



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MAHAJUBILEE TRAINING COLLEGE

MAHAJUBILEE TRAINING COLLEGE, MULLOORKARA, THRISSUR
680583

www.mahajubileecollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mahajubilee Training College is a self-financing minority institution established in 2002 in commemoration of Kristhu Jayanthi 2000 (two thousand years of Jesus Christ's Birth Anniversary). recognised by NCTE is affiliated with the University of Calicut, managed by the Archdiocese of Trichur. and accredited with a 'B' grade by NAAC in 2009. Being a Christian Minority Self-financing College of Education for both men and women, it conducts M.Ed. course and B.Ed. Course. It is sanctioned and recognized by the Government of Kerala and NCTE in 2002. The B.Ed. the course was started in 2002 with an intake of 100 students in six optional subjects and again revised to 50 seats in 2015. M.Ed. the course was launched in 2009 with an intake of 18 students which was enhanced to 35 seats in 2012, and again revised to 50 seats in 2015. We work arduously to realize the motto of our college 'Learn, Live and Teach". into action for the overall development of individuals and the society at large. The institute provides an environment that is fully conducive to all academic pursuits while offering many faculty development schemes for the teachers to participate in national and international conferences. Presently the institute has 2 Ph.D. and 4 NET holders as faculty in the institute. The overall staff-student ratio is 1:09 and is one of the best in self-financing colleges. The place is surrounded by hills, forests, and gardens. The rivers, cultivated lands, dwelling houses, schools, markets, fresh air, etc. make the area naturally beautiful and healthy for living. The total area of the institute is 7 acres 35 cent and has a built-up area is 1766.87 sq. mts. The institute has a computerized library with a barcoding system and a Wi-Fi internet facility, well-stocked with specialized books, national and international Journals, apart from daily newspapers, popular magazines, etc.

Vision

We envision empowering the trainees through quality teacher education and research to become great teachers with excellent knowledge, expert skills, and the right attitude to contribute to India and the world and thus serve as a valuable resource for teachers, teacher trainees, and society.

To form teachers who are intellectually competent, emotionally balanced, culturally refined, spiritually mature, morally upright, physically healthy, vocationally productive, and self-sufficient with professional excellence and commitment to spreading real knowledge and wisdom in the world around us.

The vision, mission, and goal of the college are depicted in the motto. **“LEARN LIVE TEACH”**

Mission

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 field of education.

The key differentiator of this college is to force the overall development of the students, to equip them not only in academic content but also to make them good human beings, who would be the pride of the nation and would

make a mark wherever they go in their future so that they bring repute not only to themselves but also to their all matters

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Focused investment in providing the best infrastructure.
- Availability of modern pedagogical tools for students and faculty members
- Strong Outreach experience guiding programme development that inculcates ethical and social values
- Rigorous outcome-based student feedback system
- Successful implementation of Outcome-Based Education (OBE) in UG and PG programmes
- The college faculty:
 - supervises M.Ed. students and trainees
 - publishes internationally acclaimed research papers and books
 - engages in faculty exchange programmes
 - participates in and organises national/international conferences
 - edits and reviews reputed publications
 - Sports ground with athletic track and facilities for various indoor and outdoor games
 - College Research Cell for nurturing research. We conduct research seminars in every month by our faculty and other outstanding faculties and it is named as “*Synergy Series*”
 - E-learning cell to meet emerging demands of ICT skills in the teaching-learning process
 - Thriving community outreach programmes by various societies
 - Inclusive and gender-sensitive campus
 - Placement Cell and placement opportunities
 - Scholarships to meritorious students and fee concessions to economically weaker students
 - Institutional Strength Value-added courses on skill and personality development are in place.
 - Efforts to enhance community skills add value to students’ behavioural learning
 - The college caters to the needs of disadvantaged groups of students by providing scholarships and fee concessions.
 - The college campus is enriched with a Wi-Fi facility, well-equipped laboratories, and a library for students.
 - Women Development Cell addresses gender relative issues.
 - The College monitors the growth of disadvantaged students.
 - It has excellent rapport with alumni and parents.
 - Various counselling and awareness programme being run by college to aware the guardians.
 - The college has mechanism in place for performance assessment and using the evaluation to improve teaching research and service of the staff.
 - Following clubs are very active in our college- Science club, Anti-ADAT club, Literary club, Eco club, Consumer Protection club, Sports Club etc.

Institutional Weakness

- Lack of educational awareness among parents
- No hostel accommodation for the students by our college, but we arrange hostel facilities at nearby houses.
- Number of volumes of books and journals in the college library needs to be increased
- Soft skills and communication skills of students need to be improved
- Procuring financial resources for the up-gradation of infrastructure and developmental projects is often a challenge, which results in either stalling or shelving development works in the college.
- Funding for organising academic programmes like seminars and conferences is often difficult to procure.
- Continuing engagement and commitment to college welfare among the alumni is not yet strong.

Institutional Opportunity

The College has a spacious campus & playground with scope for further improvements in the creation of infrastructure and other physical facilities.

- Students get chance for preparing research papers by conducting Curriculum seminars
- They get chance to pass TET, SET and NET examinations by providing coaching classes
- Students get opportunities for preparing various digital formats such as techno-pedagogic lesson plans and digital charts.
- Students get chances in various job opportunities at various schools and colleges.
- They have the opportunity to enrol in M.Ed Course in our college.
- They are confident to speak in public without fear
- Students are able to conduct counselling to the public persons.

Institutional Challenge

- We are planning to have a research centre in our college
- Solar system in our college
- Individualized Learning process
- Adequate facilities for communication skills
- Spoken English Training
- Financial crises faced by a number of students
- Plastic-free campus- For this purpose we have stated our file to be papers without plastic coating.
- Health related awareness programmes to the public- We are planning to conduct surveys and seminars for the public to have physical and mental health for the public persons.
- Bus service for the students are to be enhanced by connecting with government authorities.
- International, National and state level seminars.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This criterion relates to how a course is either assigned by a university or is fully complemented or enriched by an institution, with the mission and vision statement of the institution based on the permissible freedom in course design being compatible. It also considers the practices of an institution in introducing a wide range of program options and courses that are relevant to regional and national needs in line with emerging trends. Flexibility and diversity are also estimated through this criterion for stakeholder involvement in different levels of learners, career orientation, multi-skill development, and annular updating. The focus of this criterion is captured in the following criterion statements that explain the qualitative aspects and good practices expected of an institution:

- The institution has a clearly stated and communicated purpose, vision, mission, and values.
- The institution ensures the continued relevance of its programs and existing courses are modified to meet emerging needs.
- The institute develops and deploys action plans for achieving the objectives and effective implementation of the curriculum.
- The institute receives and uses feedback from students, alumni, employers, the community, academic peers, and other stakeholders in curriculum development and planning.

The major aspects identified under this criterion are curriculum design and development, academic flexibility, feedback on curriculum, curriculum updates, and best practices in curriculum aspects.

Teaching-learning and Evaluation

This criterion relates to College efforts to serve students of various backgrounds and abilities through effective teaching-learning practices. Interactive instructional techniques that engage students in higher-order 'thinking' and inquiry through the use of interviews, focus group discussion, debates, projects, presentations, experiments, practical sessions, internships, and e-resources are important considerations. The criterion calls for substantial attention to how the institution supports and facilitates the use of ICT and other new and emerging technologies. It also helps in the adequacy and competence as well as the continued professional development of faculty handling programs of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that represent the good practices expected of an institution:

- The institution has a transparent admissions process and ensures that the defined admission criteria is equally applicable to all applicants.
- The institution provides clear information to students about admission and completion requirements, fee structure and refund policies, financial aid and student support services for all programs.
- The institution engages its students in active learning.
- The instructional approach and learning experiences are extensive and in keeping with the stated objectives of the program.
- Practice teaching plans are developed in partnerships that cooperatively involve school staff and custodial teachers.
- Student teachers are prepared to manage the diverse learning needs of students in schools.

- The assessment and evaluation plan is comprehensive, reliable, objective and transparent and students are well informed in advance.
- Evaluation and evaluation results are used to improve the performance of students and course transactions.
- The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning.

The key aspects identified under this criterion are: Admission Process and Student Profile, Need for Catering to Divers, Teaching-Learning Process, Teacher Quality, Evaluation Process, and Reform and Best Practice in Teaching Learning and Evaluation

Infrastructure and Learning Resources

This criterion seeks to find data on the adequacy and optimal use of facilities available in an institution to maintain the quality of educational and other related activities on campus. It also requires information about how each component of the institute, students, teachers, and employees benefit. Expansion of facilities to meet future development and maintenance of facilities are also among other concerns. The focus of this criterion is captured in the following criterion statements, which describe some good practices of a quality institution:

- The institution has adequate physical infrastructure facilities to run educational programs efficiently.
- The institution continuously enhances its infrastructure to keep pace with its educational development.
- The institution has effective mechanisms for maintenance and optimal utilization of infrastructure.
- The institution takes adequate care and considers the environmental issues associated with the infrastructure.
- The instructional infrastructure meets the requirements of the program and is better used.
- The institution ensures the availability of qualified faculty and staff required to achieve the stated objectives.
- Workload policies and practices encourage faculty to engage in a wide range of professional and administrative activities and community engagements.
- The institution has an adequate library and computer facilities and other learning resources with easy access to all its constituencies.
- We have smart class rooms and interactive board for learning purpose.
- We have live studio and editing unit.

The major aspects identified under this criterion are physical infrastructure, infrastructure maintenance, library as a learning resource, ICT as a learning resource, other facilities, infrastructure, and best practices in learning resources.

Student Support and Progression

The main objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate a good campus experience and their overall development. It also seeks information on student and alumni profiles and contributions to the institution and vice versa. The focus of this criterion is captured in the following criterion statements, which describe some of the good practices expected of a quality institution:

- The institution has adequate teaching resources and a well-established mechanism to systematically review various library resources for adequate access and relevance and for decision making for acquisition.
- Various provisions in the institute support and enhance the effectiveness of faculty in the teaching and mentoring of students.
- The campus environment promotes improvement in students' motivation, satisfaction and developmental performance.
- The progress of the students at various stages of the programs is monitored and appropriate advice is given to the students.
- The institute develops the leadership qualities of the students through its involvement and involvement in various institutional activities.

The key aspects identified under this criterion are: student progress, student support, student activities and best practices in student support and progress.

Governance, Leadership and Management

This criterion helps to gather data on the policies and practices of an institution in terms of planning power, recruitment, training, performance evaluation and finance management planning. The participative management process and creative administration of human and material resources are relevant here. The focus of this criterion highlights the following criterion statements, which are representative of the good practices of a quality institution:

The institution is conscious of its quality provisions and has a well-established functional internal quality management system.

The institution has an MIS (Management Information System) to collect, align, select, integrate and communicate data and information on the educational and administrative aspects of the institution.

- The institution's offices and departments operate on the principles of participation and transparency.
- Academic and administrative planning goes hand in hand with the institution.
- The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development.
- The institution has a mechanism for faculty, students and other stakeholders to seek information and / or make complaints.
- The institution has good resource management practices that support and encourage performance improvement, planning and implementation strategies.
- The financial resources of the institution are judiciously allocated and used effectively.
- Budgeting and auditing processes are routine and standardized.

The key aspects identified under this criterion are: institutional vision and leadership, organizational set up, strategy development and deployment, human resource management, financial management and resource mobilization and best practices in governance and leadership.

Institutional Values and Best Practices

This criterion focuses on the special efforts of an institution's values that influenced its academic excellence. Any innovative practice is a path designed to advance the interest of the students and the institution. Institutions internal quality assurance systems, best practices and stakeholder relationships make institutions reflect on the quality culture. The focus of this criterion is captured in the following criterion statements and key aspects:

The institution exhibits sensitivity to changing educational, social and market demands.

The institution is ready to foster an environment of creativity innovation and quality improvement.

The institution caters to inclusive practices and better stakeholder relationships.

The institution adopts quality management strategies in all educational and administrative aspects.

The institution strives to promote value-based education, social justice, social responsibilities and good citizenship among its student community.

A college level seminar on “waste management Recycling and Your Role” was organised by departments of natural science on 10.06.16. A large participation of about 70students reflected an active role of group. During the programme an oath was taken by both staff and students of the college to clean the college campus regularly. Also keeping the vicinity of the college was considered a high priority. The aim of waste management is to reduce the dangerous effects of such waste on the environment and human health.

As an outcome of the programme, group of 10 students were formed with a leader from each group. Each student in the group was asked to give a feedback on the waste scenario of the college and how it can be improvised. Also a WhatsApp group was formed for easy access of the students.

Funding and Infrastructural bottlenecks are the main problems encountered availability of funds and removal of infrastructural bottlenecks together with increased students' participation will make this practice a grand success.

Research and Outreach Activities

This criterion seeks information about the institution's policies, practices, and outcomes in the context of research and outreach activities. It relates to the facilities and efforts provided by the institution to promote research culture and their results. Serving the community through research and outreach activities, which is a social responsibility and also a core value displayed by institutions, is a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that describe good institutional practices.

- The institution supports professional development activities that engage its teachers in research in education.
- The institute encourages faculty to publish in educational forums. The institution encourages its students and faculty to learn continuously.
- The institute encourages faculty outreach activities in research. Institute faculty are actively engaged in

training and developing teaching and other teaching-learning materials.

- The institution incorporates practices based on research conducted by its faculty.
- The institution is responsible for community needs and conducts relevant extension programs.

The institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expertise.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHAJUBILEE TRAINING COLLEGE
Address	Mahajubilee Training College, Mulloorkara, Thrissur
City	Thrissur
State	Kerala
Pin	680583
Website	www.mahajubileecollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Fr. Chako Chiramel	04884-273999	9446146535	-	collegemahajubilee@gmail.com
IQAC / CIQA coordinator	Sreevidya Radhakrishnan	-	9496784198	-	sreevidyaradhakrishnan49@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority.pdf
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Kerala	University Of Calicut	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	24	Validity period not mentioned in the Recognition order of NCTE

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mahajubilee Training College, Mulloorkara, Thrissur	Rural	7.35	1766.87

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education	24	Degree	English	50	50
PG	MEd, Education	24	B.Ed	English	50	9

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				12			
Recruited	0	0	0	0	0	0	0	0	4	8	0	12
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	3	4	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	8	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	11	0	0	0	11
	Female	89	0	0	0	89
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	8	0	0	0	8
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	1	0
	Female	2	4	2	4
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	2	2	1	0
	Female	10	10	14	12
	Others	0	0	0	0
General	Male	3	3	4	5
	Female	32	31	28	28
	Others	0	0	0	0
Others	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	50	50	50

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary system of education is the need of the hour as envisaged by the NEP 2020. Our institution will whole heartedly welcome and strive its best to adopt changes that are learner friendly and contribute to their betterment. Mahajubilee Training College will extent all efforts for the implementation of the holistic educational programmes. As per the directions and intimations of the apex bodies we are potent enough to introduce credit based courses also. The institution is planning to conduct various survey studies and case studies to understand the present situations of the people and adopt curricula that positively contributes to the societal improvement and development. The student teachers graduating</p>
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	<p>from the college will be groomed in a way that will enhance the civic sense and the skills attained here mainly the scientific attitude trained from the college activities like the research mentality, conduct of action researches etc will be made useful for solving the societal problems seen in today's world. As part of good practices various topics of study will be integrated in a holistic way giving equal weightage to the science and humanities subjects and use the positives of both branches in solving the social issues. Since the institution is of professional nature, the implementation of multiple entry and exit will be a matter that has to be properly planned by the apex authorities and is suitable curricula and rules and regulations are charted out, our college will surely implement the same and make necessary changes in the planning and execution of allied activities. The college assures to implement all the activities and programmes that are beneficial to the student community as well as the society.</p>
2. Academic bank of credits (ABC):	<p>Credit system being one of the important revolutionary changes in the field of evaluation will be implemented in our institution as per the requirements and instruction of the University or other apex bodies. The faculty will be given training and orientation for the development of curriculum suited for the credit system. Necessary changes in the content will be made that works well with the ABC system. The institution will be open to any changes in the curricula that is learner friendly and student centric. Being a professional course, the extent to which the multiple entry and exit options will be implemented is a matter of question. If the apex bodies adopt suitable changes, the same will be welcomed in our institution also.</p>
3. Skill development:	<p>The institution is planning to adopt strategic changes in the activities and programmes by incorporating more training sessions on soft skill development and life skills attainment. The authorities envision a plan of curricula that is in congruent with the contemporary society but also embraces the values of the Indian culture by mainly preserving transforming and propagating the various cultural and linguistic factors that are unique to the Indian context. Institution is planning to start add on courses that will offer an added benefit to the student teachers like courses to increase the proficiency in information</p>

	<p>technology, Environmental education etc which are of prime importance in the current world. The new teaching methods are likely to be implemented replacing the traditional ones by implementing blended learning, simulations etc and the innovative strategies will be used for the vocational trainings also. Skill development programmes especially the ones that helps to mitigate the social issues will be introduced in the institution.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our college would like to embrace a system which is in congruent with the contemporary needs and aspirations of world but at the same time accepts and celebrate the richness of the Indian Knowledge system that is age old and value based. In the case of a change in curricula with addition of Indian languages, the institution will give impetus to olden languages like Sanskrit. Rule of language can be introduced to learn English. College already adopts a bilingual system in classrooms giving due importance to Malayalam as it is sure that the students feel more freedom of expression in their local vernacular language than any foreign language. Currently no degree or subjects are specifically allotted to the language section. Over the years the institution has taken all the best efforts to celebrate the diversity and richness of the Indian culture by mainly celebrating the days associated with it and conducting debates and discussions on the problems and prospects of Indian culture. This will be continued in the future with more variety of items added such as ethnic days, poster competitions etc.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Institution has already adopted the outcome based education system and has implemented the same in the assignments and tasks to be completed in the respective semesters. All the documentations in connection with the BEd done by the student teachers are transformed into outcome based ones. With this in view the students are instructed to establish the mission statements with impetus to Blooms taxonomy. The pedagogical tools are likely to be changed to suit the changed scenario.</p>
<p>6. Distance education/online education:</p>	<p>Education should be reachable to all sessions of the society crossing the age and cultural barriers, aiming this the institution will like to implement the courses in online and distance mode in case there is provisions for the same in the changed curricula.</p>

College would like to design an implementation strategy that does not compromise with the hands on experience since BEd is a professional course. Blended learning modes is already in use in the institution and will be expanded o a large scale replacing the traditional teaching ways. The institution has incorporated incremental changes in the ICT facilities of the college also.

NAAC

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
57	49	50	50	40
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
20	20	20	20	20
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
49	47	48	40	32
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

Number of graduating students year-wise during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
49	47	47	39	31
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
57	49	50	50	40
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
22	15	11	10	14

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
22	15	11	10	14

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2020-21	2019-20	2018-19	2017-18	2016-17
16.28874	17.34548	17.95002	16.54214	15.15957

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 20

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The College is affiliated to Calicut University and so they have role in revising the curriculum. We may inform if any practice of discussion in the staff meetings about the curriculum based on the feedback of the students about their difficulties in understanding the subject or answering the questions. The college may write to the University about the difficulties experienced by the students and the faculty opinion on the curriculum. But there should be evidence for it in the form of minutes of the staff meetings and also copies of the letters to the University should be enclosed.

Curriculum is the soul of teaching-learning-evaluation process in higher education. The efficiency of the curriculum designed and developed is appraised by its employability, innovation, research potential, relevance, competence and modernity. With its new autonomous status, this institution has been devoted to attain these objectives in framing its own curriculum, although it is too premature now to evaluate the results of this process. While being motivated to attain the best achievements, our college, Mahajubilee Training College has always been enthusiastic to uphold the efficiency of the curriculum while designing and developing it being congenial to the vision and mission of the institution.

The objectives of our College as an institution of teacher education are the intellectual excellence, imparting of skills and formation of good citizens of character and ability committed to the service of fellowmen. The vision of the founders of this College is the formation of good students imbued with the ideals of conduct and pattern of life of ideal citizens of the country. In fact, the College intends to stress on the primacy of moral, spiritual and ethical values in the integrated development of the students. These objectives are achieved with the help of the personality, character, disposition, example, motivation and dedication of all those who are involved in academic and management activities.

The above mentioned vision and mission of the founding fathers of the College are definitely reflected in the curriculum framing process. Ever since the establishment of this educational institution, our College firmly believes that the curriculum of this higher citadel of learning must impart knowledge, skills, and wisdom to the students while moulding their character. 'Knowledge' transferred to the students in turn helps them to attain self-knowledge and make them capable of assessing the newly acquired knowledge on the basis of an awareness of what they have already known. Obtaining the requisite 'Skills' leads the students to transfer their theoretical knowledge to the realms of practice. 'Wisdom' enables the students to be their own masters by setting up their priorities confidently. This institution believes that 'Character Development' is the outcome of a combination of knowledge, skills, and wisdom coupled with motivation and moral uprightness. Character development is recognized by certain virtues, viz., honesty, integrity, initiative, curiosity, cooperativeness, truthfulness, self-esteem, and the ability to work individually and in groups.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document

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 last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: B. Any 4 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response: 50

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	6	6	6

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	12	12

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

1.2.2 Average Number of Value-added courses offered during the last five years**Response:** 0**1.2.2.1 Number of Value – added courses offered during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**Response:** 0**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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****Response:**

The College is affiliated to Calicut University, and adheres to the curriculum prepared by the expert body consisting of teachers from various institutions. The members ensure that the issues of gender, environment sustainability, human values, and professional ethics also get equal representation in the curriculum. Most of the programmes do have these issues addressed in their syllabi. curriculum for example includes various issues on women empowerment, sustainable development, human values like justice, equality, liberty and rights, caste issues, rights and duties, social responsibility, child rights, sexual minority rights, etc.,

The institution regularly tries to integrate these cross-cutting social issues to the curriculum by periodically organizing seminars/ workshops having bearing on Gender Equality, Environment and Sustainability, Human Values and Professional Ethics. The college also recognizes the importance of value based education. Human Values are, admittedly, most precious of all values. Communal Harmony, Dignity of Labour and concern for the Otherwise Abled are the Human Values that the institution tries to inculcate in the minds of the receivers. Awareness of human rights is created at under graduate level through an Add on course titled "Human Rights and Value Education". There are specific committees and associations like Eco Club, Equal Opportunity Cell, Women Empowerment Cell that make a collective effort to sensitize the students on areas of concern like Gender equality, Human rights, Environmental issues, etc. The general atmosphere of our college, with equal opportunity to boys and girls in many courses, provides an enabling environment for gender equality. Gender equality is promoted through lectures on women rights, female foeticide and gender based violations. Self-defence courses for girls, skits promoting gender sensitivity and other such related activities are also organised. To inculcate human values into the students the College has adopted various practices like, donation drives and visits to old-age Homes etc at regular intervals.

Describe the efforts made by the institution to supplement the University 's Curriculum to ensure that the academic programmes and Institution 's goals and objectives are integrated?

- Faculty training
- Quality learning system development
- academic calendar

Development of lesson plans/laboratory instructional plans for effective instructions

Use of ICT in the class room

In Curriculum enrichment, faculty development programmes were conducted. Relevant topics were discussed and certificates were issued for participants. Trainings were conducted in every summer vacation.

Quality learning system development, All programmes were conducted to raise internal quality development.

Academic calendar, academic calendar is the landmark in the day to day programmes of our college. All programmes were conducted according to the frame work of our academic calendar.

Development of lesson plans/laboratory instructional plans for effective instructions

Teacher trainees conducted classes according to lesson plans. Experts and option teachers clarify the doubts. Science laboratories helps the students to clarify their doubts according to their subjects.

Use of ICT in the class room: In this current scenario the development of ICT played an important role. Class room became more effective and active with the use of ICT.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. If you ignore the issue of diversity in the classroom and choose to not promote diversity in your school, you're not doing your job. Children go to school to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school,

community and country. Diversity in the classroom doesn't just improve social skills, it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence. Seven ways to encourage a culture of diversity in your school

1. Examine your teaching materials
2. Get to know your students
3. Be willing to address inequality
4. Connect with parents and community
5. Meet diverse learning needs
6. Hire diversely
7. Support professional development opportunities

Diversity expresses itself in so many different ways, so it can be daunting to try and start conversations around bringing it to the classroom. The good news? Your school is already full of students and staff with diverse and amazing backgrounds, abilities and skills! All you have to do is start highlighting that diversity. Start slowly and intentionally. Don't be afraid to admit when you don't know the answer, but always try to keep learning and growing. Listen to what others around you are saying, and look for feedback and ways to continuously improve. Change doesn't happen overnight, but the most important step is getting started.

It is a balanced curriculum for the training and grooming of the pupil teachers even in the role of diversity and equity in teaching-learning process. The curriculum provides theoretical insight to the teacher trainees to envisage the various educational, social and psychological issues. MJTC provides an opportunity to apply and practice the theoretical aspects in real life situation through field experiences. MJTC provides equal weightage to theory and school based practical activities. There is a sociology part in the first core paper (Teacher in the Emerging Indian Society) of the B.Ed. curriculum. The prescribed part familiarizes the student trainees with the concept, meanings and importance of equity and diversity. Besides, it focuses on the problems of caste and class-based disparities and the aspects concerning democratic functioning of society, national integration, international understanding and their interrelations. In this context, the content outlines the ways and means for observing equity and respecting diversity. Similarly, the paper on Educational Psychology enables the learners to understand and appreciate the principles of equity and diversity so far, as they emanate from individual differences. The duly contextualized differences (diversities) are practiced with equity under focus during the course of teaching. A required understanding of the concept of multiculturalism and value of respecting different cultures promotes the idea of respecting diversity. Reciting national song and anthem that speak of national integrity are routine practice of the college.

File Description	Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Mahajubilee Training College follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures: The college follows student-centred approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning,

project-based learning, discovery learning, etc. It seeks to promote Collaborative group learning, both inside and outside the classroom; Individual student research and discovery; Research and discovery by students and faculty together: When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of power in society (gender, caste and minority status, for example) by asking students to analyse their own cultural perspectives (such as their cultural history, language, and literacy). In one program, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children's home and school cultures differ. Teaching skills are taught through Micro Teaching and Mega lessons, five lessons per teaching subject. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching. Student teachers develop 'School Profile.' They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools. In the course of practice teaching, the student teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc. Curriculum of the institutions provide opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas The institution ensures the inclusion of the following aspects in the curriculum 1.Interdisciplinary / Multidisciplinary 2.Multi-skill development 3.Inclusive education 4.School experience / internship 5.Work experience / SUPW

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

1.4 Feedback System

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process

adopted by the institution comprises the following

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 49.2

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 3.4

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
6	8	3	0	0

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

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..

Response:

Mahajubilee Training College is one of the eminent institutions in the field of teacher education and is keen in ensuring that the college is fully available in guaranteeing the successful completion of the B.Ed. course for everyone interested in education field. College has developed a well-defined five-point observation schedule potent enough to map the teaching skills, social skills, General awareness, Language proficiency and Basic ICT knowledge of the student teachers. This entry level assessment process is initiated religiously two weeks after the start of the particular academic session every year. It is usually to ensure that the basic skills required by the teaching job is present in them and also as a first step to induct them into the prevailing system. A three-point scale observation schedule spanning the teaching skills, subject knowledge and practical knowledge is also prepared by the college to assess the entry level behaviour of the student teachers in each optional subject. The data collected from them is analysed by the senior teacher educators and the students of various levels ranging from low to high performers are identified, following which the curriculum is planned properly with the necessary inculcation of learning experiences. The low performers are given counselling to induct them into the learning programme and they are constantly given mentoring as and when required. Appropriate remedial measures are planned in such a way as to bring them to the forefront as other prospective teachers. Personal mentoring and sharing sessions are also arranged to identify the entry level difficulties and anxiousness faced by the student teachers and appropriate guidance is given. Highly talented students are also identified and they are given proper orientation to absorb the best out of the B.Ed. programme. The assessment was carried out at regular intervals and it was observed that 85% of the students showed a marked improvement in their performance. The activities of the college are furnished in such a way that there is orientation from the entry level to the successful completion of the course thereby ensuring that they enter into the vocation immediately and contribute their best to the betterment of the society.

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Photographs with caption and date	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 6.33

2.2.4.1 Number of mentors in the Institution

Response: 9

File Description	Document
Data as per Data Template	View Document

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

Response:

Mahajubilee College gives immense impetus to the hands on experiences that student teacher gets and strives to provide all the opportunities for the student teacher whenever possible. College is ardent in ensuring that the system of education is completely revamped according to the cotemporary needs of the society and the innovations are adopted for training student teachers to ensure that constructivist approach is practiced continuously. Academic sessions are designed in such a way that almost all modes of learning are practiced and the individual differences are catered in the best possible way. Completely student centred approach is practiced in the classroom and the traditional teaching methods have been fully replaced by the innovative ones like ICT enabled classes, webinars, flipped classes etc. Care is taken to inculcate the various models of teaching like the advanced organisers, inquiry etc depending on the topics to make sure that the student teachers get accustomed to the various types of learning modes. Dialogic practice is encouraged in the classrooms within the students and also between the student and teachers which provides clarity of ideas. Peer- assessment practices are widely used as an innovation since it provides a good feedback mechanism. Teacher educators ensure that programme specific capacities are developed in the student teachers in a phased manner and thereby up gradation of skills are guaranteed. Debates on various contemporary issues are arranged in the classes that aid to generate novel ideas. Taking care of the differential needs of the students and their multiple needs and aspirations, the academic activities are structured. Well-developed psychology lab in college aids the student teachers to have a direct exposure to the psychological realms and also in getting practical sessions on the development of various tools. The visit to nearby places of educational and historical importance like the Kerala Kalamandalam, history museum etc provides the student teacher with first-hand knowledge of the various topics and also helps to develop an analytical skill by comparing the different pedagogic styles adopted in the education sector with that of ours and imbibe the positive aspects and develop the current style in a better way. The seminar series “Synergy” talks on the contemporary issues in the education field and provides a wide platform for the students to exchange their ideas and come with creative suggestions. The allocation of library hours is utilized by the student teachers to compile notes referring multiple books available, which makes them capable enough to acquire the skills of reference and note making. ICT workshops, puppetry, chart and model workshops arranged by the college gives the students ample opportunities to unleash the professional skills hidden in them, which when identified is catered by the college and the college provides all possible platforms to nurture those skills in the students.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during

the last five years

Response: 72.22

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	11	9	12

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 57

File Description	Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Mahajubilee Training College serves as a second abode to the student teachers by giving adequate support and direction in all realms of activity. Understanding the need and significance of mentoring in today's era, college has adopted innovative ideas such as provision of individual mentor assistance to the student teachers. The college has developed a well-defined action plan for the mentoring activities which is revised yearly by adding the different new requirements of the students. Generally, a senior teacher is selected as the Key mentor and a group of other teachers work as subordinate mentors. Small group of 10 students are constituted under one eminent mentor making it to the ratio 1:10 and they meet at regular intervals enabling a one to one interaction where the student teachers are free to discuss both academic and personal issues that need to be addressed. Special mentorship is arranged prior to the practical and university examinations with the view of tiding over the anxiety of the student teachers and face the examinations with more vigour. The college is extremely vigilant to provide all kind of assistance at personal and professional level especially during the internship programme as they are expected to face a plethora of work related stress problems. Workshops on ICT and art and drama are conducted frequently with a view on integrating the most modern skills into their life and college also provides many avenues in the form of various programmes like week feedback, day observations etc to operationalize the skills they acquired through the afore mentioned workshops into reality. Guidance and counselling cell and grievance redressal cell works very efficiently in solving the problems faced by the students and the college makes sure to follow up the student teachers and ensure that they are properly served and benefitted. Towards the culmination of the course the students are given mentorship and advice on the various job search avenues. Teachers forms an expert panel and conducts mock viva that resembles the original interview sessions conducted in schools and colleges to equip the students with necessary skills required to face interview and make them capable enough to handle various situations. College extends a helping hand to all those in problem whether it is academic or financial.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. ‘Book reading’ & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

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

Response:

Mahajubilee training college always makes sure that the student teachers are exposed to all kinds of experiences which help them to achieve the life skills required for facing the questions of future. Such strategies start right from the morning assembly and the frequency is kept intact throughout the day. Current affairs and thought for the day discussions gives a kick start to the thinking skills of the students in the morning session itself and empowers them with skills such as how to face a crowd, how to effectively speak and deliver a content to the masses, how to articulate the ideas etc. Teacher educators makes sure that the different topics are dealt with innovative strategies such as role play, dramatization etc making sure that the students are exposed to the ideas of how to organise such activities and adopt appropriate teaching methods according to specific topics in future. Student teachers are encouraged to attend and present papers in various national and international seminars for inducting them into the field of research and development. The students are trained to live in harmony and mutual understanding and help and adopt eco-friendly practices while at college and also given essential guidance to keep up the cleanliness and decorum of the institution. The institution also conducts first Friday mass and also arranges confession sessions to ease the mental stress and problems and imbibe the true sense of love and compassion through the pious ways. College is keen in extending social services in the local area by providing free tuition, health camps, cleanliness drives etc which instils in students a sense of social responsibility and accountability.

Enhancement of Professional Capacities i.e. EPC is religiously and seriously taken forth and submissions are structured in such a way that the professional skills of the student teacher is sharpened in the best possible way. Activities that include personal and professional growth and development, collaboration with fellow people, soft skills development etc are intertwined into the system. The various works related to arts and drama aids the students to integrate them into the teaching learning scenario and make the classes more effective and engaging. In congruence with the objective of NCTE these EPC modules successfully run by the college helps in good language training, metacognition, develop interest in

reading and also to understand the relationship between head, heart and hand.

ICT workshops and training sessions arranged every year equips the student teachers with all the necessary skills to make them real 'Techno-Pedagogue'. The workshop provides with exposure to the new applications and softwares that aid in teaching learning process. Master skill trainee groups are constituted in the college which consist of student teachers as master skill trainers and they advise and train as set of students who are backward in ICT. Workshops also train to adopt effective assessment practices in online mode. Puppetry workshops, chart and model workshops are arranged by the college which equips the student teachers with the basic skills on how to make the future classes more innovative and constructive in the true sense. It enables the students to make use of the local resources available and make innovative improvised apparatuses that can cater to the needs of a wide range of learning styles. The institution nurtures the skills of writing, speaking, performance etc by devoting a period weekly for cultural programmes which serves both a platform for talent enrichment as well as a time to relax and enjoy. The students are encouraged to attend inter collegiate quizzes and debates with a view of enhancing their skills of collaboration and instil a sense of sports man spirit and cohesive nature.

Mahajubilee college has a hidden curriculum wherein the student teachers indirectly learns how to be a well-adjusted personality, how to live in peace with others, how to manage the stress etc. The institution is keen in arranging talks of various resource persons spanning different fields of expertise and inculcate in students with the basics skills of life and profession. The field visits conducted to nearby special schools aids them in understanding the different angles of life and also to understand how to cater to the needs of children with special needs. The various sessions and talks arranged especially during the community living camp spans diverse topics ranging from astro physics to life skill management, origami etc which gives a package of experience to each student teacher. The day celebrations, week feedback programmes etc not only fosters their creativity but also equips them with the necessary skills especially in the field of information technology. The 'synergy' series conducted monthly by the faculty members and invited resource persons opens up new arenas of education filed and provides a platform for students to exchange their ideas and be abreast with various new developments in the field of education. The college adopts a strategy wherein everyone gets an opportunity in almost all kinds of activities and no skill of student teacher goes untouched which automatically aids them to come to forefront and deal with the life situations well.

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

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**

4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan (IEP)

Response: A. Any 8 or more of the above

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

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document

2.4.3 Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’
4. Classroom teaching learning situations along with teacher and peer feedback

Response: B. Any 3 of the above

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

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school
- 2.Planning and execution of community related events
- 3.Building teams and helping them to participate
- 4.Involvement in preparatory arrangements
- 5.Executing/conducting the event

Response: D. Any 1 or 2 of the above

File Description	Document
Report of the events organized	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

- 1.Library work
- 2.Field exploration
- 3.Hands-on activity
- 4.Preparation of term paper
- 5.Identifying and using the different sources for study

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

The internship programme is an important and inseparable part of the two-year B.Ed. Curriculum. Mahajubilee College provides ample opportunity for the student teachers to obtain hands on experience in the teaching scenario and it serves as the best pathway for operationalizing the theories learnt beforehand.

College provides all the support and help to the best possible extent to the student teachers for the successful completion of the Internship programme. The college has cordial relationship with the schools in the vicinity since the time of its inception. The Principal frequently visits and connects the schools and have a reciprocal relationship with the authorities. The list of schools for internship was provided to the student teachers beforehand and the priority list of the schools selected by the respective student teachers are collected. The schools are allotted to the intern by the college depending on various criteria's viz. subject allotted, commutation ease etc. Prior to the internship programme the Principal and Teacher in Charge visits the schools with request letter for procuring permission and to orient the heads of the school on the processes involved and design of the programme. Orientation on the standard operating procedures and protocols to be maintained in the respective schools are vividly explained and the doubts of the students are clarified before the commencement of the internship. Elaborate arrangements are made concerning the compiling of student data, contact details etc and also the necessary records like attendance register, internship record distribution, Performa filling up detailing etc. The assessment and evaluation of the same is conducted under the criteria's like teaching performance under shared practice and individual effort, class observation report of senior teachers, maintenance of diary etc. 60 lesson plans are prepared by the intern, including the ICT enabled ones over the two spells. The teacher educators visit the schools 5 times over this period to assess the student teacher's improvement in teaching. The chart workshops held beforehand helps the student teachers in preparing the charts, models, learning aids in the best possible way. The lesson plans are scrutinized well by the teachers and the standard format is followed. Principal conducts one visit per spell to the schools to ensure the smooth functioning of the system. During the end of each spell a sharing session of the internship programme is conducted where the students delivers an account of the different experiences encountered during the period and how they solved the different problems, it is compiled as a form of reflection report. Such sessions help the students to know the various administrative and academic scenarios prevalent in the system. All the required assistance like the provision of required records, observation schedules etc are provided by college throughout the internship for the successful completion of the programme.

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

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 4.45

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 11

File Description	Document
Plan of teacher engagement in school internship	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

College is vigilant in monitoring the day today activities of the intern even during the school internship programme. The intern is strictly directed to follow the rules and regulations as prescribed by the university during the internship in matters related to attendance, protocols to be followed in the school etc. The teacher educators conduct frequent visits to the respective schools to monitor and assess the development of skills in the intern and also to measure the progress of other concerned works. The teacher educators meticulously fill the observation schedule while during the school visit and also clarifies the doubts and anxieties of the student teachers. The students are assessed on a variety of aspects such as achievement tests, action research, beyond the school activities. Appraisal forms and criteria's or assessment are prepared by the college beforehand to assess the phased development of the student teachers. College strictly complies to the rule that the lesson plans needs to be signed by the option teachers and subsequently shown to the class teacher of the school before taking the class to make sure that the classes are error free and up to the prescribed standards The teacher educators also render their services beyond the working time to extend help and support in case of need. The Principal of the institution and

the other staff also frequently communicate with the heads of the school and continuously monitor the activities of the intern. The institution encourages peer interaction in all strata of work thereby ensuring a one to one monitoring is prevailing amongst the student teachers which help them to learn and correct themselves. Peers observe the classes of student teachers and gives constructive comments on the same. The teacher educators constantly monitor the works of intern like the development of learning aids, charts etc and make sure that they are of standard format and scientific.

File Description	Document
Documentary evidence in support of the response	View Document

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years	
Response: 100	
File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years	
Response: 34.72	
2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years	
Response: 5	
File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.	
Response: 2.09	
2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year	
Response: 46	
File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Mahajubilee college has a resourceful and professionally competent group of teacher educators that serves as the pillars of institution. Teacher educators initiates all efforts to make sure that they are academically and professionally upgrading day by day. The college environment serves as a conducive space for constructive discussions on the matters related to education. Discussions on the innovative teaching practices, implementation of national polices etc are frequently done to keep abreast with the changing scenario of education. The expertise and knowledge of senior faculty members of the college is made use to train the junior teachers in matters pertaining to conduct of tasks, submission of various practical etc. In case of curricular changes, the notifications are analysed and studied in depth to understand the gist and the problems and prospects of the same are put forward for discussion and deliberations within the college. ICT workshops are arranged frequently to keep abreast it the latest innovations in the field of ICT and training is imparted to effectively use the latest technologies like applications and software that help in the teaching learning process. Teacher educators also participates in the faculty enrichment programmes in the college and also works cordially with the other teacher education institutes. Research and development works are also undertaken by the teacher educators and ensures that they publish research papers and articles in national and international journals. Discussions on innovative practices and changes to be adopted during teaching practice and also the improvements to be made in the task and assignments are also put to discussion during the formal and informal meetings.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

College strives to keep abreast with the innovations in evaluation practices and makes sure that the student teachers are evaluated at all stages of their development spanning both scholastic and co-scholastic activities. The student teachers are evaluated at regular intervals by conducting unit tests and other means such as submission of tasks and assignments etc. Each and every submissions and tasks are evaluated on a set of predetermined criteria like innovativeness, presentation, neatness of the work, timely submission etc. The student teachers are informed beforehand the various criteria under which they are evaluated to ensure that all the necessary criteria are made integral part of their submissions. Conduct and organisation of seminar, debates etc are also evaluated to provide a constructive feedback to the student teachers. The internal examinations are conducted at par with the standard format to train the students in exposing to the real-time examination process. The marks awarded are published in the notice board and a descriptive analysis of the marks spanning both the core courses and optional ones are conducted and the respective

toppers are awarded with suitable recognition which motivates them to perform even more better in the university examinations. During the initial phases itself the student teachers that require special attention are identified and given additional support. The college is responsible enough to keenly monitor the daily activities of each and every student teacher and mould them into professionally enriched teachers.

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

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

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Mahajubilee Training College is keen in keeping the transparency of the examinations conducted and always makes sure that the students are well informed of their internal marks by publishing them prior to the final submission in university. Grievance redressal cell is actively operating in the college to look into matters pertaining to a wide variety of problems. The college management allows students to raise issue in case of discrepancy in marks and there is an expert panel constituted consisting of Principal and senior teachers to look into matters pertaining to such issues. On the administrative side, the college ensures that

the documentation works pertaining to the examinations are up to date and separate ledgers and records are maintained for the same. A senior teacher is given the duty in charge to oversee the conduct of the examinations and documentation works. The classrooms allocated for examination are fitted with CCTV cameras to guarantee that the conduct of examinations are transparent in all sense. The administrative staff and academic wing works hand in hand for the successful conduct of the examinations.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Mahajubilee Training College systematically prepares a detailed academic calendar every year before the commencement of the classes, covering all the scholastic and co scholastic aspects clearly. Keen interest and care is followed in assessing and evaluating the student teachers on a continuous basis and hence internal evaluation exams are incorporated at regular intervals in the academic calendar beforehand. This helps the student teachers to prepare well for the exams and also the teacher educators to have a clarity on the extend of covering the syllabus. Internal assessments are conducted on a monthly basis and meticulously each subject paper is allotted a particular day in the week for the conduction of exam. Institution ensures that the exam papers are evaluated without fail and with transparency and are distributed without any lapse of time so that the student teachers can identify the areas that need improvement. The remedial teaching hours are utilized for providing additional help to the student teachers and all necessary steps are taken by the management to ensure that the academic calendar is properly followed without postponement or rescheduling or cancellation of internal examinations. The academic calendar invariably helps in structuring the schedule of various examinations and also to deliver the portions systematically.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Mahajubilee Training College one of the premier institutes in the field of teacher education and since last many years have been contributing a significant number of trained professionals into the society. The college functions systematically in a well-planned manner that allows it to successfully transact the objectives to be attained as prescribed by the Calicut University. College nurtures the student teacher right from entry level to the successful completion of the college. The accurately planned pedagogic styles and innovations opens up the new perspectives of education before the student teachers. The co scholastic activities like the programme co ordinations, cultural programmes, sports, other day observations and field trips immensely help the student to understand the social context also and develop as a well-adjusted personality. The college has developed a well-defined assessment system based on the learning outcomes and a constructive curriculum is followed. The exposure that the student teacher gets here through various programmes like workshops interactive sessions etc helps them to explore the newer perspectives of education and also to understand the significance of education in the social context. The brain storming and debates conducted in classroom situations aids them in understanding the context and issues in the education sector and draw possible solutions to the problems. The psychology classes equip the students with the necessary skills to understand the self and the learner plan a teaching learning strategy accordingly. The Mahajubilee family system prevailing in the college also helps the student teacher to respect and celebrate diversities and foster as a good Indian citizen.

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

2.7.2 Average pass percentage of students during the last five years

Response: 99.54

2.7.2.1 Total number of students who passed the university examination during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
49	47	49	40	30

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document

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

Response:

Student teachers are monitored continuously and a good feedback system is prevailing in the college. The inputs of the same is used elaborately to introduce improvements in the system. Observation schedules are incorporated at various stages to assess the changes to be made. A 5-point scale observation schedule is prepared and distributed among students. The data obtained henceforth is analysed to understand the vacuums in the system that needs improvement. The data on the entry level behaviour of the student is analysed and compared with the current observation schedules and the progress attained by the student teachers are identified and noted. The existing system in the college is meticulously planned and executed and hence the student teachers shows a significant positive change in their academic and professional attributes.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4 Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 49

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Student teachers of the college shows incremental development from the entry level and a major transformation towards the end of the programme which shows the success of the college management. It

is being observed that 90% of the students showed a significant improvement in the pedagogic and attitudinal styles once they have undergone the various workshop and mentoring sessions. The entry level tests identify the vacuum in each and the proper management techniques adopted by the college helps to rectify the problems in students and develop them into a full-fledged professional. The tasks and assignments as part of BEd syllabus and its organisation is the most evident example of this. Student teachers optimally uses the library facilities available in the college and also the computer system to obtain detailed information on the various topics of assignment and are able to organise the data in a well-structured form. The student teachers are efficient and punctual in submitting the works and successfully meets the deadlines.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.21

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

Income expenditure statements highlighting the research grants received, duly certified by the auditor

[View Document](#)

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations
2. Encouragement to novel ideas
3. Official approval and support for innovative try-outs
4. Material and procedural supports

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.07

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.07

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 1

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 97.56**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
50	50	50	50	40

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 3.25**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	1	2	1

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

The College believes and stresses in bringing out the best qualities inherent in the students through imparting value education to students to instil in them social responsibility, social awareness, etc., through various activities keeping this in view, the institution strives to inculcate in the students, the best way of being a responsible citizen through various extension activities. The college has adopted Mulloorkara Panchayat for extending the utmost services for the development of the Panchayat and its population, the institution organized the following services over the years. 1. Conducted awareness generating campaign on ill effects of Tobacco use in Locality. 2. Social service Unit made a campaign for plastic free campus the said area. 3. Social service Unit of the College organized a discussion on communicable disease and its prevention. 4. Social service Unit of the college organized a discussion on the safety drinking water and sanitation system. 5. In this pandemic situation schools were closed to avoid the widespread of disease. In this situation school children have no possibility to study the different portion of school syllabus. So MJTC teacher trainees took this as a mission to teach the school children in our locality. 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. 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. Mahajubilee Training College has been sincerely striving to create and enhance academic ambience maintaining high standard of education and practice. College always makes appropriate avenues for encouraging the students for academic and non-academic excellence. The students took interest for enhancing life skill like empathy to fellow feeling and sharing among the students. The institutions encouraged action research both for teachers and the students. The major findings of the action research are communicated to the teachers. We the MJTC students and staff took initiative in look after old aged parents lived alone in their home with the absence of help from their children. Students visited the old parents and collected the data and made a contact with palliative care unit and nearest primary health Centre. Once in a month, in charged groups took initiative in this case and look after them. College conducted a field visit to Carmel mount school at Mulloorkara the school of differently abled students. A good student become a good person where he or she will go.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

File Description	Document
Data as per Data Template	View Document

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. Local community base activities
2. Practice teaching /internship in schools

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - 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

Response:

Physical Facilities

1. The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness centre, equipment, computing facilities, sports complex, etc. for the various programmes off

- 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	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Link for additional information	View Document

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

Response: 40

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

Response: 4

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 10

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 6.02

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.967	1.178	1.026	0.6012	1.24

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

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

Response:

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: Inflibnet 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.

The Library has been growing steadily over the years. At present, it has a rich collection of:

1.	Total Books	7110
2.	Total Journals	5
3.	Total periodicals	12
4.	Ref Books	800
5	Dictionaries	126
6	Encyclopedias	130
7	M.Ed. Dissertations	
8	Educational CDs	108
9	News Papers	4

File Description	Document
Bill for augmentation of library signed by the Principal	View Document

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

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	Document
Details of users and details of visits/downloads	View Document

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

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.07

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.010605	0.08630	0.07416	0.07710	0.07826

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 3.33

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 49

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 54

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 51

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 56

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 53

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: D. Any 1 of the above	
File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

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 14 Intel Pentium IV PCs with broadband internet facilities (Wi-Fi Technology inside the Campus) and with one Laser Printer cum Copier. There are 20 computers in the college. One at office (Central Server), one at principal's chamber, two at library and remaining 14 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. The technology concerned with teaching and learning 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, 14 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 arranged for the staff from time to time in computer operations.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 2.85

File Description	Document
Data as per Data Template	View Document

4.3.3 Internet bandwidth available in the institution**Response:** 100**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 100

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4 Facilities for e-content development are available in the institution such as

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

Response: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response:** 8.79**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.74640	2.20263	1.12946	1.51047	0.73430

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

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

Response:

Mahajubilee Training college not only provides the infrastructure facilities but also follows strictly maintained protocols for the smooth functioning of the system. Well defined rules and regulations are prepared and published to notify the standard operating procedures to be followed while using any of the available facilities. An overseer is appointed to look after all the miscellaneous works in the college and the cleaning and allied works are done by the house keeping staff. The student teachers are however notified to maintain the cleanliness of the classes and the surroundings by allotting class duties to respective classes. The maintenance is participatory in nature the students from within the classes are selected as technical experts who would handle the technical support during the class taking sessions on a rotational basis so that all students are capable enough to operate the ICT facilities available. However, such operations are supervised by the system administrator cum technical assistant appointed in the college.

The classrooms and the other areas are regularly cleaned and maintained by both the cleaning staff and the student teachers. The responsibility of operating the electrical appliances like fan, lights etc. are given to student teachers. The laboratories and library has well developed documentation system with vivid entry of the day to day developments like for example the library has log book with the details of the entry and exit of students in library. The issue of books and periodicals are also well documented with precise fining system in case of loss or delay in the return of books. The decorum of the library is well maintained ensuring optimum utilization of resources. The science lab, psychology lab, language lab also has ledger books to document the various activities associated. The stock register maintained in the labs aids to keep a tab on the reagents available and the upgradation needed yearly. The measuring instruments and gadgets that require calibration are subjected to calibration to ensure that the measurements are accurate and sharp and the chemicals that are expired are disposed of following the standard procedures and protective measures. College garden and surrounding greenery is well maintained by the caretaker by nurturing the existing ones and planting the new ones on a regular basis. Perfect documentation of the furniture and storage facilities available is done and yearly the same is audited to find out damaged ones. The electrical, plumbing and construction repairs and maintenance works are done meticulously at regular intervals. Suitable pest control measures are also taken up to maintain the hygiene of the premises. Any grievances on the infrastructure can be reported to the college office and following the inspection of which, suitable remedial measures are taken at a war foot basis.

File Description	Document
Appropriate link(s) on the institutional website	View Document

NAAC

Criterion 5 - 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:

- 1. Career and Personal Counseling**
- 2. Skill enhancement in academic, technical and organizational aspects**
- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**
- 4. First aid and medical aid**
- 5. Transport**
- 6. Book bank**
- 7. Safe drinking water**
- 8. Hostel**
- 9. Canteen**
- 10. Toilets for girls**

Response: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 7.51

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10	3	0	0	3

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2 Percentage of student progression to higher education during the last completed academic year**Response:** 44.9**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 14

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

Response: 4

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

Response: 4

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**Response:** 5.16**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	2	2	0

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

An effective and efficient student council is constituted every year by the college taking into account the needs and aspirations of the student community. The elections for the same are conducted immediately after the start of the academic year and the posts specified are Chairperson, vice chairperson, general secretary, arts club secretary, magazine editor, sports captain and university union councillor. The election process is transparent and is conducted in democratic way following the rules and regulations of the University of Calicut. The student council is inducted into the system through an installation ceremony under the supervision of the principal. The student council starts its work immediately after this and the college is keen to consider the recommendations and suggestions of the council members while taking important decisions concerning the academic and non-academic aspects. The student council is active and plays a pivotal role in different activities of the college like planning and organisation of the events etc. The student council members meet at regular intervals to discuss on the forth coming events and designs a detailed plan of action and submits to the college for discussion thereby extending a helping hand in the smooth conduct of events. The activities are not only limited to the yearly programmes but weekly student council conducts arts and week feedback programmes and the documentation and advertisement related activities are performed by them. Student council also spear heads the activities of extension and social work in the vicinity and also keeps the authorities informed on the various improvements required in the college and bridges the gap between the college management and student teachers. They also play an integral role in the preparation of college magazine and fund raising programmes in case of need. Though each student council is elected for a very short period of time they always play an important role in achieving the specific goal of the college.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 2

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Mahajubilee Training college's services is not only limited to the academic year of a prospective teacher but also extends till the employment and lifelong. The college has a very active alumnae association named as MOSA (Mahajubilee Old Students Association) that play a very prominent role in the functioning of the college. The association has a general body with president, secretary and treasurer along with the members who have been trained in the college and is placed at different schools and colleges not only in India but also abroad. The MOSA executive committee meet at regular intervals to discuss and plan out the different activities to be conducted in the college. The major support rendered by MOSA is the coaching for various competitive examinations like KTET, CTET, NET and SET. MOSA arranges orientation classes for the student teachers to create awareness on the need of qualifying the competitive examinations that boosts the chance of procuring a job once the course is completed. The resource persons are arranged by the MOSA for online and offline coaching classes on weekly basis and discusses and clears the doubts and queries of the student teachers. The service of MOSA has produced a number of JRFs. KTET and SET qualifiers every year. The feedbacks and forms are collected from the student teachers that pass out every year and

suitable changes and updating are made in the functions of the college. The college also keeps a cordial relationship with the schools where the alumnae are currently working and this has helped in updating the current trends and developments in the education system. The alumni association participates in all the developmental activities of the college and is a constant presence in the celebrations and major events of the college.

File Description	Document
Details of office bearers and members of alumni association	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: E. None of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 5

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

Our college has resourceful alumnae that has payroll not only in India but also in many foreign countries. Their experience and expertise is effectively used in the college for mentoring the student teachers and make them potent enough to handle the 21st century needs of the nation and society. The alumnae members are frequently contacted and they extend a very good response for taking orientation classes to the students and channelizing their focus on to a better career. The resource persons from within the alumni takes orientation classes for the student teachers mainly focusing on the needs and aspirations of the society and makes them aware of the necessary skills that are required to be developed during the academic year in addition to the theory and practical works of B.Ed. Second orientation is generally conducted during the end of second semester and this focuses primarily on training about how to prepare for the competitive examinations like the KTET CTET, SET etc. which needs to be cleared within the academic year. Third orientation is generally organised during the final semester which gives orientation on how to search for the jobs in India and abroad, the qualifications required, processes etc. and also the process of interview, soft skills required to face an interview panel etc. During the formal and informal meetings in the college they interact with the student teachers and help them by advising on various aspects like improvement in English language proficiency, skills of teaching etc.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document

Criterion 6 - 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

Response:

Mahajubilee Teachers Training college is a minority Christian institution run by Corporate Educational Agency, Thrissur with the vision of academic excellence with integrity of character and the mission of the institution is integral development of personality based on Christian ideals. The institution strives to cater to the needs of everyone irrespective of caste and creed. The college looks forward to educate the citizens who love God and serve humanity. Under the leadership of a dedicated and supportive management, the college functions through a decentralised and participative system of governance. The leadership of the institution gives a proper sense of direction to the activities of the institution and endeavours to help the youth to grow up as competent, responsible and mature individuals, imbued with qualities of the head and the heart.

Governance Mechanism

The governance mechanism ensures that the activities of the college are allied with the vision and mission of the college. The Managing Board is the apex body with regard to the matters in policy making. The Bishop is the highest authority in the organizational structure of the institution. The President of the governing body is the Manager who is assisted by the Corporate Educational Secretary. It comprises of stakeholders like Member of Parliament, Member of Legislative Assembly, former managers, Principal, Office Superintendent, IQAC co-ordinator, alumni and industrialists. The Board gives timely directions to IQAC to give inputs for the preparation of strategic plan as per the vision and mission of the institution. The Board meets two times a year and finalises the strategic plan that focus upon infrastructural development, enhancement of quality in teaching-learning process, promotion of research and healthy practices to be implemented in the college. The Board arranges a meeting with the heads of the departments in the beginning of the academic year to formulate the department academic plan as per the strategic plan. The responsibility to oversee the institution is vested with the Manager and the Principal. The Principal imparts timely instructions to the heads of departments through council meetings and staff meetings to take stock of the situations and decide on quality parameters. The Staff Council comprises of Principal, Vice Principals, Staff representative and the Office Superintendent. The plans proposed by the Managing Board and IQAC are presented before the Staff Council and it takes appropriate measures for its implementation. It also takes major decisions regarding the day-to-day administrative affairs of the college. The democratic style of functioning creates harmony and a sense of collective responsibility in the institution. The vision and mission propounded by the founders of the institution are materialised at various levels by the effective leadership of the management and the committed functioning of the teaching and non-teaching fraternity. The active dialogue between the beneficiaries and the authorities bring about effective strategies for the holistic development of the student community.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document

6.1.2 Institution practices decentralization and participative management

Response:

Campus Development Project The management ensures decentralized administration and plays a lead role in institutionalizing the best practices of the departments. A classic evidence of the practice of decentralization and participative management of the College is manifested in the Campus Development Project launched in 2015 envisaging the infrastructural requirements for commencing new academic programmes and upgrading facilities following the grant of Autonomy. The institution constituted an Advisory Board on 20th August 2015 to initiate organizational development. Six subcommittees with four faculty members each were constituted to work out strategic plans to involve all stakeholders including the Retired Staff and Well-wishers. Teachers and Non-Teaching Staff – The subcommittee members sought the involvement of the staff association to take an initiative.

Parents – The PTA was instrumental in devising several innovative strategies to mobilize funds and ensure a constant momentum for the Project – a logo designing competition, a Benefactors’ Meet and constitution of the PTA welfare fund. They held 22 meetings and carefully implemented plans for the collection of ideas, contacts and funds from parents. **Students** – The subcommittee members sought the help of the Student Council. Raffles and Fund raising events were organized by the students. **Alumni** - The subcommittee members reached out to alumni and they contributed generously by way of interest free loans from committee members and contributions. Across the year, T- shirts and mugs at all venues where old students met and added the proceeds to the project account. **Well-wishers** - A Meet was convened on 9th April 2016 which resulted in the formation of an Advisory Committee with members from political and corporate sectors who met on 4th February 2017. Their suggestions, ideas and far reaching influence and contacts contributed greatly to the success of the Project.

Evidence of success– ICT enabled classrooms, two laboratories and three Departments. The New Educational Block has ICT enabled Teaching Learning facilities and a Central Laboratory.

Apart from this, the participation of all stakeholders has enabled the achievement of the following:

- Recording and conferencing facility, media centre.
- An Indoor Sports Training Facility Centre with a multipurpose hall and an extension to the Women’s Hostel
- A reprographic centre in the Library and a Video Conference unit in the Seminar Hall
- Full-fledged Internet connectivity
- The Library was automated and the computer systems/software were updated.

All these testify to the participative management of all stake holders in taking an idea and making it a reality.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

Campus Development Project The management ensures decentralized administration and plays a lead role in institutionalizing the best practices of the departments. A classic evidence of the practice of decentralization and participative management of the College is manifested in the Campus Development Project launched in 2015 envisaging the infrastructural requirements for commencing new academic programmes and upgrading facilities following the grant of Autonomy. The institution constituted an Advisory Board on 20th August 2015 to initiate organizational development. Six subcommittees with four faculty members each were constituted to work out strategic plans to involve all stakeholders including the Retired Staff and Well-wishers. Teachers and Non-Teaching Staff – The subcommittee members sought the involvement of the staff association to take an initiative.

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- A reprographic centre in the Library and a Video Conference unit in the Seminar Hall
- Full-fledged Internet connectivity
- The Library was automated and the computer systems/software were updated.

All these testify to the participative management of all stake holders in taking an idea and making it a reality.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Based on the positive recommendations of the NAAC peer team in 2012, the institution initiated a discussion with all the stakeholders regarding the present limitations of the institution and the changes to be adapted in accordance with the current academic scenario. Incorporating all suggestions, the IQAC formulated a long-term strategic plan, 'Goal 10' identifying ten thrust areas, viz., infrastructure development, student support, digital campus, research and consultancy, skill acquisition, eco-consciousness and sustainability, community outreach, gender sensitivity, quality enhancement of faculty and upgradation of departments.

One of the examples of successfully implemented goals as per the perspective plan is eco-consciousness and sustainability. The institution chalked out a series of activities to make all the stakeholders aware of their environmental responsibility. A common platform of all stakeholders, 'Green Defenders' was founded to lead green campus Initiatives. The slogan 'Go Green' was adopted to coordinate the activities. A pledge to protect nature is taken by the stakeholders and it is displayed in a strategic position. Nature Club, Green Campus Clean Campus Cell and Biodiversity Club organised programs like awareness campaigns, seminars, street plays, workshops, rallies, competitions, observation of Environment Day, Earth Day and Ozone Day to promote environmentally friendly activities and to redefine environmental culture. Energy Audit was done to analyse the consumption of energy.

Herbal Garden was set up with the cultivation of traditional medicinal plants like asafoetida, camphor trees and chaste trees. Students and teachers make use of these traditional plants. The Butterfly Garden was established with plants having brightly coloured attractive flowers to attract butterflies for their conservation. Certain most specific plants like Crotalaria, Caesalpinia, Murraya and Citrus were planted for this purpose. Alumni Green Corner was established as a part of the Green Campus Clean Campus programme of the Govt of Kerala. An orchard was established to create vital green spaces in the campus. Staff and students in association with environmental protection program of the Haritha Kerala Mission plant the saplings procured from Kerala Social Forestry Department. To promote experiential learning, the institution utilizes one and a half acres of its land for vetiver farming as a natural choice for soil conservation and replenishment of groundwater.

File Description	Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

Institutional Governance

The Managing Board: The college has a well-functioning organisational structure managed and administered by the Corporate Educational Agency, Thrissur. The highest authority in the organogram of the institution is the Bishop who is designated as the Patron. The Managing Board is the apex body with regard to the matters in policy making. It also sets a framework for the implementation of the proposed plans. The President of the Managing Body is the Manager who is assisted by the Corporate Educational Secretary. It recommends strategic plans that can be adopted in matters like infrastructural development, enhancement of quality in teaching-learning process, promotion of research and healthy practices.

Principal: The principal who is the executive head of the institution is entrusted with the responsibility of managing the day-to-day affairs of the college. He implements the directives of the managing body in accordance with the norms and guidelines stipulated by the government and other regulatory agencies.

Staff Council: The council takes appropriate measures for the implementation of strategic plan. It also takes major decisions regarding the day-to-day administrative affairs of the college.

Committees and Cells: The administration of the college is supported by a number of committees and cells like the IQAC, Planning Board, Purchase Committee, Building Committee, Campus Development Committee, Library Advisory Committee, Anti- Ragging Committee, Anti- sexual Harassment Cell, SC/ST monitoring Cell, Grievance Redressal Cell, Ethics Committee, Internal Complaints Committee, Discipline Committee, Women Empowerment Cell, Minority Cell, OBC Cell, IPR Cell etc.

Recruitment: Vacancies are reported to the Directorate of Collegiate Education, Government of Kerala and avail concurrence. The direct recruitment to the posts of Assistant Professor is on the basis of merit through an all - India advertisement, followed by selection of a duly constituted committee as per the provisions of Calicut University Regulations and UGC regulations. The institution follows the UGC regulations on minimum qualifications for appointments.

Promotion: Promotion is given to teachers based on the UGC regulations regarding Career Advancement Scheme (CAS). Calicut University has published the minimum qualifications for the promotion of teachers. As per the UGC guidelines, promotion is given based on the evaluation of API score. University has set a proforma of the Performance Based Appraisal System (PBAS).

Service Rules: All the employees are bound to follow Calicut University Statutes and Kerala Service Rules (KSR) issued by Finance Department under the authority of the Government of Kerala. In addition, employees have to comply with the regulations of Calicut University in matters with respect to university examination valuation, curriculum revision, etc.

Grievance Redressal Mechanism There is a grievance Redressal mechanism in the college headed by the Manager of the college. The coordinator of the women cell is also part of the cell. The employees are free to raise any issues before the committee.

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

6.2.3 Implementation of e-governance are in the following areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination System
- 6.Biometric / digital attendance for staff
- 7.Biometric / digital attendance for students

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

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

Response:

Activity – Introducing higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation.

Mahajubilee teacher training College is committed to empowering women by providing non-conventional, skill based job oriented programmes in the areas of women development with emphasis on vocational training and employability. In tune with the UGC regulations, the vision and mission of the college, the College successfully implementation of programmes. This can be evidenced from minutes of the meetings of the College Council, Academic Council and Governing Body of the College Programme planning was initiated in the College Council. Department meetings were held in this regard and various proposals were forwarded to the College Council. Proposals for the programmes were submitted to the UGC, forwarded through Calicut University. An outline of the syllabus was presented in the interface meeting on 18th May 2018. Three programmes which are career oriented and skill enhancing viz. The syllabi prepared were officially approved in the Academic Council and Governing Body of the College. The Board of Management (BOM) decided to commence the Programme with the sanctioned strength of 50 students for each Programme on October 5th 2018.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The institution has a tradition of offering support to its major stake holders and ensures that workshops and training programmes are conducted periodically to equip the teaching and non-teaching staff professionally. Encouragement is provided for their academic advancement and care is taken to ensure their wellness and enable them to optimize their true potential. The following are the welfare schemes available for the teaching and non –teaching staff:

- Group Insurance Scheme
- Interest Free Loans are made available on request to Teaching & Non- Teaching
- Financial support is provided for construction of houses and to meet medical expenses •Preference is given to children of teaching and non-teaching staff for admission to various courses
- Support is provided to children of non-teaching staff who are economically challenged
- Jobs on compassionate grounds are given to family members of the non-teaching staff
- Free annual medical check-up is conducted
- Management Faculty are designated as Assistant Professors and follows the UGC norms as their Promotion Criteria
- Incentives for research publication by Management staff
- Awareness programmes for Non-Teaching Staff
- Free wi-fi facility on campus and email addresses using the domain name of the institution are provided to the staff members
- Summer camps are organised for children of staff members during summer vacation
- The Teaching and Non-Teaching Staff Associations organize annual staff picnics, occasional tours and common celebration of festivals

- Staff are provided Hostel accommodation,
- Canteen facility is provided The following measures are taken by the management to attract and retain faculty:
 - Attractive remuneration packages are given to management staff
 - Autonomy is given in academic matters
 - Computers, Laboratories, and amenities including a research room and separate area for staff in the library are provided to facilitate research
 - Freedom to attend/organize national & international workshops/conferences
 - Encouragement to regular faculty to avail FDP/UGC Research Fellowships
 - Fully computerized Media Lab is provided for the faculty to enhance the use of Digitized Platforms of Teaching Learning
 - Leave sanction to attend Summer School Programmes in International Universities
 - Provision of seed money to attend Workshops/Seminars/Conferences
 - Leave sanction to engage in extension and community work
 - Support and encouragement to take up membership/leadership roles in other civic bodies/social organisations, etc
 - Hobbies/talents/interests of staff members are encouraged and platforms are provided to harness these for the growth of the institution.
 - Orientation for Teaching & non-Teaching at the beginning of the Academic Year along with Motivational lectures
 - Periodical Technical training is provided to familiarize the staff with the Management Software System which is developed by the College
 - Canteen facilities at subsidized rates.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**Response:** 18.06**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	4	2	3	4

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Any additional information	View Document

6.3.3 Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**Response:** 0**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.3.4 Percentage 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**Response:** 0**6.3.4.1 Total 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 during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff**Response:**

The Management Audit visit facilitates an open interaction with the Heads of the Departments and the faculty and the Non- Teaching staff, where the weaknesses, opportunities and challenges of each Department/Office are specifically addressed. A feedback is provided and the best practices identified are shared in order to institutionalize them. The IQAC and the Audit Committee of the College conduct an Academic & Administrative Audit of the institution to review the performance of all the departments and the administrative sections, based on the seven criteria. The final audit report is given to the Principal and to the respective departments in order to take necessary actions for improving their grey areas.

The institution conducts a Performance Appraisal of the teaching and Non-Teaching staff regularly which enhances teacher quality and performance. Each member of the faculty is given a Teacher's Handbook at the beginning of the year in which all the details pertaining to teaching such as lesson plans, tests, assignments, projects, mentoring, tutoring, remedial classes, leave taken, etc. are noted. This is checked periodically by the staff secretary. The Handbook also has a self- appraisal form which is filled in by the respective teacher at the end of the year. Similarly, the Non -Teaching staff are provided a Handbook which outlines their duties and has a self - Appraisal form which is filled in at the end of the year. The Heads of the Department/Office enter their remarks and submit the handbooks to the Principal. The Director and the Principal evaluate them and provide encouragement, suggestions for improvement and corrective measures confidentially.

Appraisal is taken for teachers due for promotion to a higher grade by a Screening Committee constituted for the same with two University nominees, based on their PBAS Proforma. The occasion is utilized to evaluate the overall performance of the teachers concerned and suggestions for improvement are given. Yet another Performance Appraisal is afforded by the student feedback / Student Appraisal of Teachers in the online mode. Whereas in earlier years' feedback analyses in the form of numerical values converted to percentage was shared by the Principal with individual teachers, currently the performance indicator is divulged to individual teachers in the respective Teachers' portal interface, which remains there till the

next appraisal, serving as a constant reminder, and spurring them on to improvement.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The institution has a transparent and systematic financial management system. The Planning Board constituted by the Governing Body monitors the effective utilisation of financial resources through proper auditing mechanisms. The institution conducts external and internal audits for both Government and Non-Government funds.

Statutory Audit (by Chartered Accountant)

Statutory audit of all the accounts maintained by the college is done by a Chartered accountant every year. All financial accounts/matters of the college are audited. On behalf of the Principal, the Head Accountant maintains the accounts of the government funds. Statutory audit also includes the auditing of all the Nongovernment funds including the management funds, fees from self-financing courses, salary of management staff etc., the records/accounts of which is maintained by the Bursar who is the representative of the Management.

External Audit by Account General(AG), Govt of Kerala

Periodical Audit is conducted by the Directorate of Collegiate Education, Govt of Kerala to verify the utilisation of funds received from the Central and state governments which include grants from UGC, NAAC, RUSA, DIST-FIST, KSCSTE, KSHEC and other government agencies. The audit team checks whether fund utilisation is done in accordance with the accepted procedures. AG audit verifies various tenders and quotations which include E- Tenders. Their suggestions are incorporated in planning the effective utilisation of funds.

External Financial Audit by Deputy Directorate of Education, Thrissur, Government of Kerala

The Regional Deputy Director is authorized to audit the amount collected and received in the college related to general revenue of Govt. Utilization/Non-Utilization details of such amount, its registers/accounts etc. The Deputy Directorate of Education, Thrissur, Government of Kerala conducts financial audit every year and analyses all the registers and accounts of the college. The audit team verifies the financial utilisation of the public funds. They scrutinise and verify Cash Book, acquittance of teaching and non-teaching staff, SC/ST/OEC acquittance, E-grants Account, Caution Deposit and Fee receipts. The Directorate also verifies the PD subsidiary Register and consolidates PD register every year. The

government scrutinises the grants received from UGC in various plan periods for Minor Research Projects, National Seminars, IQAC, General Development Assistance UG and PG grants. On completion of Audit, the audit report is to be sent by Regd. Post to the Principal within two weeks. The Principal is to be instructed to send the first reply within two weeks from the date of receipt of the report with supporting documents.

External Audits for UGC Funds: The college conducts external financial audit for all the grants received from UGC. The grants for Minor Research Projects, National Seminars, IQAC, General Development Assistance UG grants and General Development Assistance PG grants are verified by Chartered accountants and the utilisation certificates issued by them are submitted to UGC for verification and scrutiny.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

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

Response: 0

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

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	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

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

Response:

The IQAC plays a pivotal role in the enhancement and sustainability of quality in the educational services provided by the institution. The major initiatives include: Devising quality strategies Monitoring the extension and outreach programmes of the departments of the college Evaluating curricular and co-curricular activities Promoting high professional standard by integrating research in teaching Ensuring stakeholder participation Introducing best practices Organising workshops and seminars Introducing quality initiatives like accreditation and ranking, consultancy, collaboration, attendance, feedback analysis, internal promotion guidance, research quality enhancement etc.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

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	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 9.8

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
8	10	8	14	9

File Description	Document
Data as per Data Template	View Document

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQR) of IQAC	View Document

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

Based on the recommendations of NAAC peer team in 2009 and discussions among various stakeholders, the college has initiated many conscious post accreditation activities: -

TEACHING AND LEARNING

- Introduced new programmes viz., NET, SET, coaching.
- Introduced 4 add on courses and 10 certificate courses as part of the curriculum enrichment.
- IQAC has formulated and implemented new mentoring and remedial policies.
- All class rooms in the college are Wi-Fi enabled facilitates e-learning.
- The college has its own MOODLE platform and the teachers extensively use google class rooms.
- Post Admissions Tests (PAT) are introduced to identify slow and advanced learners
- The college introduced an android application CamPulse to provide a digital platform to disseminate information.
- A good number of students got enrolled in MOOC courses.
- IQAC has revised its curriculum feedback form in 2018.
- The college has successfully implemented Walk with the Scholar Programme (WWS) and Student Support Programme (SSP).
- The college has effectively adopted Total Campus Solutions (TCS) as its MIS platform

INFRASTRUCTURE AUGMENTATION AND LIBRARY

- Construction of a new Administrative Block with a fully automated office system, Air conditioned Principal's office, Vice Principal's office, Manager's room, Local Manager's room, Conference hall with a seating capacity of 60, Council hall with seating capacity of 25, Dining hall, Guest House, VIP launch, Faculty Recreation Centre and three Server Rooms.
- The college library was automated with Integrated Learning Management System
- A Digital Library was opened to facilitate and use online resources like INFLIBNET, E-books and electronic databases
- A new archive section has been created with rare books, manuscripts and collections.
- New reprography centre for students and staff was created.
- As suggested by the NAAC peer team more reference books were added to the library. The library

has a collection of 80262 books which include 967 rare books, 1846 reference books, 16 Braille books, etc

- Free-Wi-Fi is made available to students from two service providers
- Introduced Book donation Scheme

STUDENT SUPPORT

- *Transportation facility in collaboration with KSRTC*: College has introduced transportation facilities for students commuting from distant places in Collaboration with KSRTC (Kerala State Road Transport Corporation) owned by Govt. of Kerala
- *VET*: Vocational training is given in apiculture and apitherapy, bonsai Making, culinary arts, driving (for female students), flower arrangement, jewellery making, LED bulb making, multimedia technics, newspaper making, radio recording and broadcasting, soap and detergent making, cloth carry bag and cloth carpet making, organic vegetable cultivation and organic farming.
- *Placements*- The number of students who got placement- 183 (2014-15), 171(2015-16), 105 (2016-17), 161 (2017-18), 171 (2018-19)
- *Merit day celebrations* to congratulate and motivate the best students with awards and recognitions
- *Special rooms and facilities for differently abled* in the campus (Wheel Chair, Ramps in all buildings)
- *Separate parking facilities* for boys/girls
- *Multipurpose Synthetic Court* opened
- *New Gents Toilet Complex* Introduction
- *Student Mobile App* Addition of Smart Classes (6 Nos)
- *Initiated student centric programmes* like Food Fest and Three Minutes to Fame
- *Best Library User Award*

GOVERNANCE AND LEADERSHIP & HEALTHY PRACTICES

- The IQAC and the departments organized 95 Faculty Development programmes and National Seminars during 2018-19.
- Online Feedback System introduced
- Performance Appraisal System for teaching and non-teaching staff
- Initiated Teacher Performance Record (TPR)
- Alumni Association is registered as suggested by NAAC Peer Team
- Participated in Haritha Keralam Mission of Government of Kerala to promote organic farming and waste management in Mulloorkkara Panchayat.
- A new initiative of community engagement to help the local community
- Digi Campus: It enhances digital infrastructure of the campus to promote online learning

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - 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

Response:

The college management has provided following facilities in conserving the energy and power efficient equipment Master Switches for each Room to shut down power of entire room when not in use. CRT monitors are replaced with LCD/LED Monitors. The CFL fittings with higher rating wattage are replaced with LED fittings with lower wattage with the same luminous level in street Lights and other possible areas of Campus. Energy Star certified products installed in the campus are air conditioners, refrigerator, ceiling fan and others. LED lighting is very different from other lighting types such as incandescent and CFL. Key differences include: Light Source: LEDs are the size of a fleck of pepper, and can emit light in a range of colours. A mix of red, green, and blue LEDs is sometimes used to make white light. Direction: LEDs emit light in a specific direction, reducing the need for reflectors and diffusers that can trap light. This feature makes LEDs more efficient for many uses such as recessed downlights and task lighting. With other types of lighting, the light must be reflected to the desired direction and more than half of the light may never leave the fixture. Heat: LEDs emit very little heat. In comparison, incandescent bulbs release 90% of their energy as heat and CFLs release about 80% of their energy as heat. Lifetime: LED lighting products typically last much longer than other lighting types. A good quality LED bulb can last 3 to 5 times longer than a CFL and 30 times longer than an incandescent bulb. Light Emitting Diodes (LEDs) are extremely energy-efficient. It was used for electronics, instrument panels, and penlights before but now it is being used even for strings of door and celebration lights. The small bulbs are clustered and the manufacturers are providing expanded applications. Flashlights and headlamps were the first clustered bulbs. Nowadays LEDs are used for household light fixtures too with a cluster of 180 bulbs per cluster which are encased in diffuser lenses to spread the light in wider beams. In an office building, you can set the timer to get the lights off 15 or 30 minutes after closing the office. Same can be done at home too, set a timer when everyone leaves for school or work in the morning. A significant feature of LEDs is that the light is directional, as opposed to incandescent bulbs, which spread the light more spherically. LEDs are small, very efficient solid bulbs. New LED bulbs are grouped in clusters with diffuser lenses, which have broadened the applications for LED use in the home. Reducing electricity consumption imparts your house or office building more efficiency which in turn beneficial to your money savings policy and the environment too. Analyse your daily lighting practices and leverage inefficient technology. You will surely be able to reduce unwanted costs of energy and ensure lower utility bills every year.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

The college has constituted the 'Green Audit committee' to look after the solid, liquid and e waste management and other environmental issues. The committee sets out to identify the types of wastes, category of waste generators, how to collect, handle and dispose wastes. Basic principles of Dry Waste Management are 4Rs: Refuse, Reduce, Reuse & Recycle: Refuse: Do not buy anything which we do not really need. Reduce - Reduce the amount of garbage generated. Alter our lifestyle so that minimum garbage is generated. Reuse - Reuse everything to its maximum after properly cleaning it. Make secondary use of different articles. Recycle – Keep things which can be recycled to be given to rag pickers or waste pickers for recycling. Store biodegradable and non-biodegradable solid waste in different bins. Recycle of all the components with minimum labour and cost. Different treatments for different types of solid wastes: One must apply the techniques which are suitable to the given type of waste. 4) Treatment at nearest possible point: The solid waste should be treated in as decentralized manner as possible. The waste generated should be treated preferably at the site of generation. Dry waste must undergo shifting for picking out the recyclable to be passed on to the recyclers. The residual reject are sent for incineration in & eco-friendly in incinerator. The institution has implemented Two – bin system in all the buildings, one for collecting degradable and the other for non-degradable waste. Institution provides food for all the students and faculty members- breakfast, tea and snacks, lunch and inclusive of dinner for hostel residents. This leads to enormous amount of food waste and vegetable waste. In addition, other solid wastes include paper, cardboard, garden debris etc. The waste is collected every day and is transported to sanitary landfill site of the institution every day. The composted waste is used for gardening and agriculture... Recyclable waste is further segregated and disposed through vendors on need basis. Sanitary napkins waste is safely disposed using an incinerator fitted with wet scrubber for pollution control. 2 Supervisory staff also been engaged for coordination and awareness creation activity at the campus and 6 green friends are engaged for waste collection and maintenance of bio gas plant. Different types of Solid waste management Training and Awareness program conducted to college students, staff, Housekeeping workers, security and green friends. **Solid-waste management**, the collecting, treating, and disposing of solid material that is discarded because it has served its purpose or is no longer useful. The tasks of solid-waste management present complex technical challenges. They also pose a wide variety of administrative, economic, and social problems that must be managed and solved. The sources of solid waste include residential, commercial, institutional, and industrial activities. Certain types of wastes that cause immediate danger to exposed individuals or environments are classified as hazardous; this type of solid management system helps to live a healthy life style throughout our life span.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3 Institution waste management practices include

- 1.Segregation of waste**
- 2.E-waste management**
- 3. Vermi-compost**

4. Bio gas plants**5. Sewage Treatment Plant**

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Made medicinal garden

Mahajubilee training college, Mulloorkara has the privilege of maintaining an herbal garden within the campus with more than 40 species of important medicinal and aromatic plants. The garden is attached with back area and its main purpose is to carry out experimental work, serves an important tool for teaching and research, to preserve and promote the medicinal values of the plants which grow mostly wild, in our surrounding and whose properties are beneficial in maintaining a balance between man and nature. Herbal gardens are the precious source of raw material for medicinal remedies used in primary health care. The herbal garden generally consists of all the herbs which have medicinal and aromatic properties.

Presently medicinal and aromatic plants are becoming increasingly economically important due to growing demand for herbal products to cure different diseases. Number of advantages are gained from the establishment of herbal garden as is ready fresh natural resource available for ingredients medicinally. Keeping in view the importance of herbal garden Lloyd School of Pharmacy has established an Herbal Garden where more than 80 rare, threatened and commercially important medicinal plants have been introduced from various regions of Northern India for cultivation and propagation.

Compost making

Recycling has become a part of your culture. Why not take the next steps and start composting? With one-

third of Vermont's food scraps being thrown away, composting is a way to promote a responsible and environmentally friendly way to deal with waste. Along with saving landfill space, school composting programs have many benefits: Compost as a finished product enhances the soil and plant quality in school vegetable and flower gardens Providing educational opportunities that promote sustainable environmental practices Reducing the school's cost of waste removal Providing a medium for many environmental and science related topics for discovery along with opportunities for student development and responsibility, art and inspiration projects The goal of this manual is to help aid schools to establish a successful composting program providing information, tips and resources. Compost as a finished product enhances the soil and plant quality in college vegetable and flower gardens Providing educational opportunities that promote sustainable environmental practices Reducing the colleges cost of waste removal Providing a medium for many environmental and science related topics for discovery along with opportunities for student development and responsibility, art and inspiration projects

Ban on use of Plastic

Not just restricted to marketplaces or shops, the plastic ban has reached the university campuses as well. To inculcate the idea of plastic free living amongst the youth and to combat the environmental impacts of plastic waste while making India more sustainable, the University Grants Commission (UGC) has directed all universities and higher educational institutions to ban the usage of single-use plastics on campus. As per the directives, the universities have to ban the usage of take-away plastic cups, lunch wrapped in disposable plastic packaging, straws, bottles, disposable food-service cups and plates, and plastic bags on their campuses.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**Response:** 2.44**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.60000	0.15000	0.30000	0.8000	0.18000

File Description	Document
Data as per Data Template	View Document

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.**Response:**

Our College is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy and setting communal harmony. mahajubilee training College organizes extension activities in schools as a part of Education Social Responsibility. The extension activities are targeted towards enabling a holistic environment for student development. Distribution of vegetables and basic needy things to the to needy people has been conducted in the area of flood affected. Students and staff collected money and purchase some vegetables and necessary thing.in group wise they packed these things in small kits. And then they collected in vans and distributed the surrounding places. Actually it is more helpful on that time. Because all persons are on that time is travel through some pathetic situations. Then the next one is students takes tuition to the nearby children's during corona time. We know that many children are not getting enough classless through off line mode. While online classes, about 60 percentage of students not interested to listen the classes. During this situations children's not have any basic concepts about the subjects. On that time the students of mahajubilee training college takes the initiates to give tuition for those students whom needed. After the classes students arranged 45 minutes' classes for tuition batches. Almost 25 students came and attended the classes.it is actually most successful programme the college arranged. The village members and parents are very happy and they appreciate the students of mahajubilee for the great efforts. Then the next one is blood donation camp. College in association with panchayat, faculty and staff contributed voluntarily by donating blood for the noble cause of serving society and proudly adorn the badge of a blood donor. The camp was conducted in college auditorium the main chief guest was panchayat president. the principal Dr. Chacko Chiramel inaugurated the camp by donating blood to the concern authority. Almost 30 students and 35 peoples from the nearby places also participated in the programme by donating their blood.it is actually most valuable programme. College also organized a programme name "kili karuthal". which aims to give water to the birds. Our college blessed with greenish atmosphere. So it must to look after our flora and fauna. Related with humanitarian concern Staffs and students also started the system pothichoru in nearby railway station.as a part of it they daily distributed 10 pothichoru for the people near to the railway station.

Students initiated to look after the poor people in our locality. In tune with Gandhian philosophy our social service team took initiative in railway track cleaning. They divided in to groups, and managed to clean entrance of the railway station. There was an excellent exhibition of team work and cooperation. This for sure to set an example for the general public to learn that cleanliness is next to godliness.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1.Code of Conduct is displayed on the institution’s website**
- 2.Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: C. Any 2 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution’s website	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best practice-1:

1.The title: Dealing with wastes in the campus.

2.Objectives of the practice:

A group to deal with waste management in the campus is formed constituting of students and staff of the college

- a) to generate awareness among students of managing wastes.
- b) to involve the students in cleaning their college campus.
- c) to set up waste bins in sufficient numbers to avoid littering.
- d) to generate consciousness among students about e-waste accumulation and disposal of e-waste from the college campus.
- e) to promote a sense of hygiene among students.

3.The context:

The content of the practice is to carry out waste management in a participative manner involving both students and teachers.

1.

A college level seminar on “waste management, Recycling and Your Role” was organised by departments of natural science college on 10.06.16. A large participation of about 70students reflected an active role of group. During the programme an oath was taken by both staff and students of the college to clean the college campus regularly. Also keeping the vicinity of the college was considered a high priority.

1.

As an outcome of the programme, group of 10 students were formed with a leader from each group. Each student in the group was asked to give a feedback on the waste scenario of the college and how it can be improvised. Also a WhatsApp group was formed for easy access of the students. Important message is regularly uploaded in the group so that students actively involved can be informed at the earliest.

6.Problems encountered & Resources Required:

Funding and Infrastructural bottlenecks are the main problems encountered Availability of funds and removal of infrastructural bottlenecks together with increased student’s participation will make this practice a grand success.

Best practice 2

1. Title of the Practice:

Encourage Faculty and Student Research

2.Objectives of the Practice:

- a) faculty and student development programmes,
- b) increase in articles, seminars, conferences, workshops,
research activities

3.context:

This programme inculcates among the students.

- 1. it motivated the students for paper presentation
- 2. they use library resources more time for their works
- 3. it also helps to develop professional quality of teachers
- 4. it helps to increase the articles and seminars

4.The practice:

It organised the following activities.

- 1. arranged seminars on different topic among the students
- 2. conduct classes for giving awareness of publications and presentations

5.Evidence of Success:

Students are increasingly taking interest in this research activities. They are regularly attending these classes and continuously used the library and social media resources for their works.

6.Problem encountered& Resources required:

- 1. Lack of international journals and articles
- 2. Places for paper presentation is too far.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Mahajubilee Training College since its inception has always been keen in improving the overall quality of the institutional activities. As a part of the quality assurance activities college authorities constituted a monthly seminar Series named “Synergy”. The word synergy implies a collective effort and as the name conveys the programme intends to disseminate knowledge to the student and faculty of the college. Under this, faculty members present seminar on various topics of educational importance followed by an interactive session wherein the students can raise questions and exchange and clarify ideas. Following the break out of the pandemic the programme was switched on to online mode as webinar series. During the pandemic, knowledge on various topics in relation to education and also the ways to tackle the new normal situation was discussed on a wider platform. The extend and reach of the programme was increased on a larger scale with participation of students and faculty from the other institutions. The programme successfully continues till date and has made a good impact within the fraternity. The paper presentations of the seminar series has been compiled meticulously and is planned to be released as a publication.

Synergy series intended outcomes are as follows:

1. Be familiar with the different concepts, ideas and concerns in the educational field
2. Analyse the impact of issues and developments in the contemporary world on Indian education system
3. Appreciate the diversity and distinctiveness of Indian society and how our education system can positively contribute to the welfare of the society
4. Discuss and analyse the different committee reports and the issues and prospects of the implementation of the various recommendations
5. Generate ideas regarding economic and political policies that are beneficial to the educational system of India
6. Inculcate in the fraternity the need and importance of being a responsible citizen
7. Bridging the gap of digital divide among the people
8. Acclimatizing to the new normal situation persisting in today’s world
9. Equip the students and pedagogic fraternity with the master skills required for 21st century
10. Nurturing a group of youth with the view of national building and universal brotherhood

Modus Operandi

Synergy seminar series is a monthly seminar series that is intended to enhance the quality of the stake holders in educational field. A faculty member delivers a lecture on a topic of relevance in educational field of 40 minutes duration with the assistance of necessary ICT. The issues and facts addressed in the lecture is put to open discussion and debates following the session during which the students and other audience can raise their concerns and doubts and get clarified. The write up of the lecture is prepared beforehand in the scientific format. The power point presentations are recorded.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

NAAC

5. CONCLUSION

Additional Information :

Being a self-financing college we strive to achieve excellence in teaching learning process and to equip the students to teach and nurture the future generation to live smoothly with happiness.

Although we have various limitations, we never expel our goals.

- We are proud to note that our college is the first NAAC accredited self-financing B.Ed college under the University of Calicut.
- We provide value oriented life practices such as Good manners, adjusting techniques with the people, motivating students each achievements etc.
- Vocational training to an extent is provided by our college.
- Chances are provided for learning cycling and other skills

Concluding Remarks :

The Management of the trust is accessible, highly understanding, and a great inspiration, motivator, and guiding force. The manager and Principal of the institute give advice, direction, and supports to the staff that is responsible for the proper working of the institute.

The key differentiator of this college is to force the overall development of the students, to equip them not only in academic content but also to make them good human beings, who would be the pride of the nation and would make a mark wherever they go in their future so that they bring repute not only to themselves but also to their all matters.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17						2020-21	2019-20	2018-19	2017-18	2016-17	13	13	13	13	13	2020-21	2019-20	2018-19	2017-18	2016-17	12	12	12	12	12
2020-21	2019-20	2018-19	2017-18	2016-17																											
2020-21	2019-20	2018-19	2017-18	2016-17																											
13	13	13	13	13																											
2020-21	2019-20	2018-19	2017-18	2016-17																											
12	12	12	12	12																											
1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: B. Any 4 of the above Remark : input edited as per given document .Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice teaching schools/TEI.</p>																														
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p>																														

Remark : Input edited as per the given observation , link leading to feedback hosted website is not uploaded so criteria (B) can be selected.

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

2.1.2.1. Number of students enrolled from the reserved categories during last five years..

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	18	16	14	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	8	3	0	0

Remark : Input edited as per the given document , Number of students enrolled from the reserved categories during last five years..

2.2.4 Student-Mentor ratio for the last completed academic year

2.2.4.1. Number of mentors in the Institution

Answer before DVV Verification : 5

Answer after DVV Verification: 9

Remark : Input edited as per the given observation , Number of mentors in the Institution can be considered.

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	10	10	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	11	9	12

	<p>Remark : Input edited as per the given observation link leading to feedback hosted website is not uploaded .</p>
2.3.3	<p>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</p> <p>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</p> <p>Answer before DVV Verification : 59 Answer after DVV Verification: 57</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above</p> <p>Remark : Input edited as per the given observation , HEI has not uploaded the reports on photographs for each activity but uploaded attendance sheet dully signed by the competent authority so it can be considered.</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school

	<p>2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Input edited as per the given observation , as HEI has not uploaded documents evidence showing the activities carried out for each selected response.</p>
2.4.9	<p>Average number of students attached to each school for internship during the last completed academic year</p> <p>2.4.9.1. Number of schools selected for internship during the last completed academic year Answer before DVV Verification : 10 Answer after DVV Verification: 11</p> <p>Remark : input edited as per the given document , Number of schools selected for internship during the last completed academic year.</p>
2.4.13	<p>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</p> <p>1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Input edited as per the given observation , HEI has not uploaded assessment criteria but uploaded only filled in forms .so it can be considered.</p>
2.5.2	<p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years Answer before DVV Verification : 2 Answer after DVV Verification: 5</p> <p>Remark : Input edited as per the given document , Number of full time teachers in the institution with Ph.D. degree during last five years.</p>
2.7.2	<p>Average pass percentage of students during the last five years</p> <p>2.7.2.1. Total number of students who passed the university examination during the last five years</p>

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
50	48	47	47	48

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
49	47	49	40	30

Remark : Input edited as per the given document , Total number of students who passed the university examination during the last five years.

2.7.4 Performance of outgoing students in internal assessment

2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Answer before DVV Verification : 40

Answer after DVV Verification: 49

Remark : Input edited as per the given document , Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year.

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	1	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	1	2	1

Remark : Input edited as per the given document , Number of students participated in activities as part of national priority programmes during last five years.

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

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

Answer before DVV Verification : 3

Answer after DVV Verification: 4

4.1.2.2. Number of Classrooms and seminar hall(s) in the institution

Answer before DVV Verification : 10

Answer after DVV Verification: 10

Remark : Input edited as per the given document , Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
96762	117798	102658	60122	124709

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.967	1.178	1.026	0.6012	1.24

Remark : Input edited as per the given document ,Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs).

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10605	8630	7416	7710	7826

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.010605	0.08630	0.07416	0.07710	0.07826

Remark : Input edited as per the given observation , the values converted in to lakhs.

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
174640	220263	112946	151047	73430

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.74640	2.20263	1.12946	1.51047	0.73430

Remark : Input edited as per the given document , Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs).

5.1.2

Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 7 of the above

Remark : Input edited as per the given observation , Any 7 of the above can be selected.

5.2.2

Percentage of student progression to higher education during the last completed academic year**5.2.2.1. Number of outgoing students progressing from Bachelor to PG.**

Answer before DVV Verification : 0

Answer after DVV Verification: 14

5.2.2.2. Number of outgoing students progressing from PG to M.Phil.

Answer before DVV Verification : 0

Answer after DVV Verification: 4

5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D.

Answer before DVV Verification : 0

Answer after DVV Verification: 4

Remark : Input edited as per the given document , Percentage of student progression to higher education during the last completed academic year.

5.2.3	<p>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</p> <p>5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>12</td> <td>5</td> <td>5</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>5</td> <td>2</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as per the given document , Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	7	12	5	5	0	2020-21	2019-20	2018-19	2017-18	2016-17	2	5	2	2	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	12	5	5	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2	5	2	2	0																	
5.4.2	<p>Alumni has an active role in the regular institutional functioning such as</p> <ol style="list-style-type: none"> 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support <p>Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: E. None of the above</p> <p>Remark : Input edited as per the given observation , supporting document does not matches so option (E) can be considered.</p>																				
6.2.3	<p>Implementation of e-governance are in the following areas of operation</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination System 6. Biometric / digital attendance for staff 																				

7. Biometric / digital attendance for students

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: D. Any 2 of the above

Remark : Input edited as per the given observation , Any 2 of the above can be considered.

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	10	11	12	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	10	8	14	9

Remark : Input edited as per the given observation ,verage number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
60000	15000	30000	8000	18000

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.60000	0.15000	0.30000	0.8000	0.18000

Remark : Input edited as per given documents ,Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs).

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students on roll year-wise during the last five years..

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
59	50	50	50	40

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
57	49	50	50	40

1.3 **Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	9	9	9

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
20	20	20	20	20

1.4 **Number of outgoing/ final year students who appeared for final examination year wise during the last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
48	46	47	49	40

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
49	47	48	40	32

1.5 **Number of graduating students year-wise during last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
48	46	47	48	40

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
49	47	47	39	31

1.6 **Number of students enrolled(admitted) year-wise during the last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
59	50	50	50	40

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
57	49	50	50	40

2.1 Number of full time teachers year wise during the last five years..

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	9	9	9

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	15	11	10	14

2.2 Number of Sanctioned posts year wise during the last five years..

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	9	9	9

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	15	11	10	14

3.1 Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1628874	1734548	1795002	1654214	1515957

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16.28874	17.34548	17.95002	16.54214	15.15957