of students and faculty.
- The college has a Smart classroom cum computer-lab with 12 multicourse desktop computers with broadband facilities and with one laser printer cum copier.
- The college provides the students training in both the outdoor and indoor sports activities. The sports ground has 200 meter track and a cricket pitch. A table tennis table and other sports accessories are there as assets of the institution.
-
- Enough Sign boards are there for displaying information and direction to different areas of college.
- The details of the Common Facilities available on the campus

are - Visitor's Parlour, Prayer Room, Canteen, recreational spaces like Leisure Tower, uninterrupted clean and cool pure drinking water facility, First aid facilities, Garden, Prayer Room (Chapel), Fitness Centre, Canteen, College Store, Toilets and Washrooms for staffs and students in convenient places

- In line with the curriculum of teacher education, units of different clubs, cells, and laboratories are also working in the, college as following ,
- Literary Club, Tourism Club, Consumer Protection Club, Anti-ADAT Club, Science Club, Social Science Club, Eco Club, Sports Club
- spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counselling and Career Guidance cell,
- science laboratory, and psychology laboratory
- Constant voltage power supply is ensured from the 110 KV transformer installed near the campus by the KSEB mainly for the purpose of the college. There is a generator of 7 KV and one online UPS of 5 KV for power backup in case of power failures.
- The college is situated in a pollution free rural area that easily approachable by bus and rail. The nearest railway station is around 600m away. Staff members travel in their private vehicles have provided with separate parking space for their vehicles.

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	No File Uploaded
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

14

File Description	Documents
Data as per Data Template	No File Uploaded
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	https://www.mahajubileecollege.org/NAAC.aspx
Any other relevant information	No File Uploaded

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

16.45446

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

Library as a Learning Resource:

- Total area of the library (in Sq. Mts.): 99.08 square meters
- Total seating capacity: 50
- Working hours (on working days, on holidays, before examination days, during examination days, during vacation): 8 hours
- Library timings are 9.30am to 5:30 pm from Monday to Saturday Well-furnished and semi-automated with about 7110 books and Magazine/journals.
- Electronic Resource Management package for e-journals: Inlibnet enlist Program (In process)
- In-house/remote access to e-publications: access in college to e-publications
- Library automation(Name of ILMS software) : KOHA (in process)

- Total number of computers for public access: 2
- Total numbers of printers for public access: 1
- In the library. Wi-Fi facility is available in line for browsing and internet surfing.
- Average number of books issued/returned: 40/day
- Damaged books are replaced. Old books that have not been issued are displayed for teachers
- Catalogue systems: card catalogue -The library is equipped with a card catalogue system
- The library provides open access facilities. Students and staff can go directly to the cupboards and select books.
- Book Issue Counter which is staffed with one attendant
- Maximum number of days books are permitted to be retained by students is 7 and by faculty members are 15
- A fine is charged for late-returns, damaged and/or lost books. Users are oriented to library policies which helps minimize such occurrences.
- Frequency of use: the library is used almost on each working day.

a. By Teaching staff : on as and when required basis.

b. By students : on as and when required basis.

- The ratio of library books to the number of students enrolled is 1:50
- On an average there are 220 users per month
- The library has a separate internet connection and it is enabled with Wi-Fi.
- The entire library is under CCTV surveillance to prevent any losses
- The library has been providing printing/photocopy facility to its readers.
- The library has different sections for Reference Books, Rare books, CDs , ECE Lab Materials, Fiction Books, current reading, Dissertation Issue Counter, Journal and Magazine, Sections, News Paper Reading section.

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

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

Our college library has satisfied basic facilities. It intake more than six thousand books and about 200 reference books. It also included the subscription of two journals. The seating capacity of library is more than 30 students. It follows card system for issue books. In the library equipped with two computers with LAN connection for detailed reference. Previous IQAC meeting recommend to management for upgrade library. As the part of this, management decided to install necessary software for the library digitalization. After the initialization we planned to obtain necessary membership in INFLIBINET and other remote access fatalities. It will help to Gateway for remote access to library resources used by teachers and students

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

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

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

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

0

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

42

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.mahajubileecollege.org/NAAC.aspx
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	No File Uploaded
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

The institution has an up-to-date computer facility with a view to help the students keep pace with the advancements in the IT field. The institution has a fully equipped computer lab with 12 Intel Pentium IV PCs with broadband internet facilities (Wi-Fi Technology inside the Campus) and with one Laser Printer cum Copier. There are 15 computers in the college. One at office (Central Server), one at principal's chamber, one at library and remaining 12 systems at computer lab for students and staff including all latest educational software including video editing suit (for making educational video and other videos programmes). The computer student ratio in the computer laboratory is 8:1. All the systems are network with Ethernet LAN and wireless LAN technology with speed of 100 Mbps. All systems are connected with Broadband net facility. Highly secure client server networking is use in the computer lab. There is a central server in the office connecting all the systems. There is a monitoring facility from central server to each client systems with remote administration facility.

Software &Hardware Technology

This is concerned with teaching aids, like teaching machines. It includes the radio, television, tape-recorder, video tape, and computers and so on. The students and staff are provided with computers to help them to keep pace with the advancement in on the IT field. Power point presentation is made by teachers in classes and also by the students for their paper presentations. There is an LCD projector, 12 computer terminals with broadband internet connections, one Mini DV Cam (Sony), one Digital Still Camera (Canon) and good sound system to facilitate teaching. There is an air conditioned smart class room cum computer lab fully equipped with latest facilities. The computer lab is open from 9.00 am to 5.30 pm. Skills training programmes are arrange for the staff from time to time in computer operations.

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

4.3.2 - Student – Computer ratio during the academic year

12:110

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

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

D. 50 MBPS - 250MBPS

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	No File Uploaded
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)**16,45446**

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

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

The College ensures regular maintenance and upkeep of all infrastructural facilities. Maintenance is arranged with proper technicians as it needed. IT machines and software are continuously upgraded to ensure according to the market relevance. Principal along with teachers, IQAC and other committees draw Standards of Procedure and guidelines for overall development of College and accordingly frame policies based on guidelines of UGC. Different committees for maintenance are

1. Purchase Committee Furniture and equipment are purchased on regular basis as per the requirements with Purchase Committee consisting of the Principal as Chairman, Bursar, 3 faculty members

2. Library Advisory Committee The library has advisory committee with a Librarian as convener and faculty members nominated as member of the committee by principal. This committee meet to discuss the function, requirements, utilization of resources, distribution of funds and other matter pertaining to the library

3. Time Table Committee The time table committee includes all representatives of all the Departments and is created in a manner to accommodate the needs and requirements for teaching various subjects so that the facilities are utilized to optimum level. 4.

Infrastructural Guidelines and policies (For use, repair and maintenance) Use of classrooms: Class representatives have to report any breakages/ non-functioning of instruments (LCD) in maintenance

register and report to the concerned authority. Students are required to use furniture and fixtures in a responsible manner. They are not permitted to sit on the wooden table and window sill. Students have to make sure to switch off the LCD projector, lights and fan every time they vacate the classroom. Use of Mobile Phones in College Premises: Students are permitted to use mobile phones only in the break time between college hours. There is fine of Rs 500/- for mobile usage in the class room during class and Rs100 /- for mobile phone usage in other non- designated areas (Library, Laboratories, and Cyber café) throughout the entire day. Phones are to be switched off and placed in the bag during class hours. Students are permitted to charge their phones only in the common room. Students are responsible for the safekeeping of their mobile phones.. Waste Disposal: The College is following strict measures for managing wet and dry garbage. There are written instructions given to students at their Orientation programme to use different dustbins for Wet waste disposal and Dry waste disposal. Every floor has written instructions displayed. Other infrastructure: The maintenance required for equipments/installations/repair/servicing/annual maintenance and other infrastructural facilities is reported in maintenance book. There is a dead stock register maintained where no functional equipment's are mentioned. The maintenance of infrastructure facilities like toilet blocks, equipment, furniture, electric work, plumbing, aqua guard, watercooler, water tank is on contract basis. Accession records are maintained at the purchase for library as well as for all classrooms

File Description	Documents
Appropriate link(s) on the institutional website	https://www.mahajubileecollege.org/NAAC.aspx
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	
File Description	Documents
Data as per Data Template	No File Uploaded
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Five/Six of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	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	

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

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

One of the above

File Description	Documents
Data as per Data template	No File Uploaded
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
Nil	Nil

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

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

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

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

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

Nil

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

With the objective of inculcating the qualities of leadership, organization, and responsibility in the students, an active Student Council is in place along with a strong representation of students in the academic and administrative bodies/committees. Twenty students have been nominated by the Academic Council on the basis of merit in studies, sports and extra-curricular activities. The functions of the Students Council are to make suggestions to the appropriate authorities with regard to the programmes of studies, student's welfare and other matters related to them. Such suggestions are made on the basis of consensus of opinion of the Council Students have also been included in Class committees, Anti ragging squads, IQAC, Alumni, Sports, Library, Cultural, Placement, Magazine / News letter, Institutional chapters, NSS, Hostel, Canteen & transport management etc. The Class Representative (CR) system is fundamental to student representation as leaders. It allows one male and one female student to represent each class of approximately 60 students in the Institute, with regular meetings on every third Thursday of the month to ensure the system's efficiency and effectiveness in putting forward the interests and views of the students. Monthly CR Meetings are conducted during the semester. CR meetings play a major role to assess teaching , learning and support services provided to the students by the Institution. Office of Dean Student Academic Affairs monitors the functioning and effectiveness of the CR system.

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

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

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

5.4 - Alumni Engagement

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

Our Alumni Association aimed MOSA (Mahajubilee Old Students Association) is a back born of our college activities. They were present every activity in our college. Our alumni association general body is conducting every 2nd Saturday of April every year. They were contributing books to college book band and financial support for college, if necessary. MOSA coaching service for competitive examination is an important programme for developing competency to attend competitive examination among our student teachers like KPSC, UPSC, K TET, C TET, SET, NET etc...

Alumni Association will introduce our college day to day activities newly admitted student teachers at induction programme. They were organise mock interviews for final years' students, it will help to develop their interview skills and reduce interview anxiety.

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

5.4.2 - Alumni has an active role in the regular

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

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	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	No File Uploaded
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	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

As a responsible technical institution, environmental review/assessment and management is made a part of the curriculum (theory and/or laboratory) for the students. Air, water and soil samples are periodically assessed by the students, as a part of their laboratory sessions using standard protocols, and the observations recorded. In addition, samples are collected and handed over to environmental auditing agency for evaluation. The audit

reports are critically analyzed and appropriate measures are initiated from time to time to provide the best quality of water, air and renewable energy (predominantly solar) for the activities of the institution.

The salient features of the institutional Environmental Policy are:

1. Optimal use of all natural resources and avoid wastage
2. Maintain the quality of the resources for better health
3. Inculcate environmental consciousness among the stake holders to avoid pollution and abuse of resources

4. Adoption of Green environmental practices like use of solar power, nurture

biodiversity, improve greenery in and around the campus, avoid/minimize

plastic use, rain water harvest, proper solid waste management, use of public transport and others

5. Strict promotion and adherence to 3Rs (Reduce, Reuse and Recycle) and adopt other 'R's wherever feasible.

6. To strengthen the eco green consciousness among the stake holders of the institution.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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.

Institutional Vision and Leadership

Decentralisation and participative management in various administrative and academic activities is followed at different levels for effective implementation considering the standard operating procedures (SOPs), policies, regulations and guidelines. The decentralization in governance encourages participatory approach which leads to effective implementation of various processes and systems. Structured delegation of authority is involved that encourages the academic leadership among the faculty within subject disciplines, and peer groups.

The Institute believes in developing a relationship between academics and extra co-curricular activities to build a strong personality and unshakable character among students. To achieve this every department has taken up the responsibility of managing activities under a specific professional developmental activity. Every Department plans an activity calendar for the entire semester and also manages the conduction of the activities. Through all these activities we envision to empower the trainees through quality teacher education and research to become great teachers with excellent knowledge, expert skills and right attitude to contribute to India and the world and thus to serve as a valuable resource for teachers, teacher trainees and society. For this we commit ourselves to provide our students with excellent teacher education to learn, live and teach, to generate new knowledge by engaging in meaningful educational research and training and develop human potential to its fullest extent so that intellectually capable and imaginatively gifted learners can emerge in the fields of education.

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

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

The management of the institution is well planned and structured. The members of the management are expected to adhere to the dictates

of the structure in pursuit of the stated goals and objectives of the organisation. The institutional structure determines how resources are shared among members in different departments and the structure defines the leader of each department. There are three office staffs for performing the office administration works. There are six optional faculties for performing duties related with their optional subjects, in addition to this there are three general faculties and one physical education faculty for performing their own tasks. All faculty members are assigned with various committee charges such as festival celebrations, club activities, day celebrations, community living-camp, GTA, Examinations, timetable preparations, teaching practice, university commission, maintenance of discipline, enhancing professional capacities and so on.

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

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

Budgeting and optimum utilization of finance as well as mobilization of resources are the issues considered under this Key Indicator. There are established procedures and processes for planning and allocation of financial resources. The institution has to develop strategies for mobilizing resources and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

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

6.2 - Strategy Development and Deployment

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

The institution has undertaken many initiation as part of its strategic planning. One event to high light is with respect to curriculum implementation. The revised teacher education curriculum as per NCTE guidelines institution added several new activities like liaison with school. The intense practice teaching is scheduled in the 3rd semester and the internship and mini project work is to be undertaken in the 4th semester. After the observation of the student teacher progress of work in the 4th semester during the first batch of the two year B.Ed. course (2015-17), it was noted that an organizational support in terms of Time vs. Actions to be performed is to be provided in advance to the interns in order to streamline their effort to culminate to a more fruitful one. Based on our internal analysis from the managerial/planning perspective, it was decided to compose and distribute a handout of task and responsibilities to be performed for the nearly 3-month long internship period and associated activities.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.mahajubileecollege.org/NAAC.aspx
Documentary evidence in support of the claim	No File Uploaded
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.

Faculty empowerment is an important ingredient of any institution. It is only the empowered faculty that contributes to the quality of the institution. Thus, it is important to have human resources as per the requirement of the programme. The faculty is to be recruited as per the approved rules and procedures of the statutory body. The performance appraisal of all appointed faculty is a must as it helps in providing appropriate guidance and training for their improvement. The feedback from stakeholders normally helps in identifying the gray areas where the faculty need improvement and thus training may be organized accordingly. Thus, for empowering faculty, it is important to have regular performance appraisal of staff and feedback mechanism in place.

File Description	Documents
Link to organogram on the institutional website	https://www.mahajubileecollege.org/NAAC.aspx
Documentary evidence in support of the claim	No File Uploaded
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

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

1. Anti-Harassment cell

2.Placement cell

3. Anti-Ragging cell.

4.IQAC Cell

5. NAAC committee

Clubs

1. Literary club
2. Science club
3. Women club
- 4 Consumer protection club
5. Social science club
6. Tourism club
- 7 . Sports club
8. Anti ADAT club
9. Arts Club
10. Eco club

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

6.3 - Faculty Empowerment Strategies

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

The College undertakes various welfare activities for both the teaching as well as non-teaching staffs. All the statutory leaves are granted to the faculty members and 'On duty leaves' are given to the teaching staffs for attending Orientation Programme and Refresher Course. The College encourages the faculty members to attend Seminars and Conferences at various levels. The College often funds the registration fee for the faculties who present papers in seminars and conferences. The college supports the endeavour of the teaching faculties for applying for Major and Minor Research Projects. At the time of superannuation, the financial matters of the teaching as well as non teaching staffs are settled by the College in a prompt manner. All non-teaching staffs are given with

the festival bonuses annually and encouraged to pursue professional courses. The College provides financial support for this. The non teaching staffs get the benefit of Gratuity linked LIC Policy. The Group D staffs are provided with conveyance allowance, lunch allowance winter and summer uniforms. Common space is provided for Group D ministerial staffs. Free tea and coffee are available for all the employees throughout the day. The Grievance redressal mechanism is there for all staffs. The College arranges free medical check-up facility fortnightly for all staffs. During the beginning of each academic session, notices are put up for the staffs of the college providing information of the medical facilities, discounts and tie-ups with hospitals and nursing homes. The nonteaching staffs are given with the ESI Health Card. General health inspection and counselling of the students and staffs are done in the College once a week. The Medical Committee of the College organizes Medical Camps for the members of the teaching and non-teaching staffs at college.

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

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

Nil

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

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

Nil

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of Course completion certificates	No File Uploaded
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.

There is an Internal Performance Appraisal system for all its staff members headed by the Principal of the Institution. The Principal monitors and evaluates the performance of all its staff and communicates the areas of improvement or the overall performance annually or as per requirement. The students at the end of their course give an online feedback about all the teachers subject wise. . In our institution modern ways are introduced for professional excellency. Along with curricular activities co- curricular activities were included the system. To develop the proficiency of teachers seminars and extensional lectures were conducted. After the participation in seminars teachers presented papers and improve their excellency. They published their research works in notable publications. In accordance with professional appraisal all published works organized and made a book. In this all teacher's published works are coordinated. There are Grievance Redressal and Suggestion box placed at strategic locations in the campus where the students can express their query or concern about teachers which is also considered by the Principal. Online feedback is also obtained from all students time to time. All these are scrutinized and assessed by the Principal. The Principal further communicates the outcome with the staff members in a completely confidential manner

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

6.4 - Financial Management and Resource Mobilization

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

At the end of each financial year the institution undertakes internal audit of the college accounts, which consists of various fund heads. The preparation of the internal audit is entrusted to a reputed Chartered Accountant firm. After the internal audit report is ready, it is placed before the Governing Body meeting. After acceptance of the report in the meeting, the Directorate of Audit (Local Fund), is invited Institution conducts internal audit on a continuous basis. The Internal audit assistants are stationed in the college office . Statutory Audit is conducted by Auditors appointed by HE, Department.

In the internal auditing our office accountants took the mission and completed the auditing. After that it handover to external body and it made transparent. Institution conducts internal audit on a continuous basis. The Internal audit assistants are stationed in the college office. Statutory Audit is conducted by Auditors appointed by HE, Department. Statutory audit is completed.

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

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
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 institution is administered by the Governing Body following the best possible practices in the given working scenario. The institution always ensures that the funds/resources are collected on a timely basis and are utilized in the best possible way by ensuring judicious investments and restricting to budgeted expenditure. For the mobilization of funds, our GTA, Alumni association collected a fixed amount for the smooth functioning of our system. Our college functions under the authority of arch dioceses Trissur. Because dioceses took initiative to look after our financial setup.

Fee collection is done in a systematic way within a time frame. Students are informed about the time schedule through notifications on college notice boards, website and through text messages. After collection of funds, the surplus is invested in fixed deposits of varied tenures. A budget is prepared in the month of February for the following financial year and every possible effort is made to adhere to the budget. All purchases are made after inviting requisite number of quotations and their proper scrutiny. All the expenditures are checked and approved by at least five office bearers and authorities. Internal checks and controls are very much in place which ensures transparency in financial resource management. The resources are carefully allocated to meet overall administrative requirements including recruitment of staff as and when required, infrastructural upgradation and maintenance, enhancement of teaching learning environment, faculty development etc.

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

6.5 - Internal Quality Assurance System

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

The internal quality assurance systems of MJTC are Self-regulated responsibilities of the higher education institutions, aimed at continuous improvement of quality and achieving academic excellence. The institution has mechanisms for academic and administrative auditing. It adopts quality management strategies in all academic and administrative aspects. The institution has an IQAC and adopts a participatory approach in managing its provisions

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
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.

Our IQAC is also monitoring authority of college teaching and learning activities. End of each semester it reviews teaching and learning activities. These process done through five domains of teaching learning process like learning process, teaching process, evaluation process, ICT enabled process and social related activities. If needed any changes in the teaching learning process of the institution, IQAC recommended to institution curriculum planning committee to make reliable changes in academic plan and calendar. It conducts in-house discussion among recent changes in teacher education and school education system. The outcome of these discussion also added the changes in academic plan and calendar.

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
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	No File Uploaded
Link to the minutes of the meeting of IQAC	https://www.mahajubileecollege.org/NAAC.aspx
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.mahajubileecollege.org/NAAC.aspx
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

6.5.5 Incremental Improvement

Our institution stands for creating a positive attitude among sustainable living through energy conservation. For that purpose, institution conduct several series of activates. IQAC organize activities more helpful for developing positive attitude among sustainable living For the incremental improvement of our college we adopted new techniques in our college environment. In this way it is better to think about how save the energy. Students conducted an awareness program about power saving. Assistant Engineer from KSEB took class. All students actively participated in program. For the academic excellence we conducted TET and NET coaching. In this program our alumni members helped to took the class.

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

INSTITUTIONAL VALUES AND BEST PRACTICES**7.1 - Institutional Values and Social Responsibilities**

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

The institution is dedicated to 'Sustainable Education' aiming to preserve social values and the planet with the following initiatives:

Use of LED fittings and sensor-based energy conservation equipment.

Attempts were made to tap renewable energy resources including solar energy, rain water harvesting etc. as much as possible.

Use of recycled water is used for gardening and toilet flushing.

Well-structured water-conservation and waste management facilities, and a recognized agency for the same by various government department/schemes.

Green campus initiatives with focus on gardens (butterfly, spice, herbal, fruit and vegetable), landscaping, plastic-free campus, zero-waste plan, paperless office and hygienic waste management practices and awareness campaigns.

Protect and promote diversity, especially of indigenous and coastal flora and fauna and their documentation.

Promote organic vegetable and food production by students and local community with the involvement of students and faculty.

Strong focus on environment and Swachhta ranked the College 2nd in the country by Swachh Bharat Abhiyan, 2019.

File Description	Documents
Institution's energy policy document	No File Uploaded
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.

MJTC College of Teacher Education has designed methods for the management of waste generated in the campus using the basic waste management strategy of 3R's: Reduce, Reuse and Recycle i.e., Reduce the amount of waste generated, Reuse everything to its maximum after proper segregation and cleaning and keeping things which can be Recycled aside and handed over to appropriate agencies. The waste generated in the campus include liquid waste and solid waste- both of biodegradable and non-biodegradable nature & chemical waste. No classified hazardous waste is generated in the campus. The environmental policy of the institute is to achieve zero discharge and complete utilization of waste with well-designed strategies to make campus clean, hygienic and healthy.

The waste generated is classified into the following types:

1. Solid waste Management

Solid waste includes both biodegradable and non-biodegradable components. The non-biodegradable solid waste generated in the campus include, paper, plastics, metal cans etc. Biodegradable waste includes food waste, vegetable peels, leaves etc.

'Use and throw' items like plastic cups, plates etc. used in the college canteen are replaced by reusable items steel glasses and plates. Glass, paper and metal waste is sold for recyclers.

Food waste and non-biodegradable waste are collected in separate bins. Biodegradable waste is disposed off in four dumping yards of size 3m x 3m x 2m, specially earmarked for the purpose.

2. Liquid waste Management

Liquid waste that is generated in the institute falls into two following categories.

Septic tank effluents from various sanitary blocks, water used for washing and cleaning of utensils etc. from canteen

Wastewater from laboratories using chemicals

As the college is located in rural un-sewered area, waste water generated from the sanitary facilities is disposed off into septic tanks located at different places in the campus and their effluents combined with canteen waste water is used for gardening, watering trees etc. The excess wastewater will be directed into natural drain

passing near by the college campus.

Waste water generated from the laboratories is very small in quantity; hence they are handled along with septic sewage.

The future vision of the college is to establish full-fledged sewage treatment plant for sewage treatment and recycling the same fully within the campus, thus achieving the goal of zero discharge campus.

3. E-waste Management

E-waste or electronic waste is created when an electronic product is discarded after the end of its useful life. E-waste mainly includes obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, fax machines, battery cells etc. E-waste is disposed off through vendors.

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

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

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

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

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

GREENING THE CAMPUS

The institutional initiatives for greening the campus are as follows:

RESTRICTED ENTRY OF AUTOMOBILES

The institute encourages the staff and students to use the public transport instead of their own vehicles for safety, security, fuel conservation and to reduce environmental pollution. The vehicles owned by faculty or students with pollution check stickers are permitted into the campus.

PEDESTRIAN FRIENDLY PATHWAYS

Vehicle parking space is provided at the main entrance of the college campus. As the campus is vehicle free with some exceptions, students and staff experience comfort walking through the pedestrian friendly pathways.

BAN ON USE OF PLASTIC

Single-use plastic items such as plastic bottles, bags, spoons, straws and cups are banned completely and awareness is created among staff and students through orientation and display boards in the premises. The staff and students are informed to use steel or copper water bottles instead of plastic bottles.

LANDSCAPING WITH TREES AND PLANTS

Landscaping of the college is worth seeing and reflects aesthetic sense. The lawns and the trees provide shade and beautiful ambience. Utmost care is taken to develop and maintain green landscaping by trained gardeners and supervisor. The construction, maintenance and beautification committee constituted in the college looks after the development and maintenance of the greenery in the campus.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
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	No File Uploaded
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)

Nil

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

As a responsible teaching institution, environmental review/assessment and management is made a part of the curriculum for the student teachers. Air, water and soil samples are periodically assessed by the students, as a part of their laboratory sessions using standard protocols, and the observations recorded. In addition, samples are collected and handed over to environmental auditing agency for evaluation. The audit reports are critically analyzed and appropriate measures are initiated from time to time to provide the best quality of water, air and renewable energy (predominantly solar) for the activities of the institution.

The salient features of the institutional Environmental Policy are:

1. Optimal use of all natural resources and avoid wastage
2. Maintain the quality of the resources for better health
3. Inculcate environmental consciousness among the stake holders to avoid pollution and abuse of resources
4. Adoption of Green environmental practices like use of solar power, nurture biodiversity, improve greenery in and around the campus, avoid/minimize plastic use, rain water harvest, proper solid waste management, use of public transport and others
5. Strict promotion and adherence to 3Rs (Reduce, Reuse and Recycle) and adopt other 'R's wherever feasible.
6. To strengthen the eco green consciousness among the stake holders of the institution.

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

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

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

7.2 - Best Practices

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

Best practice 1

Title Cultural Diversity: Unity in Diversity

Context

Educational Institution is a miniature picture of the society and reflects all the qualities from institution to the society. The prosperity of the society depends upon its system of education and their policies. Educational institution helps in producing the good citizen to contribute to form the talent for the nation. India is a multicultural and multi religion country. Everybody follows their own religion and culture and their own festival in their own style freely. The student to the institution comes from different castes and religion, mahajubilee training college promotes the 'Unit of Diversity' through the organising of various cultural programmes and tries to achieve the Institutional Best Practice as "Cultural Diversity"

Objectives

- To promote the unity in diversity
- To develop the moral values
- To develop the sense of equality
- To conserve the Indian culture
- To develop the religion and spiritual qualities

Practice

The institution has been taking following measures to achieve the best practice:

- The institution successfully organizes get-together for the Diwali and Durga Puja.
- The Holi is celebrated in the college campus.
- Saraswati Puja is celebrated with religious spirit.
- Eid and Moharam is celebrated with unity spirit.
- Institution celebrated Christmas in a great manner

Evidence

The Academic Calendar was followed accordingly to celebrate all cultural programmes in the following academic year and maximum students actively participated in the programme

Best practice 2

1. Title First Aid and Health Awareness Programme:
2. Context:

This is a certificate introduction program to first aid training. It gives awareness to everyone about first aid treatment that can be given to someone who suddenly fell ill or injured. This program consists of explanation and demonstration of first aid knowledge and skills. First aid is applied to injured or ill persons in any health threatening settings in order to save life, prevent degradation of the situation or contribute to a treatment process. In cases where a person will need help from a medical practitioner or nurse, first aid is treatment for the purpose of preserving life and minimizing the consequences of injury and illness, until such help is obtained. First aid covers initial treatment of any injury or ill-health suffered at work whether the cause is work related or not. An employer is required to provide adequate and appropriate facilities and equipment to enable first aid to be rendered to individuals if they become injured or ill at work. Trainees, undertaking work experience, have the same status as employees. This statutory duty is discharged as a line management responsibility at school or college. First aid is the initial assistance or treatment given to the students or employee at the site of accident to someone who is injured or suddenly taken ill, before the arrival of ambulance.

Objectives:

following objectives are laid down to achieve the goal of the best practice activities:

- To develop the knowledge and skills on first aid.
- To enable the students in recognizing the critical and life saving conditions for first aid.
- To prevent the escalation of illness or injury.
- To promote recovery norms from any type of casualties.
- To make an awareness for incidence reporting for preserving and rescue of life.
- To protect the unconscious with CPR (Cardio Pulmonary Resuscitation).
- To develop the accidental management leadership skill.

The Practice:

To perform these best practices following measures have been taken:

- The first aid emergencies such as unconsciousness, heat burns, external bleeding, epistaxis, heat stroke, drowning, shock, choking, electrocution, seizures, poisoning, animal bites, frost bite,

foreign body in ears and eyes, angina pain, heart burn, fractures and dislocations were taught by experts. The participants were developed in the form of scenarios depicting real life situations and covered all the essential aspects of first aid.

- Three Days programme has been organized by Indian Red Cross Society, Durgapur. • The Experienced Experts trained both students and all the staff
- The both Students and staff involved in practical demo activities
- The Experience Doctor presented the First Aid training by PPT
- The experts Provided both First Aids and Disaster management programme
- The experts has been Conducted the Test providing question paper
- Indian Red Cross Society Provided certificate to all the participants .
- One day health awareness programme organized by three Doctors on... • Both students and Staff checked up their health by medical practitioner

Evidence of Success:

- The first Aids Awareness Programme has been organized by Indian Red Cross Society Provided on 23th, 24th and 25th January, 2020.
- Organized by Two Doctors, Secretary of Indian Red Cross Society and two experts. • Conducted written examination
- Provided Certificates.
- Both approximately 50 students and staff actively participated
- College Management donated to Red Cross Society.
- Both students and Staff checked up their health by medical practitioner

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

7.3 - Institutional Distinctiveness

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

Institutional distinctiveness

The institution constantly thrives to achieve its stated vision and mission through distinctive approaches and innovative strategies. Institution has comparatively large number of minority girl students. Most of the students from locality belong to low income group and are first generation learners, our college provide them platform to achieve academic excellence and also provide them self-dependency through earn and learn scheme. College provides ambience of creativity, innovation, discipline and good learning experiences. It constantly updates its infrastructure facilities as per need and requirement. College organises various Training programmes and Workshops on Transferable Skills to help the students to contribute to society. College conducts various courses under skill development centre to promote self-employability and meet the global entrepreneur skill requirements. Various industrial visits, excursions and internships are conducted for providing practical approach learning to students, thus contributing to meet industrial demand. Research committee of the college focuses on promotion and inculcation of research culture among students. Various research workshop, presentations, seminar etc are organised to provide right path of guidance to produce quality research beneficial to the society. The effort of young researchers to convert their idea into realisation is valued through "Budding researcher award" on annual day. Appreciation certificates awarded to students for actively contributing to institution through various programmes. The College provides self-defence and MMA training for learners for their overall psychical personality development. The college conducts various outreach activities and courses each year with the help of its support services to develop life skills among the students. Students are motivated to visit orphanage and serve the local adopted school or village through NSS, inculcating value of social responsibility. College constantly thrives to contribute in educational development of the local area, Ex-students and needy local students appearing for competitive exams can avail the facility of college library.. The corona-virus pandemic had exposed students to Anxiety, trauma of personal and familial illness, financial hardship, displacement and stress to cope with changing educational dynamics; Institution has provided additional help to strengthen the student support by setting up various help-lines for student. Wherein their queries regarding to exam, library facilities etc were addressed and resolved. Special helpline was also setup to address issues of student anxiety and some needy students were also provided with financial support. Webinars on various subject oriented, environmental and health concerned topics is conducted for

students to bridge the gap in their academic learning keeping them updated with educational and social perspectives. Institution always practices intensive and inclusive improvisation strategies according to the needs of students to facilitate their academic progress.

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

