



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**EUPHRASIA TRAINING COLLEGE FOR WOMEN**

**EUPHRASIA TRAINING COLLEGE FOR WOMEN KATTOOR, NEAR  
IRINJALAKUDA THRISSUR(DT) KERALA 680702  
680702**

**[www.euphrasiatrainingcollege.org](http://www.euphrasiatrainingcollege.org)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2024**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

CMC, Congregation of the Mother of Carmel, the first indigenous religious congregation for women in the Syro - Malabar Church in Kerala, was founded by St. Kuriakose Elias Chavara. He had been the beacon light not only to the Kerala society of today but also to the coming generation. He dreamed about possible transformations that bring out individuals, families and the society at large. Imbibing this spirit C M C sisters embrace this guiding light to impart the divine wisdom in all, especially women and children. In order to realise the education vision of the Founding Father C M C Udaya Province Irinjalakuda initiated her ministry of education in the year 1978. For promoting educational interest and social welfare service of our congregation, the province has registered a Society viz.Udaya C M C educational society, Reg.No. 212,Irinjalakuda, Thrissur District, Kerala, India, PIN- 680 125. Euphrasia Training college for Women, was established under this Society in the year 2005 for rendering an ideal vision of professional education to young women to empower the waves of light and life. Euphrasia Training college for women, Kattoor is a self-financing college of education for conducting B.Ed course, which is affiliated to the University of Calicut and recognized by the NCTE. It is situated in the Heart of Kattoor Panchayath ,Mukundapuram Taluk,in Thrissur Dt. of Kerala State. It is organised and managed by CMC Udaya Province Irinjalakuda. College started its functioning on 20th July 2005.

The Institution has a computerised Library with a barcoding system and a WIFI Internet facility, well stocked with specialized books,educational Journal apart from daily newspapers,magazines etc. The college is committed to making students conscious of their responsibility through outreach programmes. These programmes enhance the student's social awareness and sensitivity towards upliftment of women.

### **Vision**

To uplift women for the betterment of the society; to train them to be responsible teachers of tomorrow, with apt skills and strong ethical values and to kindle the light & life to the younger generation & love to the fellow beings.

Rooted in the true spirit of our founder St.Kuriakose Elias Chavara ,We dream of forming women teachers who lead a life with a deep faith in God, realizing their full capacities contributing to build a learned society based on “Light & Life”. The vision also inspires betterment of community through educating the young women,to think and act fearlessly to radiate light through life ,and to inculcated the value of self-respect and self-reliance.

### **Mission**

To mould outstanding teachers with high social commitment and radiate moral and spiritual values by providing quality education and systematic training.

The Vision, Mission and Goal of the college are depicted in the motto “Light and Life”

The mission aims at the function of academically excellent, professionally competent, socially committed women teachers for society and nation.,Train the women teachers to perceive and transfer the cultural, social and spiritual values of the society. Empowering the women teachers through development of integrated personality, leadership quality and professionalism

Education plays a pivotal role on women's empowerment. By educating women they can become financially independent and can make their own decision. As this is a women's college the programmes are organised in keeping this in mind. Most of the students studying in the B.Ed course are married and have children. As mothers, these students face lot of problems in their house and in the teaching learning process. In order to cope with these situation counselling programmes are organised in the college and wherever needed special personal counselling programmes are provided to these students. Parents are also invited to the college after the admission are over and special awareness programmes are provided to them regarding the course structure..

The vision and mission resonate through out the educational process and get reflected in development and empowerment of women.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. Visionary Management
2. Dedicated, proactive and qualified teachers
3. IT integrated Campus
4. Stands for the upliftment of social minority
5. Committed to empowering women and fostering their growth and success.
6. Collaboration with school
7. Fully automated Library with Inlibnet.
8. Academic monitoring strategies including Academic Audit.Evaluation,meet with the principal programme.
9. Management instituted awards and scholarships to students.
10. Conduct of green audit.
11. Alumnae Association.
12. High success rates of students teachers qualifying K.-TET,C-TET,NET,SET.
13. Conduct of green audit and pro active engagement in green campus initiatives

14. Code of conduct
15. Energy and Environment audit
16. INFLIBNET Facility (KOHA and N-LIST)
17. Well maintained and periodically upgraded physical and IT infrastructural facilities.

### **Institutional Weakness**

1. Space constraints
2. Lack of campus hostel
3. Less accessible area
4. Limited transportation facilities

### **Institutional Opportunity**

1. To enhance the quality of education further
2. To introduce new optional subjects and new courses-Integrated Teacher Education Programme.
3. To enrich the quality of teaching
4. Motivational and professional mentorship to attain higher academic goals.
5. Sensitization of students on social and environmental issues
6. A dynamic placement cell
7. Autonomy of the college.

### **Institutional Challenge**

1. Sustaining students' strength in competitive environment
2. Constraints in getting new regular/self-financing courses sanctioned

3. To encourage research aptitude among students and faculty
4. Keeping pace with the rapid changes in higher education

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The college offers B.Ed Programme in 5 Optional Subjects i.e., Commerce, English, Mathematics, Physical Science and Social Science. The college transact the curriculum and syllabus introduced by Calicut University. The semester system comprises 4 semesters which was adopted by the university. In the 3rd semester there is no theory examination. The school internship of 18 weeks was introduced by the University and is the significance of the B.Ed Curriculum.

The Institution has a clearly stated and communicated vision, mission and values.

The Institution develops and deploys action plans for achieving the objectives and effective implementation of the curriculum.

The Institution has a well structured feedback framework that analyses feedback from students, alumni, teachers, and other stakeholders and takes measures based on the findings..

Action Plan and Teaching Plan were prepared by the teachers comply with the academic calender to systematise curriculum delivery. Value aded course like foundations of Professional counselling, Mental Health, Environmental Sustainability were include in the teaching process.

A Timetable with special interest given to self study were prracticised in the college. A well functional and tutorial system is in place.

The Institution conducts to internal examinations monitored by the examination committee. Students performance in classroom activities, seminar presentation, assignments and the internal examinations serves as a yardstick to assess the academic progress of students. Remedial teaching, peer learning, revision, peridictests, etc. were conducted to the better learning. The parents are intemated about their ward's academic performance and extra curricular involvement during GTA meeting.

The College Council, IQAC and Academic Co-ordinators undertake systematic monitoring of curricular aspects. The evaluation of stakeholders' feedback and conduct of academic audit spearheaded by the IQAC allows the identification of curricular aspects that stand out and requires improvement. Meet with the Principal programme is another inclusive strategy initiated to deal with curricular concerns.

### Teaching-learning and Evaluation

Euphrasia Training College for women is committed to provide value-based education to all students in order to

prepare them as teachers of future generations. Efforts have been taken to equip the students to become good teachers. Admissions are based on merit and management and the merit admission is conducted following the reservation policies of Government of Kerala.

The teaching, learning and evaluation process are planned in advance and executed in accordance with the tasks and assignments, Tests, and model Examinations. Counselling programmes were conducted for the students. Special attention is given to slow and advanced learners. Remedial classes were arranged for slow learners which provide them opportunities towards improving their learning skills.

Teachers are encouraged to use interactive boards for active and participative teaching and learning. Management appointed 10 full time teachers and 4 guest teachers. Adequate measures were taken to ensure fairness, objectivity and transparency in the teaching learning system. The institution have good student's pass percentage during the last five years which justifies effective teaching, learning and evaluation mechanisms.

To retain the students with diverse backgrounds the institution provides fee concession to students. The faculty members identify, reflect and engage with diverse learners by providing an appropriate learning environment that helps to maintain an effective mentoring relationship. The college resorts to various student-centric pedagogical methods for raising the learning levels of the students. Teachers utilise experiential learning, problem-solving method, role-play, seminars, group discussions, project , assignment , field visits and case studies for enriching their students' horizon. They also use various ICT resources such as Google Classroom, Smart board etc.in the teaching learning process.

Every faculty member is encouraged to use the latest technologies so as to keep themselves updated about the latest trends in their subject. The evaluation system is both scientific and objective, formative and summative in nature. The students are given a clear idea of evaluation during orientation .All records of attendance, internal and external examinations are documented. College holds full transparency in the dissemination of basic details of each student which further helps in boosting enrolment and upgrading the quality of higher education.

### **Infrastructure and Learning Resources**

The institution has a clean and beautiful Campus across 5 Acres 38 cent of land with built up area around 1599.99sqmtrs.It has good infrastructural facilities including Library, Laboratory, classrooms etc. adhering to the norms of NCTE.

Spacious, airy, well-lit classrooms with smart boards and intelligent interactive panel with wifi facilities.

The focus of this criterion is captured in the following criterion statements, which describe some good practices of a quality institution:

The institution takes adequate care and considers the environmental issues associated with the infrastructure

The institution has effective mechanisms for maintenance and optimal utilisation of infrastructure.

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 instructional infrastructure meets the requirements of the program and is better used.

Labs: Computer Lab, Science Lab, Psychology Lab, Technology Lab.

The Institution is equipped with smart class rooms and interactive board for learning purposes.

The institution ensures the availability of qualified faculty and staff required to achieve the stated objectives.

The institution has an adequate library and computer facilities and other learning resources like inflibnet with easy access to all its constituencies.

CCTV Surveillance in the classrooms and examination halls..

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

### **Student Support and Progression**

The institution makes sustained efforts for academic excellence of students. The activities are published on the website. These activities are categorised as curricular,co-curricular and extra-curricular. Students are informed about scholarships through prospectus and circulars and students are benefited by such scholarships. Students are encouraged to participate in various cultural and sports activities at university level, by providing financial assistance. The institution has a transparent mechanism for timely addressing of all stress-related issues, student grievances, through the counselling Centre. Students welfare committee , Internal complaint committee, Anti-Ragging cell, and grievance redressal cell . All cells and committees of the institution help the students in improving their skills to deal very effectively with the growing demands of the teaching profession.

The college has formed a student union involved in organising and executing the co- curricular activities of the college. The institution is committed to nurturing leadership qualities of students by involving in various activities. Students have adequate representation on various committees. The institutions develops the leadership qualities of the students through its involvement in various institutional activities.

The institution offers different types of support to enrich the students through its involvement in various activities.

To identify the talents of the students, the Arts club provides a platform for the students. It also organises talent day, youth festival and many more activities like this. Different associations organise many activities to make the best use of infrastructure for developing various skills and competences and thereby foster holistic development of students and faculties. Alumnae association is registered and members of alumnae association plays an active role in institutional functioning such as organising classes and seminars

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 activities. The progress of the students at various stages of the programmes is monitored and appropriate advices are given to the students.

### **Governance, Leadership and Management**

The institution was established and managed by Udaya CMC educational Society, The Management has various authorities like governing body, Educational Secretariat, Finance committee, maintenance committee for dealing with academic, administrative, finance, infrastructure and examination affairs of the college. The governance and management of the college is democratic and leadership is participatory. The institution has good governance in planning, development, administration, finance and accounts. The management instituted academic, administrative, external audit, occasional inspections for the enhancement of quality, financial management and infrastructural maintenance. The institution follows government guidelines for collection and disbursement of funds. Financial transparency ensured through regular internal and external audit.

Uplifting generations of young women through education has been the impetus behind instituting Euphrasia Training College for women, Kattoor. The institution adopts an inclusive and democratic approach in exercising its policies and practices in the best interest of the stakeholders. The Board of Management is the apex decision-making body while the governance of the institution is shouldered by the Governing Body with representation from the Management, staff, and PTA/Well-wisher. The Principal spearheads all the developmental activities at the institutional level adeptly assisted by the College Council and IQAC..

. The governance and leadership of our college entails participative management by the Governing Body, the Principal, the teaching and non-teaching staff and the students. These stakeholders collaborate in a democratic manner in carrying out their responsibilities and in accomplishing the vision and mission of the college. A strategic plan for five years is prepared and an academic calendar is prepared in tune with the strategic plan. . The institution has different committees to ensure the execution of all activities such as Grievance Redressal Committee, Admission Committee, Anti-Ragging Committee, Minority Cell, OBC cell, etc. Any progressive policy and plan is thereby deployed after due deliberations at the level of different Committees. A number of Welfare schemes are provided to teaching and non teaching staff like duty leave, permission for the official assignments to teachers, Financial support to the teachers for their professional growth, and Maternity leave. The institution tirelessly strives towards fulfilling its vision and mission.

### **Institutional Values and Best Practices**

The institution ensures Excellence, Creativity, Transparency, Ethical conducts and Social Responsibility



through seminars, assignments, classroom activities, and conduct of various curricular and co-curricular activities. The safety, security and easiness of students and staff were promoted through different committees like grievance redressal, counselling services ,scholarships etc. .

The institution has a stated energy policy which focuses on moderate use of energy. The college has a clear waste management policy for maintaining an environmental friendly campus. Waste management policy focuses with the segregation of waste in buckets, Vermicompost, rainwater harvesting, and biogas plant.

The institution has water purifier for providing clean water and incinerator for solid waste management. The institution committed to encourage green practices and maintains a green atmosphere through eco- friendly and plastic free campus.

Dynamic and creative programmes like blood donation camp,Ozone day celebration ,Women empowerment activities .Awareness programmes, lending helping hands during 2018 flood, Quarantine service during Covid 19 are some important activities conducted in the college.

### Best Practices

**ICT Integration:**Our college is equipped with smart boards in class rooms and teachers use this for communication . The potential elements incorporated in this method are pedagogy, social integration and technology. Teachers promote ICT Integration in the students throughE-contentdevelopment It helps to update their teaching strategies, techniques and skills. It helps the students to use new tools in the classroom. While teaching, taking seminars students make use of these smartboards by which they enhance their skills in teaching.

**Women Empowerment:**The vision of the college itself is to boost women's status through education. By educating women they become financially independent and can make their own decision. As this is a women's college the programmes are organised in keeping this in mind. Womens day debates, symposiums ,Campus beautification ,nature conservation activities , swatchtha activities , Cleaning of roads and planting trees are organised in the college for promoting women's empowerment. .In order to reduce the stress of students counseilling programmes are organised in the college.

### Research and Outreach Activities

The college Management encourages and promotes research innovative and extension in the institution. College faculty attended seminars, conferences and other courses. Some of the faculty were invited as experts to other colleges for moderating the seminar, debate etc. The faculty members published several papers in journals also.

The Institution organises and participates in various extension activities with objectives of not only sensitising students to social and community issues, but also contributing to public awareness, and strengthening community participation. Extension activities are planned to further the college mission to mould outstanding teachers with high social commitment and radiate moral and spiritual values by providing quality education and systematic training. These activities shape the personalities of young adult women while inculcating in them the responsibility to 'give back' to family and community through service without expecting anything in return. The college has collaborations and linkages with nearby institutions.

Green practices, awareness classes and campaigns,blood donation camps, skill enhancement and teachin

training programmes, health and socio-economic surveys, , flood relief activities, Quarantine centre during Covid-19 pandemic, linkage with care homes for the aged and differently come under the purview of influential extension practices of the institution in the nearby community and adopted villages..

The institution has taken significant steps to augment learning through research, innovative ventures and extension activities. The fully automated library serves to provide faculty and students with free access to INFLIBNET, and other reliable learning resources.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	EUPHRASIA TRAINING COLLEGE FOR WOMEN
Address	EUPHRASIA TRAINING COLLEGE FOR WOMEN KATTOOR, NEAR IRINJALAKUDA THRISSUR(Dt) KERALA 680702
City	Irinjalakuda
State	Kerala
Pin	680702
Website	<a href="http://www.euphrasiatrainingcollege.org">www.euphrasiatrainingcollege.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Salimkumar.c	0480-2877364	9400314636	-	euphrasiatrg@gmail.com
IQAC / CIQA coordinator	Leena.c.p	0480-2877316	9746736378	-	leenachungan526@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Kerala	University Of Calicut	<a href="#">View Document</a>

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	<a href="#">View Document</a>	23-02-2005	60	NCTE issued Continuation order and Validity period is 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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	EUPHRASIA TRAINING COLLEGE FOR WOMEN KATTOOR, NEAR IRINJALAKUDA THRISSUR(Dt) KERALA 680702	Rural	5.38	1599.99

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,Education,	24	Degree	English	100	100

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				9			
Recruited	1	0	0	1	0	0	0	0	1	8	0	9
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				7
Recruited	0	7	0	7
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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.	1	0	0	0	0	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	7	0	8
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
		1	4	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	0	0	0	0	0
	Female	100	0	0	0	100
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	2	3	2	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	18	12	9	9
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	30	35	39	39
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	50	50	50

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Euphrasia Training college for women is actively engaged in offering quality teacher education programme. It aims to improve overall, development of human beings- intellectual, aesthetics, social, physical, emotional, moral and the like. The institute offers skill based and value based education. In order to provide the holistic academic growth among students, multidisciplinary curriculum is being offered, which gives freedom to the student to choose their preferred options from the range of courses offered by the institution. Emphasizing the key principles of NEP, the college provides diversity for all curriculum and pedagogy with technological innovations in teaching a course. Our college is
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	<p>prepared for inclusion of more discipline to offer integrated education programme in future as per NEP policy for the attainment of the holistic and multidisciplinary education. As the College is preparing itself to have more of multi-disciplinary subjects it tries to identify the programme learning outcomes along with courses and unit learning outcomes that define the specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each programme achieves its goal.</p>
2. Academic bank of credits (ABC):	<p>Summative and Formative assessments, assignments EPC presentations are used to evaluate the student's learning outcome. The institution's preparedness for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university and the Higher Education. For monitoring ABC, a proper technical support system is to be created. Our institution is taking initiative to deposit the students earned credit for all the programmes offered in academic bank credit to promote student centricity in higher education across the country through learner-friendly practices and a more inter disciplinary approach in higher education.</p>
3. Skill development:	<p>The vision of the college is to uplift women for the betterment of the society; to train them to be responsible teachers of tomorrow, with apt skills and strong ethical values and to kindle the light and life to the younger generation and love to the fellow beings., Hence the college takes efforts to inculcate positivity among the learners. The college also celebrates National festivals like Independence Day and Republic Day. Observing various programs like World Aids Day, Environment Day, observing the Death and Birth Anniversary of our National leaders which help in imbibing the good qualities in the students. Mentoring students is also one of the practices of the institution, to enable students to explore future employment pathways after graduation, and help them to get the most from their studies. Value added courses impart life skill and it is taught to meet our global standard, depending upon the needs of the employers, society and nearby people.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	<p>The promotion of Indian Language is only possible if they are utilized regularly for teaching and learning</p>

online course):	<p>purpose. Our institute organizes the events and competitions like essay writing, elocution, poem writing creative writing in this regional languages, Youth &amp; heritage festival in the regional languages, prizes are distributed for top performing student at, college level. Opportunities are provided to the students to participate in all these activities to inculcate a sense of national integration, love for art, culture and a civic sense among the student community. The ability to communicate in Indian language will be considered part of qualification criteria for job openings. Our institute under the Guidance of IQAC, has organized programme and celebrate different days, Yoga Day, meditation talk on Moral values, daily morning prayers, and Indian and culture-oriented activities to integrate Indian knowledge and values among students. Therefore, our college is prepared to take up the Leadership role to reconnect the past glory and assimilate and adopt it in day-to-day life situations by integrating Indian knowledge system with teacher education programmes.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome based education is the key element of teacher education curriculum, to enable the students to be able to do what is essential for them at the end of learning. The curriculum planning and evaluation is done accordingly and planned all the programmes of study focusing on outcome-based education. As a teacher Education Institution, the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programmes, workshops, webinars, conferences, expert talks, training regarding instructional strategies, day to day advances in technology and recent innovations. Outcome-Based Education (OBE) is a pedagogical model that entails the restructuring of curriculum, pedagogy and assessment practices to reflect the achievement of high-order learning. The objectives set out in the NEP on OBE are Competency, standard, benchmarks, and attainment of targets. In addition to this, the OBE incorporates three elements such as, Theory of education, A systematic structure of education, and a specific approach to instructional practice. Develop</p>

	confidence, teaching skill, evaluation skill and develop responsibility and effective citizenship are some of the programmes outcomes of the students
6. Distance education/online education:	The College is also preparing itself to offer Value added courses through ODL (Open Distance Learning) mode in due course of time is the University permits. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the pandemic lockdown are Google Classroom, Zoom, Google, using videos as teaching and learning aids, Group collaboration and Interaction have been conducted are some of the institutional efforts towards blended learning. New technologies involving artificial intelligence, machine learning, block chains, handheld computing devices, and adaptive computer testing devices will be introduced as value added courses to the students.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club established in the College recently. The primary objective of Electoral Literacy Club is sensitizing the Student Community about democratic rights which includes Casting Votes in elections. The main function of the Club is to promote electoral literacy in students through engaging and interesting activities
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the election for the office bearers were held with nomination and polling. The institution has the Electoral Literacy Club, Polling functioned with the following office bearers of the year 2022-2023. President : Dr. C Salim Kumar, Nodal Officer : Leena C.P,Returning Officer Reshma P M, ChairPerson :Nimmy Mohanan,ViceChairperson Meera Ravindran K, General Secretary : Alkkamary.K, Joint Secretary: Angel Joy,Student Editor: Johncy Pius,Fine Arts Secretary:Karthika Anand.K,General Captain:Aparna E.A,UUC:Jomol Justice
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	National Voters Day was observed on 25th January in the college to celebrate the Foundation day of Election Commission of India which was established

<p>processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>in the 25th January 1950. The main purpose of this celebration is to encourage, facilitate and maximum enrolment especially for new Voters. Awareness Campaign, display of Posters etc. have been conducted by the Club in the College. Essay Competition and Poster making programme, Quiz Competition, Birth anniversary celebration of Dr.B.R. Ambedkar, Population Day Celebration, Collage making, Pencil drawing etc.were conducted by the leadership of the Electoral Literacy Club. Emphasis is given to make the students aware of their Constitutional rights such as the right of expression, the right to elect and the right to Vote.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>A Seminar was conducted in co-operation with the Local Self Government. to create awareness about ethical Voting which give awareness about voting machine and participation in the democratic process of Voting. The students were insisted to take a policy of creating awareness about the voting and voting machine for about 5 persons. This help the Student teachers to teach and creates awareness for 5 persons of Society which in turn continue in their numbers</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Special Lecturers are organized on the importance of voting and participation in the electoral process through the power of their vote. The club incorporate with the akshaya Vadakkekara conducted awareness programmes on linking aadhar to voter ID and phone number. Bit notices were publish and circulated locally to provide awareness among the people about the power of vote in the democratic election process.</p>

## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	108	105	100	100

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

File Description	Document
Letter from the authority (NCTE / University / R	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Central / State Govt. reservation policy for adm	<a href="#">View Document</a>

#### 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	52	48	49	40
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	50	47	48	40
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	9	9

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	9	9

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
64.18245	25.99984	22.86613	14.32832	11.79563

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 12

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>



## 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:**

##### **Introduction**

Euphrasia Training college for women, Kattoor is a self-financing college of education for conducting B.Ed course. This college is affiliated to the University of Calicut and recognized by the NCTE. It is situated in the Heart of Kattoor Panchayath, Mukundapuram Taluk, in Thrissur (Dt) Kerala State. It is organized and managed by CMC Udaya Province Irinjalakuda. College started its functioning on 20th July, 2005 and was formally inaugurated 4th March 2006, by Mar James Pazhayattil, Bishop of Irinjalakuda.

##### **Curriculum review/planning committee**

Curriculum review committee is formed at the commencement of the academic year with the Principal and senior teacher educators. The curriculum committee reviews and recommends courses and programs functioning under policies and procedures. An action plan is prepared for the academic year.

Institutional planning involves revising curriculum to adapt to local needs, ensuring relevance and effectiveness. This process entails analyzing educational goals, evaluating community dynamics, and incorporating feedback to tailor learning experiences for optimal impact within the specific cultural and socioeconomic context.

##### **Academic calendar**

Before commencement of the academic year, the Institution prepares and publishes an 'Academic calendar'. The academic calendar is displayed in the notice boards (website). The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, tests and semester end examinations.

##### **ICT enabled classes**

ICT enabled classes are included in each semester. New technological tools not only bring innovation to academic centers, but also speed up student interest, and allow processes to be automated, among other aspects to be taken into account. It improves concentration and comprehension. We have a good 'Technology lab'. Also the five optional classes and general hall have ICT enabled smart boards. Institutional policy ensures the allocation of ICT enabled classes in each course teaching plan for the effective curriculum delivery.

## Social skills

Social development skills are encouraged through various activities like teaching practice and field visits etc. Effective curriculum delivery is ensured by teachers using problem-solving and student-centric learning methods. Different workshops were conducted in the college as an effective means to expand their social circle. Workshops related to gardening, drawing and many more enhance the knowledge of students and allow them to transfer these knowledge to the society. Clearly social activities are essential for the holistic development of students and to enhance their future

## Enrichment programs

Enrichment programs are offered by each department in the form of national seminars, workshops, intercollegiate Quiz competitions, laboratory practical works and field trips. We have WiFi enabled central libraries to provide students an effective platform for e-learning through online Web and Video courses for various streams. This college has registered for NPTEL (National Programme On Technology Enhanced Learning) where students can have the access of e-learning through online web and video courses for various streams.

## Faculty orientation and motivation programs

Faculty orientation and Motivation Programmes are provided regularly by the Management in the college for better curriculum Implementation. These programs aimed to equip faculty members with the necessary skills and knowledge to excel in their roles as educators.

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

### 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:** E. Any 1 or none of the above

<b>File Description</b>	<b>Document</b>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

### **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:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:** 68.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

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

**1.2.2****Average Number of Value-added courses offered during the last five years****Response: 1****1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.2.3****Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response: 50.29****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

**five years**

2022-23	2021-22	2020-21	2019-20	2018-19
53	53	55	50	50

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:****A Fundamental or Coherent understanding of the Field of Teacher Education**

To foster a fundamental understanding of teacher education, the curriculum emphasizes foundational theories, pedagogical approaches, and practical experiences. Courses delve into educational psychology, instructional strategies, and curriculum development, providing a theoretical framework for effective teaching. Hands-on experiences through practicum placements and teaching internships allow students to apply theories in real classroom settings, honing their skills in lesson planning, classroom management, and student assessment. Reflective practices and mentorship opportunities encourage self-assessment and continuous professional growth. Additionally, the curriculum integrates contemporary issues in education, such as cultural diversity and inclusion, equipping future educators with the knowledge and attitudes needed to promote equitable learning environments. Through these components, the curriculum cultivates a coherent understanding of teacher education, preparing graduates to positively impact students' lives and contribute to the field.

**Procedural knowledge that creates teachers for different levels of School Education Skills that are**

### **specific to one's chosen specialization**

The curriculum is designed to instill procedural knowledge to mould educators for diverse educational levels. Through a blend of theoretical foundations and practical applications, aspiring teachers develop pedagogical skills tailored to varied academic settings. Emphasis is placed on understanding instructional methodologies, assessment techniques, and classroom management strategies adaptable to elementary, secondary, and higher secondary. Additionally, the curriculum fosters critical reflection and continuous professional development to navigate the evolving educational landscapes effectively. Furthermore, the curriculum underscores the importance of cultivating specialized skills pertinent to each individual's chosen area of expertise. Whether focusing on subjects like mathematics, science, language arts, or specialized fields such as special education or bilingual instruction, students delve deeply into the content, methodologies, and pedagogical approaches specific to their specialization. Practical experiences, including internships and practicum placements, provide opportunities to apply and refine these specialized skills in authentic educational settings. By nurturing proficiency in their chosen specialization, students are equipped to make meaningful contributions to the field of education and positively impact learners within their domain of expertise.

### **Capability to extrapolate from what one have learnt and acquired competencies**

To cultivate the capability to extrapolate from learned knowledge and acquire competencies, the curriculum emphasizes critical thinking, problem-solving, and practical application across diverse learning areas. This could involve incorporating interdisciplinary projects where students are encouraged to connect concepts from different subjects, fostering creativity and adaptability. Furthermore, hands-on experiences, such as internships or real-world simulations, provide opportunities for students to apply theoretical knowledge to practical situations, enhancing their ability to extrapolate and adapt. Additionally, the curriculum should promote self-directed learning and reflection, empowering students to independently explore topics beyond the classroom, thus honing their extrapolation skills and fostering lifelong learning habits. By integrating these approaches, the curriculum can effectively equip students with the capability to extrapolate and apply learned knowledge to various contexts, preparing them for success in an ever-evolving world.

Skills/competencies such as : Emotional intelligence,Critical thinking,Negotiation and communication skills ,collaboration with others, etc.

The course encourages the students to develop the skills that are important for their activities as a teacher.They are given below.

The curriculum prioritizes emotional intelligence by integrating activities that promote self-awareness, self-regulation, empathy, and interpersonal skills. By fostering emotional intelligence, the curriculum equips students with essential skills to navigate complex social dynamics and thrive in diverse environments.

The curriculum emphasizes critical thinking through inquiry-based learning, problem-solving tasks, and analytical activities across all subjects. Debates, case analyses, and research projects, are the effective teaching-learning methods to analyze information critically, distinguish between fact and opinion, and make informed decisions.

The curriculum cultivates negotiation and communication skills through interactive workshops, role-



plays, and real-world simulations. Students learn effective communication strategies, including active listening, persuasive speaking, and nonverbal communication techniques. The curriculum promotes collaboration through project-based learning, group activities, and community engagement initiatives. Through collaborative experiences, students develop essential skills for collaboration such as leadership, adaptability, and conflict resolution, preparing them for success in collaborative environments within and beyond the classroom. Collaboration with Teaching practice schools accelerate the learning process.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:**

Familiarizing students with the diversity in the Indian school system, as well as providing an international and comparative perspective, is crucial for their holistic understanding of education. Institutions achieve this through a multifaceted approach that encompasses the development, functioning, assessment systems, norms, standards, and state-wise variations of the Indian school system alongside international comparisons.

Firstly, students are introduced to the historical development of the Indian education system. They learn about the evolution of education from ancient times to the present day, including the influence of colonialism, social reforms, and government policies. By understanding this trajectory, students appreciate the diverse cultural, linguistic, and socio-economic factors that have shaped education in India. Next, students delve into the functioning of various Boards of School Education in India. They explore the roles and responsibilities of central boards like the Central Board of Secondary Education (CBSE), state boards, and other autonomous bodies. Understanding the organizational structures, curriculum frameworks, and examination patterns of these boards allows students to grasp the diverse approaches to education across different regions of India.

Students also learn about the functional differences among various boards. This includes examining the pedagogical methods, assessment techniques, and academic emphases adopted by

different boards. Contrasts between the CBSE, ICSE (Indian Certificate of Secondary Education), and state boards highlight the diversity within the Indian education landscape.

Assessment systems are a crucial aspect of education, and students are familiarized with the varied assessment practices employed by different boards. They explore the differences in examination formats, grading systems, and evaluation criteria across boards. This comparative analysis enables students to critically evaluate the strengths and weaknesses of different assessment models. Norms and standards form the backbone of educational quality and equity. Students study the national and international benchmarks for educational excellence, including policies such as the Right to Education Act in India and international frameworks like the Sustainable Development Goals (SDGs). By examining these norms and standards, students gain insights into the challenges and opportunities for improving education systems both domestically and globally.

State-wise variations in the Indian school system are another focal point of study. Students explore how socio-cultural diversity, economic disparities, and regional priorities influence educational policies and practices across different states. Case studies and comparative analyses of educational indicators help students understand the complex interplay of factors shaping state-wise variations. Finally, an international and comparative perspective broadens students' horizons beyond the Indian context. They engage in cross-national comparisons of education systems, examining diverse approaches to curriculum, pedagogy, and assessment around the world. This global outlook fosters appreciation for cultural diversity, encourages innovation through knowledge exchange, and cultivates a sense of global citizenship among students. In conclusion, institutions familiarize students with the diversity in the Indian school system by exploring its development, functioning, assessment systems, norms, standards, state-wise variations, and international comparisons. Through this comprehensive approach, students develop a nuanced understanding of the complexities inherent in education and are better equipped to navigate the dynamic landscape of schooling in India and beyond.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:**

Teacher education programs are designed to prepare future educators with the necessary knowledge, skills, and dispositions to excel in the professional field. Institutions recognize the importance of providing a diverse range of curricular experiences that allow students to develop a comprehensive understanding of their roles as educators. To facilitate this process and enable students to recognize the interconnectedness of various learning engagements, institutions implement several strategies.

### **Integrated Curriculum Design:**

Our college develops integrated curricula that bridge theoretical knowledge with practical applications. By organizing courses thematically or by strands, students can see connections across different subject areas. For example, a unit on child development may be integrated with a practical experience in a classroom setting, allowing students to apply theoretical concepts to real-world scenarios.

### **Interdisciplinary Approaches:**

Teacher education programs incorporate interdisciplinary approaches that encourage students to explore connections between different disciplines such as psychology, sociology, and education. This approach fosters a holistic understanding of teaching and learning processes. For instance, a lesson on multicultural education may involve elements of history, literature, and sociology to help students to understand the complexities of diversity in the classroom.

### **Reflective Practice:**

Institutions emphasize the importance of reflective practice, where students critically analyze their learning experiences and professional growth. Through reflective exercises such as journaling, group discussions, or portfolio development, students identify connections between theory and practice. They reflect on how various learning engagements have shaped their understanding of teaching and learning, preparing them for the challenges of the professional field.

### **Experiential Learning Opportunities**

Teacher education programs offer a variety of experiential learning opportunities, including internships, field placements, and service-learning projects. These experiences allow students to engage directly with diverse learners, collaborate with colleagues, and apply theoretical knowledge in authentic settings. By

### **Collaborative Learning Communities:**

Participating in hands-on experiences, students develop a deeper appreciation for the interconnectedness of their learning engagements and gain valuable insights into the complexities of the teaching profession. Institutions foster collaborative learning communities where students engage in dialogue, peer mentoring, and collaborative projects. Through interactions with peers, faculty members, and practicing educators, students gain diverse perspectives and insights that enrich their understanding of the profession.

### **Professional Development Opportunities:**

Teacher education programs offer professional development opportunities that expose students to

current trends, research findings, and best practices in education. Workshops, seminars, conferences, and guest lectures provide students with opportunities to interact with experts in the field and stay updated on emerging issues and innovations.

In conclusion, institutions employ a variety of strategies to enable students to develop a comprehensive understanding of the interconnectedness of their learning engagements and prepare them for the professional field. By integrating curricula, embracing interdisciplinary approaches, promoting reflective practice, providing experiential learning opportunities, fostering collaborative learning communities, and offering professional development opportunities, teacher education programs empower students to derive professionally relevant understanding and consolidate their knowledge into professional acumen.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stakeholders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.4.2**

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

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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:** 100

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 90

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	9	9

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

### 2.1.3

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

**Response:** 4.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	5	0	0

<b>File Description</b>	<b>Document</b>
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

## **Fostering student diversity**

The institution works well to create a suitable environment for learning and overall development of the students. Here, the management, Principal and all the teaching and non-teaching staff take the efforts for the overall development of student teachers. The institution consciously assesses the entry level learning needs of students and their level of readiness to undergo the B Ed program. The following initiatives are consciously undertaken to cater this need.

1. Interview

2. Entry level orientation programme

3. Aptitude Test

4. Morning Assembly

5. Talent's day

### **Interview**

When the students came for Admission both the admission committee members and principal interviews and personal talks with the newly admitted students in order to assess the entry level behaviour of the students. In this interview committee members ask simple questions to check the teaching aptitude skills and talent level of students.

### **Entry Level orientation programme**

After the Interview principal gives instructions regarding the rules and regulations of the teacher training institute, a detailed overview of the 2 Year B.Ed. course curriculum, syllabus, faculties of different subjects, ICT facilities, science lab, Library, various clubs and their activities and the evaluation system. The institution provides a detailed printed syllabus showing in detail the content of the subjects to be studied, the number of courses in each semester and task and assignments, practical works of each semester, internship programmes, importance of attendance, details of uniforms and books, community living camp, tour, and internal and external evaluation.

### **Aptitude Test**

The college tries to distinguish the capacities or capabilities of students at the time of admission. The principal and other admission committee members try to find out the talent level of the students by enquiring directly about their skills and aptitudes. As a part of this the institution conducts an aptitude test to identify the skills and competencies of the students. Later categorize them according to their skills and aptitudes and give opportunities to high level learners to join different scholastic clubs, and inter college competition such as quiz programmes, debates, speech, talent search exams, writing articles etc

### **Morning Assembly**

Every day the college starts with the assembly for which everyone assembles in the general hall. All the teachers, students, and the principal attend this programme. Assembly starts at 9.30 am. In this platform



every teacher trainee gets an opportunity to present their views in front of the audience and also helps to reduce stage fear. Newly admitted student teachers get an idea about how to conduct an assembly from their seniors. The major activities included in assembly are Prayer, pledge, Newspaper reading, thought for the day and overall evaluation of assembly.

### **Assessing the Practical Phase (Talents Day)**

Euphrasia Training College for women provides a platform for the students to express their inborn talents and interest in various activities through the Talents Day programme organized by our Institution. Here each student will get a chance to express their talents in front of the audience. It helps them to reveal their inborn talents in front of the public.

<b>File Description</b>	<b>Document</b>
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### **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

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.4**

**Student-Mentor ratio for the last completed academic year**

**Response:** 10.6

**2.2.4.1 Number of mentors in the Institution**

Response: 10

<b>File Description</b>	<b>Document</b>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

Euphrasia training college engages students in active learning by utilising the resources such as library, workshops, technology lab, language lab, computer lab, websites, Focus groups, individual seminars, assignments, peer teaching, field works, role playing internship, practicum and individual and group projects .For this teachers are encouraged to utilise following methods of teaching and learning.

#### **Experiential learning**

Experiential learning provides opportunities for students to explore,experiment,and collaborate in environments that mirror real life scenarios.Experiential learning can take various forms,including internship,field trips,simulations,workshops,and group projects.For promoting experiential learning the student teachers were given one week school initiatory programme and four months school internship programme. Through these activities student teachers were able to get real teaching experience to become good teachers.

#### **Participative learning**

Participatory learning actively involves and motivates learners by drawing upon their own experience and skills in solving problems,using examples and situations of interest to them in their daily lives,and using a variety of new,enjoyable and often visual teaching methods.

This institution provides different kinds of participative learning to students like seminars ,group discussions,workshops,experiments etc.. and these are organised regularly for helping students to learn organisational skills and other dimensions.

#### **Problem solving methodologies**

The College uses the problem-solving approach to help students in developing their creativity, critical thinking, reasoning skills, logical thinking, ability to make decisions, and scientific attitude. These engagements expose students to a broader range of options and provide them with valuable experience. Special lectures/seminars/conferences are planned to inspire and motivate students to become active agents of information rather than passive recipients.

#### **Brainstorming strategy**

Brainstorming is a strategy or tool of teaching used by the teacher in which maximum or all the students participate by responding or presenting views on one topic.

During theory classes, the teacher educators in this institution encourage the student teachers to focus on a topic and contribute to the free flow of ideas. The student then expresses possible answers, relevant

words, and ideas. Here mentors and student teachers use this strategy in classroom situations and also during internship programmes.

### **Focussed group discussions**

Focussed Group discussion is a mode of teaching and learning in which a selected group of people discusses a given topic or issue in depth, facilitated by a professional, external moderator. Here the student teachers form groups in classroom and gather to share knowledge, voices, opinions, beliefs and attitudes about a specific topic or concept.

### **Online Mode**

Online education enables students to learn topics at their own pace and comfort. The institution provides online classes for students in order to make them learn course content on their own and make them continuous learners. ICT facilities in college may include computer labs, multimedia rooms, smart classrooms-learning platforms, internet connectivity, WIFI networks and other infrastructure that facilitate the use of technology in education. Student teachers are using different online learning platforms like google meet, google classroom, whatsapp, telegram, youtube channels, online discussions, webinars, online recorded video classes etc..

<b>File Description</b>	<b>Document</b>
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **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: 0**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 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:** 50.94

**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: 54

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

### 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:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

### 2.3.5

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

##### **Response:**

Mentoring is the collaborative learning relationship between a mentor and mentee. It can enhance their skills and knowledge, boost their confidence and motivation, and strengthen their communication and collaboration. Mentors and mentees can establish trust, respect, and open communication. Mentors can also help team members to retain their strength and work on areas of improvement. It increases productivity and also helps new members to quickly understand the team dynamics. It also helps in improving communication and improving skills.

##### **Working in teams**

Student teachers do various activities in teams such as Visit to innovative school centers, co-curricular activities, and internship programs, committee work, students work collaboratively. They discuss with each other while working in groups. The Course outcomes facilitate a clear understanding about the course expectations and also support the process of learning.

##### **Dealing with student diversity**

Expert faculties are available here to handle the learning diversity of the students. The students who studied in this institution have multiple talents and skills. According to this Google forms and interviews are used to find diversity among trainees. According to the ability of the students, seminar, panel discussion, group discussion, project work are used as advanced teaching methods. Also, various competitions are organized to give scope to the talents/abilities among them. And for that they are given proper guidance. Mentors also suggest different ways to deal with student diversity such as provide remedial classes to weak students, provide enriching materials to smart learners and also provide additional support to average learners.

##### **Conduct of self with colleagues and authorities**

Teaching is one of the noblest professions in the world. Teachers have some duties and responsibilities. They should behave well in society and treat students, colleagues, and authority with utmost respect and

love. The mentors of this institution follow some ways and means to maintain professional behaviour in the institution such as punctuality, honesty, have a positive attitude, take initiative and responsibility, be kind to colleagues and students etc.

### **Balancing home and work stress**

Work is planned according to the Academic calendar. Yoga and meditation are organized for stress management. Students are guided under the Mentor and Mentee scheme. Problem solving method is used for stress management. Mentors create a boundary between balancing work and personal time. Mentors also adopt different coping strategies to manage time effectively.

### **Keeping oneself abreast with recent development in education & life**

Teacher educators use modern methods such as blended learning, seminar, panel discussion, group discussion, use of multimedia ,workshops etc.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **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:** E. Any 1 or none of the above

<b>File Description</b>	<b>Document</b>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.7

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

#### **Response:**

Euphrasia Training College for women (B.Ed.) has a strong mentorship structure in place, with each faculty continually mentoring students on academic, professional, and personal levels. This Institution provides several opportunities for mentor-mentee relationships to cater to student's diversity.

#### **Nurtures creativity**

The institution provides a variety of programmes for the overall development of the students. Students generate fresh ideas to create a wide range of practical models, charts, and instructional aides. They are motivated to construct knowledge on their own. Our institution organizes talent searching programmes, Art and craft workshop, field visit, classroom activities, projects and task and assignments, all these activities helps students to nurture their creativity.

#### **Innovative programmes**

Euphrasia training college for women also made a variety of activities for promoting innovativeness among students like workshops, several training programmes, inviting guest speakers, awareness classes, organizing field visits, teaching with videos, use slideshow presentations etc. Every day half an hour is set before class in morning assembly to present; thoughts of the day, daily news). Students also trained to plan and execute various creative activities in this time (self-reflection activities, general awareness quiz, self-introduction etc..

#### **Intellectual and Thinking skills**

The mentor looks into matters regarding the academic performance, discipline, completion of academic requirements and develops intellectual and thinking skills of students. Ample opportunities are provided throughout the session to identify their interest and aptitudes. Institution provides exposure to students about recent developments in the field of education.



## Life Skill education

Life skills can help students learn to analyse options, make decisions, and understand the implications of those decisions. This institution provides life skill education to students as a part of their curriculum. Teachers and students form bonds when they participate in social, cultural, and recreational activities such as community service projects, youth festivals (zonal and inter-zonal), tutoring etc.

### Case 1

Euphrasia Training College for Women in association with Women cell organized an awareness programme Named **EMPOWER HER** fostering awareness to eliminate violence against women. The programme was conducted on 30/11/2023 at college hall and it was inaugurated by smt. Maya S, women protection officer, Thrissur, and the class were taken by Adv. Sindhu, Legal counsellor of sakhi one stop center. The programme was coordinated by general education teacher smt Roopa V.R. Through this class students get an awareness regarding the atrocities and violence against women and how to prevent this and also got information about various policies and programmes introduced by the government for the welfare of women.

### Case 2

Euphrasia Training College for Women organized a workshop on art and drama on 18/8/23at college auditorium, the class was conducted by sri Krishna Kumar sir. The main purpose of this workshop was to enhance creativity. It encourages students to think outside the box. These activities provide a platform for self-expression, imagination, and innovation. It also fosters the development of creative problem-solving skills. In this workshop Krishnakumar sir teach students how to make puppets and perform a puppet show by using those puppets. All students participated in the workshop.

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

## 2.4 Competency and Skill Development

### 2.4.1

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

- 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:** B. Any 6 or 7 of the above

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **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:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** A. All of the above

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

### 2.4.4

**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**

- 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

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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:** A. All of the above

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

#### 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:** A. All of the above

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

#### **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

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

#### **Other Upload Files**

1

[View Document](#)

#### **2.4.8**

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

Internship programme for any Student-Teacher is a very essential and important part of the Teacher Training Programme. It provides the opportunity to acquire necessary skills for teaching career.

**Planning**

Euphrasia training college for women plans internship programmes very systematically. The college calendar gives temporary dates of commencement of internship programmes. Staff meetings are conducted and time tables are prepared in detail. Internship programme is systematically planned according to the university syllabus. The practicing schools are selected on the basis of the proximity of the pupil teachers. After the consent of the school, the teacher in-charges of the internship programme with the consent of the head of the institution visits and meets with the school principals before sending our student-teacher to internship at allocated schools. Principal, vice principal and all the teaching and non-teaching staffs gave all kinds of support and motivation to each and every student to attend their goal.

**Preparation**

Before sending our Student-Teacher to observation and practice teaching, we organize practice sessions for each and every student. The students have to complete 80 working days in selected schools and take classes for 60 working days. For this they have to prepare 60 lesson plans for taking classes. For observation, faculty members give all necessary guidance and knowledge for better understanding and implementation of a four-month task. By these four months tasks we make them aware of the day to day function of schools.

**Execution**

The Institution conducts practice sessions for internships and facilitates every student-teacher to be properly functional at the time of practice Teaching. They teach how to handle all conditions that happen in and around the school campus. They also deliver the knowledge of making effective lesson plans, management of class as well as offices and use of skills which are given at the time of practice session and micro-teaching skills. They have forwarded about the organizing and maintaining of academic, cultural and social activities.

**Major Activities**

During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organization of school-based and community-based activities of teaching. Lessons are observed by the teacher educators at regular intervals and teacher educators verify whether the students rectify the correction given in the previous observation. All the lessons are observed by the mentor-teachers. The remarks are suggestive in nature for the further polishing of teaching skills of the prospective teachers. By the end of the internship programme it is duly certified by the head of the practicing school. The trainees would have been allotted to different practice teaching schools for delivering their 60 lesson plans where the same weightage has been given on the participation of the trainees in the organization of different co-curricular activities in the concerned

schools. Besides, they have to conduct the construction of achievement tests, preparation on reflective journals and conduct action research projects relating to the problems faced by the trainees in the schools come under the purview of school experience which is popularly known as school internship.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **2.4.9**

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

**Response:** 5.4

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

**Response:** 10

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **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:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Wherever the documents are in regional language, provide English translated version	<a href="#">View Document</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.11**

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

Euphrasia training college for women adopts effective monitoring mechanisms during internship programme. The observation of practice teaching is a shared responsibility of the college and concerned school. For this purpose, our beloved principal and vice principal and all the teaching and non-teaching staff work together to fulfil the task. All the classes taken by each pupil teacher are observed in different modes. The observation can be done by following means like peer observation, Principal in charge visit and observation, subject teacher in-charge observation, mentor teacher observation, feedback by students and teachers etc.

**Role of Teacher Educators:** For monitoring purposes, Teacher educators of different options are sent to each school. Teacher educator is the one who coordinates with the school principal, school mentors and the student teachers. The teacher is in constant touch with the school, and visits the school frequently. The school mentors also keep the college teachers informed about the performance of student teachers. The teacher educators of different options visit the school and observe the classes at least five times during their whole teaching practice.

**Role of School Principal:** During the internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. School Principal on his/her part instructs their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it so as to monitor and aid the intern in case she faces any issues. They observe the class and give their feedback for a better teaching learning process and also for the professional growth of interns. Each student teacher has to keep a super vision diary and the school teachers and the charges assigned teacher educators should write the observation report of each student on that book. In addition



to this, college teachers and the school teachers along with their staff help the intern to plan and organise curricular and co-curricular activities for the students.

**Role of School Teachers:** The student teachers get maximum support and guidance from the school teachers of respected schools. The classroom performance is observed and evaluated by these school teachers and suitable feedback and corrective measures are suggested to them. School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of co-curricular activities, correction of home-work notebooks, maintenance of classroom discipline etc.

**Role of Peers:** Peer support can help improve teaching and learning, and help teachers become more reflective. Peers observe lessons delivered by each pupil teacher and provide feedback, which helps the pupil teachers to be aware of their strengths and weaknesses. Hence, he/she can improve him/herself. During internship programmes peer groups collectively perform various assigned duties. They work cooperatively to complete the assigned duties given by the school authority, and also, they engage in different kinds of innovative activities for the welfare of the school.

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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

<b>File Description</b>	<b>Document</b>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** B. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Link	<a href="#">View Document</a>

**2.5 Teacher Profile and Quality****2.5.1**

**Percentage of fulltime teachers against sanctioned posts during the last five years**

**Response:** 100

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
English translation of sanction letter if it is in regional language	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.5.2**

**Percentage of fulltime teachers with Ph. D. degree during the last five years**

**Response:** 20.83

**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 2

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.5.3**

**Average teaching experience of full time teachers for the last completed academic year.**

**Response:** 1

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

Response: 10

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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:**

Euphrasia Training College for Women prioritizes the professional development of its faculty members, equipping them with the knowledge and skills necessary to excel in the field of teacher education. The college achieves this through a comprehensive program of enrichment activities:

##### **Enhancing Skills and Knowledge:**

- **Seminars, Workshops, and Extra-Mural Talks:** These events provide faculty with exposure to current trends, research findings, and best practices in education.
- **Training Programs:** The college actively encourages faculty participation in refresher courses, workshops, and orientation programs. Upon completion, faculty members share their learnings with colleagues, fostering a collaborative learning environment.
- **Technology Integration:** The college promotes the use of technology in teaching by offering training programs on computer literacy, internet usage, and the effective application of audio-visual aids.
- **Modern Pedagogical Methods:** Faculty members are encouraged to employ Activity-Based Learning (ABL), Active Learning Methods (ALM), and Information and Communication Technology (ICT) in their teaching.

##### **Fostering Collaboration and Growth:**

- **Staff Meetings:** Regular meetings are held to discuss emerging areas in teacher education, share best practices, and ensure alignment with the National Education Policy 2020 (NEP 2020).
- **Research Collaboration:** Faculty are encouraged to conduct research alongside students, delving into areas that directly impact student learning outcomes.

##### **Staying Updated:**

- **Library Resources:** Faculty members have access to the latest educational resources in the college library, including books and online databases like N-LIST.
- **Free Wi-Fi:** The college provides free Wi-Fi access in the staff room, facilitating online learning and research.

**Knowledge Sharing and Dissemination:**

- Orientation and Refresher Courses: All faculty members are encouraged to attend UGC-recognized programs for professional growth.
- Knowledge Sharing Sessions: Faculty who participate in short-term courses, workshops, or seminars present their learnings and insights to colleagues, keeping everyone informed about the latest developments in teacher education.

**Adapting to Change:**

• NEP 2020 Implementation: The college has proactively studied the National Education Policy and prepared an implementation schedule. Faculty members participate in orientation programs to equip themselves with the necessary knowledge to prepare future educators under the new policy framework.

**In-House Initiatives:**

- Faculty-Led Seminars: Faculty members actively engage in enriching their colleagues' knowledge by organizing seminars and webinars on trending topics and areas of interest.
- Research and Implementation: The college fosters a culture of research. New teaching-learning approaches are explored and implemented during student internships.
- Rotational Project Exposure: To ensure a well-rounded perspective, faculty members are assigned responsibilities for various projects across semesters, offering them exposure to diverse educational aspects.
- Informal Discussions: Staff room discussions provide a platform for informal exchange of ideas and collaborative problem-solving related to educational issues.

**External Recognition:**

Euphrasia Training College for Women understands that a well-developed faculty is the cornerstone of quality education. Through this multifaceted approach to professional development, the college empowers its faculty to remain at the forefront of educational advancements, ultimately fostering a thriving learning environment for students.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

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

##### **Response:**

The institution has implemented a continuous internal evaluation system to foster the development of student teachers. In accordance with university guidelines, we conduct two internal exams during each semester, adhering to a semester-based assessment system.

Throughout the course, numerous activities have been undertaken, meticulously assessed for continuous evaluation. Noteworthy features include monthly class tests for each subject, spontaneous snap tests, interactive classroom discussions, group deliberations, seminars, and student presentations.

Careful preparation of topics involves a balanced approach, with instructors providing initial direction, leaving the remaining portion for learners to independently conceptualize and complete the tasks. This method significantly contributes to honing their mental acuity and skill preparedness. Some tasks are undertaken individually, while others are accomplished through collaborative group efforts. Throughout the year, a diverse range of activities has been organized to ensure holistic learner development.

Following the completion of these activities, valuable feedback and suggestions are provided by teachers to ensure error-free presentations. Each activity is subject to thorough evaluation by teachers, contributing to the continuous assessment process. Our focus remains on observing changes in learner behavior, proving to be highly beneficial for their overall development.

Seminars, essay competitions, quizzes, and various cultural programs are arranged to boost the capabilities of our students, and the positive impact of these initiatives is evident in their performances. Facility is provided to each student for her active participation in the Workshop conducted on Micro Teaching skills, Pedagogical Analysis, Preparation of low cost TLM

The crucial aspects of the Continuous Internal Evaluation (CIE) in the college include:

- 1) The schedules for internal assessment tests are formulated in accordance with university guidelines and conveyed to students well in advance.
- 2) The distribution of marks in each subject adheres to the internal assessment criteria set by Calicut University. Faculty members, at the commencement of the semester, apprise students of the diverse components involved in the assessment process throughout the semester.
- 3) The internal assessment process maintains absolute transparency. Once finalized, the internal assessment is made accessible on the college portal for students to review. They have the opportunity to engage in discussions with teachers for potential improvements before the assessment is officially published on the University Portal.
- 4) Students annually maintain files, endorsed by their designated teacher, to document their academic, co-curricular, and extra-curricular activities. Internal assessments are conducted based on assignments.

The respective subject teachers receive proformas from the option teachers, prompting them to evaluate students' sessional work, class participation, discipline, responsibility fulfillment, punctuality, regularity, and engagement in various co-curricular and community service activities.

- 5) Teachers assess the seminars, projects, and other class activities undertaken by students.
- 6) Students receive prompt feedback on their written answers, and elaborate discussion sessions on question papers are regularly conducted in classrooms to improve their performance.
- 7) Remedial and enrichment classes are organized based on students' achievements.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** B. Any 3 of the above

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

### 2.6.3

#### **Mechanism for grievance redressal related to examination is operationally effective**

##### **Response:**

Euphrasia Training College for Women' s low volume of student grievances regarding examinations reflects the effectiveness of their communication channels and responsive grievance redressal system. This open and supportive environment fosters trust and empowers students to voice their concerns, ultimately leading to a more positive and productive learning experience.

##### **Multiple Channels for Feedback:**

- Open Door Policy: Students have easy access to faculty members and the principal. The principal frequently holds informal meetings to ensure timely resolution.
- Grievance Box: A designated grievance box allows students to submit complaints in written form.
- Suggestion Box: students utilizes the suggestion box to voice concerns without directly approaching faculty.

##### **Fair and Transparent Grievance Redressal:**

- Grievance Committee: A dedicated grievance committee impartially reviews written complaints and works towards solutions .The committee ensures that all parties involved are treated with respect and fairness throughout the process.

##### **Addressing Examination Concerns:**



- **Revaluation:** Students who believe their grades are inaccurate can apply for revaluation as per established guidelines.
- **Rescheduling:** In unforeseen circumstances, the college prepares a rescheduled examination timetable to ensure all students have a fair opportunity to participate.
- **Attendance Considerations:** Students facing genuine attendance shortages can utilize the grievance process. Documented medical reasons or library hours can be used to compensate for missed classes. Students within the shortage limit can appear for exams with a medical certificate and remitting condonation fee to the University.
- **Examination Time:** The college addresses concerns regarding exam schedules and timetables during emergencies, like pandemics. Rescheduling with proper notification ensures students are adequately informed.
- **Disciplined Environment:** An examination squad is deployed to maintain order and prevent disruptions during end semester examinations.

### **Ensuring Accuracy in Final Marks**

Euphrasia's commitment to fairness extends beyond internal assessments. The college meticulously adheres to a process where final marks are submitted to the university only after each student has been given ample opportunity to review their grades and register any complaints. This rigorous scrutiny minimizes the possibility of errors and ensures the accuracy of final grades.

- **Formal Complaint:** Students can submit a formal complaint to the university if they believe exam questions fall outside the pre-defined syllabus. This complaint would highlight the specific questions in dispute and explain why they are outside the designated learning material.

### **Adapting to Challenges:**

The college demonstrates its commitment to student support by transitioning offline assessments to online mode during the pandemic. While initial technical difficulties arose, such as late email delivery or upload issues with answer sheets, mentors proactively addressed all grievances and facilitated a smooth online examination process.

### **Emphasis on Communication:**

Euphrasia Training College for Women demonstrates exceptional effectiveness in its examination processes, as evidenced by the minimal number of student grievances. This achievement is likely attributable to the College's transparent communication channels and a responsive grievance redressal system that fosters trust and empowers students to voice their concerns. This commitment to open dialogue contributes to a more positive and productive learning environment for all.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6.4

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

#### **Response:**

Colleges function on a meticulously crafted roadmap known as the academic calendar. This document, meticulously prepared before the year commences, serves as the backbone for the entire teaching-learning process. It outlines a comprehensive schedule encompassing working days, academic events, holidays, internal assessments, and semester exams.

#### **Transparency and Shared Responsibility**

The academic calendar fosters transparency. It ensures faculty members to be well-informed of all activities related to the continuous internal evaluation process (CIE). A copy of the calendar is prominently displayed in the Principal's office, acting as a central repository for easy access.

#### **Monitoring Student Progress**

Student progress is a continuous focus. The college implements a multi-pronged approach that includes CIE, seminars, project work, unit tests, and semester examinations. Regular reviews of internal assessments, conducted by the Principal, help identify areas for improvement and ensure all students receive the support they need.

#### **Examination Committee: Guardians of the Process**

A dedicated examination committee is formed at the college level. This committee plays a crucial role in overseeing the entire internal assessment process. They manage the communication with the University, forwarding information about students appearing for examinations. Upon receiving the enrolled student list from the University, the college takes charge of preparing seating arrangements and assigning invigilators for smooth exam conduct. All internal assessment records are meticulously maintained at the college level.

#### **Teacher as Architect**

The journey begins with individual faculty members. Each teacher is assigned a set of subjects for the academic year. They then meticulously plan the teaching and evaluation schedule for each subject. The type and schedule of internal assessments are determined in consultation with the head of the institution,

ensuring alignment with college goals.

### **Head of Department: Orchestrator and Coordinator**

The head of the institution plays a pivotal role in coordinating the academic plan. They receive individual plans from teachers and meticulously analyze them to identify and address any potential conflicts, particularly in the realm of continuous internal evaluation. This ensures a smooth flow of activities both within the college and when aligning the internal assessments with the University's requirements. The head of the institution also plays a crucial role in determining the dates for assignments, factoring in syllabus completion, mid-semester breaks, gazetted holidays, and any planned college events like festivals, annual day celebrations, and sports days.

### **IQAC: Integrating the Vision**

Finally, the inputs received from all levels, including teachers and the head of the institution, are compiled by the Internal Quality Assurance Cell (IQAC). This central body shoulders the responsibility of crafting a comprehensive academic plan that integrates the diverse elements and ensures a successful academic year for students and faculty alike.

This collaborative effort, meticulously planned and executed, sets the stage for a vibrant and enriching educational experience for all stakeholders within the college environment.

<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## **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:**

#### **Euphrasia College: A Holistic Approach to Teacher Education**

Euphrasia College of Teacher Training for Women is committed to shaping well-rounded educators who are not only equipped with knowledge but also instilled with a sense of self-worth and discipline. Their approach aligns with the principles of outcome-based education, ensuring a strong connection between the college's vision, mission, and the learning objectives for both students and programs.

## **Aligning Education with Aspiration**

Euphrasia College of Teacher Training for Women meticulously defines Program Learning Objectives (PLOs) and Course Learning Outcomes (CLOs) through a consultative process involving stakeholders. This collaborative effort ensures that the B.Ed. the program effectively equips students with the necessary knowledge, skills, and competencies to excel in their chosen field.

### **Program Learning Outcomes: Shaping Competent Educators**

The B.Ed. program at Euphrasia College of Teacher Training for Women is designed to cultivate the following qualities in its graduates:

- **Sociological Understanding and Engagement:** Students gain a strong foundation in sociological analysis, allowing them to effectively interact with diverse communities, children from various backgrounds, and schools with varying needs.
- **Development-Focused Planning:** The program equips graduates with the knowledge of child development, enabling them to plan and deliver learning experiences tailored to each student's needs.
- **Multifaceted Teacher Skills:** The Euphrasia graduates develop a comprehensive skill set encompassing various teacher roles, facilitating effective learning environments.
- **Understanding Diversity and Inclusion:** The program fosters a deep understanding of diversity, inequality, and marginalisation within Indian society, along with their implications for education. This allows graduates to promote inclusive classrooms.
- **Active Learning Strategies:** Students gain expertise in applying constructivist and cooperative learning principles, fostering active participation and collaboration in the teaching-learning process.
- **Contextualized Learning:** The program emphasises the ability to analyse educational contexts and the relationship between school curriculum, policy, and student learning.
- **Inclusive Classrooms:** Graduates develop the knowledge and skills to create inclusive learning environments that embrace diverse cultures, policies, and practices.
- **Technology Integration:** The college equips its students with the ability to leverage information and communication technology (ICT) to enhance the teaching and learning process.
- **Holistic Development through Arts:** The program explores the use of drama and art as effective tools for fostering the overall personality development of learners.
- **Gender, Education, and Society:** Graduates gain a critical understanding of the interplay between gender, education, and societal structures on student learning.
- **Adaptability and Innovation:** The program instils a commitment to staying current with new educational trends and adapting to evolving pedagogical needs.

- Professionalism in Teaching: The college graduates cultivate a professional attitude towards teaching, fostering a dedication to their role and a commitment to student success.
- Student Integration: Program and course learning outcomes are discussed with students during orientation, fostering a shared understanding of expectations and desired learning outcomes.

By adopting this comprehensive approach, the college fosters a learning environment that empowers students to not only achieve academic success but also develop into well-rounded, dedicated educators who can make a positive impact on future generations.

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

## 2.7.2

### Average pass percentage of students during the last five years

**Response:** 98.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	50	47	48	40

<b>File Description</b>	<b>Document</b>
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

Euphrasia Training College for Women takes a comprehensive approach to student learning in its B.Ed. program. This approach centers around clearly defined learning outcomes, both at the program and course level. These outcomes are carefully aligned, ensuring a cohesive learning journey for all students.

#### **Data-Driven Improvement: Identifying and Addressing Challenges**

The college implements a well-structured system for collecting and analyzing data on student learning outcomes. The college utilizes a variety of measurement tools, including seminars, tests, group discussions, and assignments, to gain valuable insights into student progress and learning styles. By analyzing this data, the college can identify areas where students may need additional support and tailor its program accordingly.

#### **Continuous Assessment: A Collaborative Process**

Euphrasia Training College for Women embraces the concept of continuous assessment. This approach utilizes various methods throughout the course, such as class tests, seminars, and assignments, to provide ongoing feedback to both students and educators. Educators can then adjust their teaching strategies to cater to individual needs, fostering a collaborative learning environment.

#### **Student Feedback: A Catalyst for Improvement**

The college actively seeks student feedback on the teaching and learning process. Students are encouraged to provide their perspectives on both the program's strengths and weaknesses.

#### **Student Support: A Holistic Approach to Well-Being and Achievement**

The Student Welfare Cell at Euphrasia Training College plays a prominent role in supporting students.

Recognizing the interconnectedness of academic and psychological well-being, the cell provides resources and guidance to help students overcome any challenges they may face. This comprehensive support system empowers students to focus on their studies and achieve the program's defined learning outcomes.

**Communicating Learning Outcomes:**

Euphrasia Training College employs a multifaceted approach to ensure that both students and staff are aware of the program's learning outcomes. This awareness-building strategy includes various elements:

**Engaging Activities:** Instructors design subject-specific learning activities that motivate students to reflect on their learning progress and assess their own understanding in relation to the defined outcomes.

**Celebrating Success:** Recognizing and highlighting the achievements of outstanding students serves as a powerful motivator for others. The college prominently displays the names of such students to inspire them to continue excelling.

**Rewarding All Achievements:** The college acknowledges and applauds achievements in both academic and non-academic spheres. Winners of cultural and sporting events are awarded prizes, signifying the college's commitment to celebrating all forms of excellence.

**Assessment Strategies: A Multifaceted Approach**

Euphrasia Training College for Women utilizes a comprehensive approach to assess student learning. This approach combines both direct and indirect measures. Direct measures encompass traditional methods such as homework, quizzes, exams, reports, essays, research projects, case studies, and presentations. These assessments provide a clear picture of a student's knowledge and skill acquisition.

Indirect measures, on the other hand, offer additional insights into the student experience. These can include course evaluations, student surveys, course enrollment information, alumni surveys, and school placement rates. By taking both direct and indirect measures into account, the college obtains a holistic understanding of student learning and program effectiveness.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.7.4****Performance of outgoing students in internal assessment****Response:** 90.74**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

<b>File Description</b>	<b>Document</b>
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

Euphrasia Training College for Women prioritizes understanding each student's strengths and weaknesses from the very beginning of the program. This initial assessment allows them to tailor the educational experience to best suit each student's individual needs. This necessitates a multifaceted approach that goes beyond traditional classroom instruction.

**Assessment as a Feedback Loop:**

Assessment serves as a vital feedback loop. A variety of methods are employed to gauge student progress and identify areas that require additional support. These methods encompass diverse formats – oral presentations, assignments, examinations, project work, and participation in co-curricular activities. This comprehensive assessment strategy sheds light on a student's strengths and weaknesses, in their ability to collaborate, communicate effectively, and engage in the broader learning environment.

**Here are few examples that illustrate how assessment data translates into actionable support for students:**

Akitha K S (Batch 2017-2019): Diagnostic and learning readiness tests revealed Akitha's initial challenges as a slow learner. Her graduation exam scores are just moderate. To bridge this gap, the program provided targeted support in the form of remedial classes and comprehensive notes. This



personalized approach proved successful, as evidenced by her significant improvement in the B.Ed. program.

Christy Antony (Batch 2018-2020): Christy Antony , a moderate learner with the potential for higher achievement, benefited from guidance sessions. This personalized support system unlocked her potential, as reflected in her strong academic performance.

Aleena Paul (Batch 2019-2021): Apprehensive about public speaking, Aleena Paul shed away from co-curricular activities like talent hunts. Mentorship sessions provided a safe space for her to develop confidence and public speaking skills. This intervention empowered her to participate and showcase her talents on a broader platform.

Rosemariya P Anto (Batch 2021-2023): Identified as a passive listener in class, Rosemariya received focused attention from teachers. This intervention fostered active participation in classroom discussions, a crucial skill for aspiring educators.

Deena P D (Batch 2021-2023): Identified as a passive listener in class, Stephy received focused attention from teachers. This intervention fostered active participation in classroom discussions, a crucial skill for aspiring educators.

Elgia Erin (Batch 2022-2024): Initially struggling with writing skills, Elgia scored 56.33% in her graduation exams. Recognizing this, educators provided her with additional study materials and introduced her to open educational learning resources. The program's commitment to personalized learning is evident in the well-structured lesson plans she now creates.

Mariya Johnny (Batch 2022-2024) Understood the course material well, but procrastination often caused her to miss deadlines. Fortunately, remedial classes and supplemental materials equipped her with better time management skills, leading to her success in the B.Ed. program

### **Empowering Educators, Empowering Students**

The use of diverse assessment methods in B.Ed. programs to effectively cater to individual student needs. By acknowledging these needs and providing targeted support, the program empowers students to not only excel academically but also develop essential co-curricular skills. This holistic approach ensures that graduates are well-equipped to embark on successful teaching careers, prepared to nurture the next generation of learners with the same level of personalized attention they themselves received.

<b>File Description</b>	<b>Document</b>
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## **2.8 Student Satisfaction Survey**

**2.8.1**

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.74**

## 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..**

2022-23	2021-22	2020-21	2019-20	2018-19
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)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### 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

<b>File Description</b>	<b>Document</b>
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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: 0.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1

<b>File Description</b>	<b>Document</b>
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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: 0.1****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**

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

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

**3.3 Outreach Activities****3.3.1****Average number of outreach activities organized by the institution during the last five years..****Response: 2.2****3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	2	2

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.3.2

**Percentage of students participating in outreach activities organized by the institution during the last five years**

**Response:** 60.89

**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
81	47	30	60	98

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 88.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	92	90	98	88

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

### 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 has actively fostered a culture of social service and responsibility, motivating both staff and students to initiate activities that raise awareness and sensitise individuals to pertinent social issues. Teachers are not only encouraged but also given the freedom to engage in extension activities aligned with their interests and passions, which support in organising these events provided by students. The Women Development Cell consistently conducts various gender sensitization programs and awareness drives throughout the year. Additionally, the college extends its outreach into the community through various projects involving different organisations as part of its extension activities.

Sensitising students to social issues: The institution provides ample opportunities for inculcating social responsibility in its students by involving them in various activities that revolve around a social cause. Issues concerning the environment are taken up on a regular basis.

Flood Relief: 2018,2019

- Gender Sensitization Programmes and Women Issues
- Security for Girls
- Self Defence
- Gender Awareness Talks
- Women Empowerment Seminar



Engaging in community service not only imparts the importance of service to students but also cultivates lasting friendships among them. This involvement fosters a heightened awareness of individual and social responsibilities towards family, community, and country:

- Preparation and Distribution of Hand Sanitizer Amidst the COVID-19 Pandemic
- Ozone Day – Awareness Seminar to encourage students to work together to preserve the ozone layer and apply the same in healing the planet and forging a brighter and more equitable future for all humanity
- Blood Donation
- Anti-Drug Day Conscientisation Program: This awareness programme on “DRUG ABUSE” helped the students to think about their life and take appropriate decisions in terms of future actions and interventions.
- Consciousness Program for Anti-Drug Day: This awareness initiative on "DRUG ABUSE" prompted students to reflect on their lives and make informed decisions regarding future actions and interventions.
- Training on Paper Bag Crafting by the institution: In this session, students transformed old newspapers, magazine pages, and more into appealing bags of various shapes and sizes. The resulting newspaper bags will be distributed to different shops in the vicinity of the college.

The Self-Study Report of EUPHRASIA TRAINING COLLEGE highlights the implementation of outreach programs, specifically conducted on World Earth Day and World AIDS Day, aimed at engaging with and reaching out to the community. institute facilitates personality development through group activities such as discussions and mock interviews. It orchestrates school internships, community outreach initiatives, and actively participates in seminars and workshops focusing on micro-teaching skills, pedagogical analysis, lesson planning, and other aspects outlined in the B.Ed. curriculum. These efforts collectively contribute to creating learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

In delivering excellent management education, ETC employs diverse methodologies, including experiential learning, an effective mentorship program, and a value-based management education approach that emphasises transparency. The institute also integrates global perspectives into its curriculum, conducts outreach programs, and organises immersion programs.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.3.5**

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

**Response: 3**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	1	1

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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: 1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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: 1**

**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**

Response: 1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

Euphrasia Training College For Women stands as a beacon of academic distinction, committed to providing unparalleled facilities for the Teaching-Learning process in its B.Ed. program.

#### **Classrooms:**

At the heart of the institution's commitment to quality education are its well-designed classrooms, accessible to all, and other aids are integrated to ensure inclusivity and equal participation. Meeting NAAC's standards, these spaces are equipped with smart boards.. Adequate seating, proper lighting, and technological resources make these classrooms ideal settings for the intellectual growth of B.Ed. students.

The campus is fully Wi-Fi enabled. Learners use ICT facilities in attending webinars, and presentations, preparing technology-enabled lesson plans and thus become competent to match the needs of the global sector.

**Multipurpose Seminar Room:** It is equipped with smart board and is used to conduct classes and small seminars as per the need.

#### **Laboratories:**

The labs conform to NAAC requirements and provide students with hands-on experience in subjects such as science, work experience, psychology, and educational technology. They are equipped with necessary equipments, appliances, apparatus, specimens, and chemicals.

#### **Computer lab**

The institution is equipped with a well-established computer lab with 12 computers with Wi-Fi facilities for the smooth running of teaching and learning with computing facilities: The computer laboratory is equipped with the updated MS Office software. Each faculty has a separate desktop with a facility of Microphone webcam and speakers for online classes. A common attached printer is also available for printing the documents.

#### **The library as a resource center:**

Utilizing KOHA 21.11 software, our library automation boasts features like MARC bibliographic framework, circulation rules, and patron management. With an Ubuntu-based system, Apache server, our

library ensures efficient operations. From batch modifications to top lists and Gate Entries with images, we provide a seamless experience for cataloguing, circulation, and more.

With a vast collection of books, journals, and digital resources, it meets the NAAC stipulations. The library facilitates academic research and encourages a culture of reading and lifelong learning among B.Ed. students.

**Learning Resource Center:**

In addition to traditional resources, Euphrasia Training College for Women has established a Learning Resource Center that caters specifically to the needs of B.Ed. students. This center aligns with NAAC's standards by providing supplementary materials, educational aids, and interactive platforms, enhancing the overall Teaching-Learning experience.

**Health & Physical Education Center:** The innovation center is a dedicated space for creativity, innovation, performing and fine arts, sports and yoga facilities. It houses a sports room, and ample space for indoor and outdoor games.

**Multi-purpose hall** The College has a huge indoor auditorium with a deployed acoustic system and a seating capacity of about 200 people to enhance the quality of education. The auditorium has a smart board for delivering lectures. It also provides ample opportunity for our staff and students to exhibit their talents in cultural activities.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 0

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

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

**Response:** 5

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

### 4.1.3

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

**Response:** 1.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.05	0.05	0.41	0.02	0.11

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

At our institution, the integration of library automation using KOHA software represents a pivotal advancement in streamlining and enhancing various aspects of our library management. This open-access

software, currently running on version 21.11.00.000, encompasses a multitude of features that contribute to the efficient organization of resources and services.

### **Technical Specifications:**

The infrastructure supporting KOHA consists of a Linux-based operating system (Ubuntu 18.04) with kernel version 5.4.0-150-generic. Additionally, the Apache server, version 2.4.29, ensures the seamless functioning of the software.

### **Open-Source Nature:**

KOHA stands as free software, aligning with the principles of the GNU General Public License. This enables users to redistribute or modify the software under the conditions of the license, fostering a collaborative and open environment for library automation.

### **Basic Parameters:**

KOHA caters to fundamental library management parameters, including libraries, library groups, item types, authorized values, patrons, and circulation. The system provides flexibility and customization options for defining library-specific attributes and characteristics.

### **Circulation and Fines Rules:**

One of KOHA's strengths lies in its ability to configure circulation and fines rules. These rules govern how patrons interact with the library's collection, specifying attributes such as patron categories, circulation alerts, and fines for overdue materials.

### **Catalogue Management:**

KOHA excels in catalogue management, utilizing the MARC bibliographic framework. This includes features such as MARC Bibliographic framework testing, authority types, classification sources, record matching rules, and record overlay rules. The system supports item search fields and offers configurable search engine options, employing Elastic search for efficient and accurate searches.

### **Acquisition and Cataloging Tools:**

For efficient acquisition and cataloguing processes, KOHA provides parameters for acquisition, additional parameters, and tools like CSV profiles. The system also supports batch item deletion, batch item modification, batch record deletion, and batch record modification.

### **Patron Management:**

KOHA facilitates robust patron management, allowing for the creation and customization of patron lists, clubs, and comments. It supports the importation of patron data, batch patron deletion, modification, and extension of due dates. Tags and the option to upload patron images contribute to a comprehensive patron management system.

### **Additional Tools:**



The software offers a range of additional tools, including a calendar, log viewer, news module, and HTML customizations. The upload feature supports various file types, enabling the management of diverse digital assets.

#### **Circulation and User Services:**

KOHA incorporates tools for efficient circulation management, including cash register functionalities and holds management. It supports various circulation reports, categorized by acquisitions, patrons, catalogues, circulation, and serials. The system also aids in creating and printing labels and barcodes for catalogue items.

#### **User-Friendly OPAC:**

For patrons, KOHA offers an intuitive and user-friendly Online Public Access Catalog (OPAC). This feature allows users to search the library catalogue by author, title, keyword, subject, barcode, and more. Additionally, it provides information on the top lists related to acquisitions, cataloguing, circulation, holds, and transfers.

#### **Gate Entry and OPAC:**

Our library integrates a Gate Entry system featuring image capture for enhanced security. Additionally, the Online Public Access Catalog (OPAC) ensures that patrons can access the library's collection remotely, enhancing convenience.

<b>File Description</b>	<b>Document</b>
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **4.2.2**

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

#### **Response:**

National Library and Information Services Infrastructure for scholarly content (N-LIST), INFLIBNET Centre, Gandhinagar, Gujarat, India is an Initiative of the Ministry of Human Resource Development (MHRD) Under the National Mission on Education through Information and Communication Technologies (NME-ICT) now funded by UGC, as college component under UGC INFONET Digital

Library Consortium. The Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", is being jointly executed by the UGC-INFONET Digital Library Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium, IIT Delhi. Year 2014, the NLIST Programme is subsumed under the UGC-INFONET Digital Library Consortium as a college Component. The N-LIST Project operates through its headquarters set up at the INFLIBNET CENTRE, Gandhinagar, Gujarat, India.

The NSCs of UGC InfoNet Digital Library Consortium and INDEST-AICTE consortium in their joint meeting would make decisions on policy issues under the overall policy direction of the National Mission on Education through ICT.

Four Components of N-LIST: The N-LIST project has four distinct components, i.e.

- i ) To subscribe and provide access to selected UGC-INFONET e-resources to technical institutions (IITs, IISc, IISERs and NITs) and monitor their usage;
- ii) To subscribe and provide access to selected INDEST e-resources to selected universities and monitor their usage;
- iii) To subscribe and provide access to selected e-resources to 6,000 Govt. / Govt.-aided colleges and monitor its usage; and
- iv) To act as a Monitoring Agency for colleges and evaluate, promote, impart training and monitor all activities involved in the process of providing effective and efficient access to e-resources to colleges.

The INDEST and UGC-INFONET are jointly responsible for the activity listed at i) and ii) above. The INFLIBNET Centre, Ahmedabad is responsible for activities listed at iii) and iv) above. The INFLIBNET Centre is also responsible for developing and deploying appropriate software tools and techniques for authenticating authorized users.

N-LIST provides

- i) Cross-subscription to e-resources subscribed by the INDEST and UGC-INFONET, i.e. subscription to INDEST-AICTE resources for universities and UGCINFONET resources for technical institutions; and
- ii) Access to selected e-resources to colleges. The N-LIST project provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions.

All colleges covered under section 12B/2F of the UGC Act and Non-Aided Colleges (except Agriculture, Engineering, Management, Medical, Pharmacy, dentistry and Nursing) can access electronic resources subscribed by the UGC-INFONET Digital Library consortium as well as a few selected e-resources that were found most appropriate for colleges including e-journals and e-books. These resources include more than 6000+ e-journals and 97,000 + e-books.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 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
Receipts of subscription /membership to e-resources	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.4

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

**Response:** 0.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.26386	0.259	0.16456	0.30041	0.16676

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 6.02

**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: 53

**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: 87

**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: 287

**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: 168

**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: 103

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

#### 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:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

Our institution has a computer laboratory to materialize ICT as learning resources. The availability of hardware, software, internet connectivity, audio-visual- CDs, Transparencies, LCD Projector etc are also ensured. Other media and materials with ample access for our faculty for the fulfillment of their teaching needs, for their seminar/workshop purposes with research ensures the optimum use of the ICT facilities by the faculty of our institution. Our Institution has a Computer/ET resource center having 12 computers.

It has an internet facility for the faculty and the teacher trainees which is used under the supervision of the Faculty in charge. Internet access is given free of cost to all the Teacher trainees during working hours/days. The Teacher trainees opting for Information Technology in Education as to perform computer practical in the lab. Institution has an ET resource center which is equipped with audio-visual facilities like a, TV, OHP, LCD Projector, Computers, and Smart Board etc. as teaching-learning aids. The Teacher trainees frequently use the equipment of the ET resource center and are allowed to take them to the respective schools for practice teaching. Institution provides ample opportunities for Teacher trainees to acquire skills for using ICT in the curriculum transactional process. Teacher trainees acquire skills for using computer/Laptop peripherals like printers, scanners, projectors etc. Using software skills the faculties and the teacher trainees prepares computer-assisted instruction or project-based learning on PowerPoint. Also acquires skills to design instructional processes and spreadsheets to solve analyze and represent data on charts. Institution always eager and keen to implement new technologies/ ICT in the process of curricular transactions. Thus, facilities are available for preparing ICT-enabled lectures and many CD-ROMs related to teaching-learning and internet access are used by the faculty and the Teacher trainees. Both teacher educators and Teacher trainees use software skills to design instructional processes and spreadsheets to solve, analyze and present data on charts. Teacher trainees make use of technologies for their lesson plans on PowerPoint. All B.Ed. Trainees prepare lesson plans/project-based lessons during teaching practice in the schools as well as in the simulated teaching. Likewise, the faculty members transact curriculum by using different IT-based equipment and accessories.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.2

##### Student – Computer ratio for last completed academic year

**Response:** 8.83

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.3

**Internet bandwidth available in the institution****Response:** 40**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 40

<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant Information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** E. None of the above

<b>File Description</b>	<b>Document</b>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 22.01**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
12.31	7.53419	3.45	5.99	1.35

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:**

The College has a well-defined system in place for the maintenance and utilization of all its physical and academic facilities.

**Classroom management:**

The classrooms are well equipped with all modern technology like smart boards, and mike systems. CCTVs installed in each classroom to make sure of the safety and security of all students, teachers and equipment. Stock list of assets of classroom property, cleaning and maintenance are done regularly, and annual maintenance of all the modern teaching technology systems about repairs and replacements are the basic attributes of classroom management.

**Laboratory**

The laboratories in the college are furnished according to the statutory rules. Necessary equipment and



materials is procured to deliver to the students the best standards of education. Fire Safety equipment is maintained in labs as a precautionary measure. Maintenance and regular inspection of devices/tools is organized and regular check-up of equipment is carried out at the end of every semester

### **Library**

If the books are lost, then the borrower shall replace the books of the same edition or the latest edition after getting permission from the Principal. Loss of borrower card should be reported to the librarian in writing. At the end of the academic period borrower cards shall be returned to the library. Students are instructed to handle the books/journals very carefully.

### **Computers & Software**

Maintenance of computers are periodically done (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure. Annual maintenance for computers, Printers, software, CCTV, Fire extinguishers, garden and security are in place.

Sports Cell looks after the maintenance of the sports ground and sports equipments. Safety equipment and sports gear are properly maintained and students are always instructed to do so.

### **Physical facilities**

Service and Housekeeping Staff: These employees are responsible for cleaning and maintaining. Each floor may have assigned service and housekeeping staff to handle cleaning duties. Dustbins are kept in each room to facilitate proper waste disposal and maintain cleanliness.

Gardener: A full-time gardener is employed to maintain the campus's green cover. And they are responsible for landscaping, and maintaining lawns, gardens, and other green spaces on the campus to enhance its aesthetic appeal and environmental quality.

Overall, these roles collectively contribute to create a comfortable and conducive learning environment for students and staff by ensuring that the campus remains clean, hygienic, and well-maintained. It appears that there are processes in place for inspection, stock verification, and maintenance requisitions within the institute.

Inspection and Stock Verification: Regular inspections are conducted to assess the condition of infrastructure and facilities. This includes verifying the stock of supplies and equipment available within the institute. Stock verification usually occurs at the end of every year to ensure accuracy in inventory records.

Overall, the maintenance team plays a crucial role in preserving the condition and functionality of the institute's infrastructure, as well as creating a pleasant and safe environment for everyone on campus.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## 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:** C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 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:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:** B. Any 5 of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:** E. None of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 31.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	16	16	15	29

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 5.56**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 3

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2.3****Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 5.02**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	1	2	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

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

#### **Response:**

**Student council** is active and plays a proactive role in the institutional functioning. With the objective of inculcating the qualities of leadership and responsibility in the students, an active Student Council is in place along with a strong representation of students in the academic and administrative bodies/committees. The institution forms a student council consisting of student representatives from students with representation of teaching and non-teaching staff under the chairmanship of the principal of the institution and a senior faculty as its convener. It performs activities like Observance of the birthdays of great persons, days of national & international importance, etc. 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.

Euphrasia Training College has a body dedicated to the welfare of students known as the "Students Council". The Student Council is formed at the start of the academic year. The council has specified posts, which is done through election. The different activities of the Student Council are funded by the college with due consent of the management committee.

During the current academic year, the election was conducted on 8th November 2022 and its inauguration was on 16th December 2022. The ruling body of the institution include 8 posts, namely (1) Chairperson (2) Vice Chairperson (3) General Secretary (4) Joint secretary (5) General Captain (6) Magazine Editor (7) UUC (8) Fine Arts Secretary (9) Class Representatives of each option such as Commerce, English, Mathematics, Physical Science, Social Science.

**Art club:** - The club aims at encouraging students to express their thought, feelings and creativity through vision artistic expressions like drawing, designing, applied art forms etc.

**Magazine Committee** The college magazine, 'Euphony' released annually provides a platform for students and faculty to express their creativity. The faculty and student representatives constitute the magazine committee.

**Sports Committee:** Sports committee is formed every year with the change in the union members. Sports Club Activities play a vital role that can change a student's life incredibly for forever. Today students' involvement in Sports on Campus is inevitable for highly potential benefits.

**Various club activities were conducted in our college with the strong support of student council**

ED Club, Health Club, Grievance Club, Library Committee, Governing council, IQAC, Staff council, Admission Committee, Examination Committee, Library Committee, Social service club, Eco-club, Parent & Teachers Association, English club, Physical science club, Mathematics club, Grievance cell, Social science club, Anti ragging cell, Minority cell and Women cell etc. were functioning with the strong support of Student Council of the college.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 8.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	8	8	8



<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

**Alumnae association** in training colleges helps the institutions in different ways. Euphrasia Training College Women has formed an Alumnae Association in 2015. The first alumnae meet was organised on 21st Feb, 2015. Alumnae of Euphrasia training college for women well placed in various fields like, teaching, education, professional fields, academic and social work. The college has an active alumnae group. They continuously evolve as resource persons in workshops, in orientation programmes of newly admitted students. Grand support from their part helps, to the smooth functioning of our institution

**Alumnae Benefits for Students:**

- **Personality Development Program**
- **Career and skill development program**
- **Placement assistant**
- **Industry institute interactions**
- **At the time of teaching practice**

**Objectives of Alumni association:**

- 1.To provide platform to strengthen relation among Alumnae, Present Students and Faculty Members
- 2.To encourage Alumnae to contribute their time, talent and financial support to the Institute and

students.

3.To work for student development and progress.

4.To Work in association for the benefit of Institute

5.To encourage Alumnae to stay associated and to serve as promoters for the Institute

6.To provide job opportunities for the present & past students.

7.To incorporate the educational wealth to the entire down-trodden students to improve their professional and personal life standards

8.To enable the successful Alumnae to inspire each and every budding student to achieve the best in their professional career

9.To make efforts for cultural & educational development

10.To organise different social programs & to orient the past students about the new trends in education.

**Functions of Alumnae Association:**

1.Register Alumnae organisation formally

2.Ensure registration of all outgoing students in Alumnae Association

3.Extend all assistance and cooperation to the institute for growth and development of institutional programs

4.Perform collaborative activities leading towards the enhancement of skill and knowledge of the student in the institute

5.Maintain Alumnae database

6.Organize meeting and sessions at Alumnae with current students

7.Maintain year wise Audit Reports

**Non-financial Contribution of Alumnae Association:**

- Establishing Memorandum of Understanding between the Institution and Alumnae
- Suggestion and Support to Training and Placement Cell
- To enhance Teaching Learning Process through Expert/Guest Lectures
- Interaction with students in the areas of Career Awareness and Career Planning

- Donation of Reference Books and other infrastructure facilities to the Institute
- Guidance to students for their internship programs
- Acts as an external examiner for B.Ed. viva examinations
- Judging the co-curricular activities of the college.
- Feedback on curriculum is collected from alumnae and their suggestions are incorporated during curriculum planning.

#### **Financial Contribution of Alumnae Association:**

Alumnae also contribute to the development of the institution by providing financial aid. Alumnae expressed their willingness to contribute in the best possible ways for the overall development of the institution.

Their support and valuable suggestions related to various programs help the institution in taking different action plan in each academic year.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **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:** C. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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 institute Euphrasia Training College for Women has formed an Alumnae Association in the year of 2015. It acts as a grand support for the smooth functioning of our institution. It has an important role in shaping the future of the college by contributing to the development of its infrastructure and academic activities. Alumnae association of the college comprises a president, vice president, secretary, joint secretary, treasurer and other seven members. A new Facebook account has been created for the purpose of college alumnae.

Annual governing body meeting of the association will be held once in every year, wherein, president, secretary and other governing body members discuss the action plans and activities to be conducted for the year. For alumnae meetings, the institution keeps respective minutes books.

The Alumnae members are taking active participation in the different cultural activities, ethnic day celebration, cultural day celebration, Teachers day celebration etc. During these activities they remember and share their memories with faculty members and friends. The visit of our alumnae is a great source of inspiration and support to the college and student.

### **The Alumnae Association Contribution through various means:**

- 1. Book Donation:** Contribution by donating book
- 2. Promoting institutional Events:** Alumnae associate with various events conducted at our college. Various programmes and events arranged as part of community living camp. Organise Cultural programmes. Provide necessary support at the time of teaching practice.
- 3. Social responsibility:** Our Alumnae Association conducts social activities for the welfare of the society through donations in the form of books, mats, blankets, stationery etc. Disinfectant products for the bedridden person.
- 4. Career guidance assistance:** Alumnae are working in the institution at various capacities. They assist and guide student's to crack the interviews. They also share their experience with the students and motivate them for their career development.
- 5. Cultural and education development programmes:** Arrange various cultural activities at the time of community living camp in our campus. Provides valuable suggestions and recommendations for the success of the programme. Also help assistance at the time of micro teaching ,demonstration and criticism classes . In teaching practice they also render their services for the selection of schools and conducting various programmes as part of it
- 6. Assistance for cracking competitive examinations:** The major support rendered by our Old student association is coaching for various eligibility tests like K-TET, C-TET, NET and SET. They arranged orientation classes with the support of teachers, 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 them for online and offline coaching classes on a weekly basis and discuss and clear the doubts and queries of the student teachers. The service of Alumnae Association has produced a number of NET, KTET and SET qualifiers every year

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:**

Vision of our institution is empowerment of women. Our vision is to empower them to become responsible teachers with strong ethical values. Education plays a crucial role in shaping the future, and teachers, as key influencers, contribute significantly to the development of society.

#### **Vision:**

To uplift women for the betterment of the society; to train them to be responsible teachers of tomorrow, with apt skills and strong ethical values and to kindle the light & life to the younger generation & love to the fellow beings

Our mission is to sculpt exceptional teachers imbued with profound social commitment and ethical virtues through the provision of superior education and systematic training.

#### **Mission:**

To mould outstanding teachers with high social commitment and radiate moral and spiritual values by providing quality education and systematic training.

#### **Governing Mechanism**

Our vision and mission statements align seamlessly with the goals of teacher education in our country. We are dedicated to cultivate human resources by delivering education of the highest quality, emphasizing values, and celebrating our cultural heritage. Our relentless efforts focus on empowering female student teachers to become responsible, productive, and exemplary individuals, contributing positively to society. We guide them to move forward with a defined purpose, clear direction, and a sense of national pride in their contributions

Euphrasia Training college for women, Kattoor was started its functioning on 20th July 2005 and was managed by CMC Udaya Province Irinjalakuda. It contains a governing body which meets at regular intervals to review the operations of the institution and provide guidance

**Perspective Plan:** The institution's Vision and Mission serve as the guiding principles for formulating a comprehensive Quality Policy, which is intricately aligned with the diverse needs of stakeholders. A strategic plan spanning five years is meticulously crafted with valuable insights and recommendations from the Internal Quality Assurance Cell (IQAC). Subsequently, the planned activities are tailored to execute the strategic vision effectively. The IQAC assumes a pivotal role in providing counsel to ensure

the continual enhancement of education quality within the college.

**Participation of teachers in decision-making bodies:** The college staff actively collaborates with the principal to oversee day-to-day administration and activities. To ensure the seamless execution of all functions, different committees are formed, each led by senior members of the teaching staff serving as Chairpersons. Regular monitoring of activities is carried out under the guidance of committee heads. Their roles are periodically reviewed, and responsibilities are rotated and adjusted as needed.

The engagement of faculty members extends to participation in key decision-making bodies, including the Internal Quality Assurance Cell (IQAC), staff council, and various committees throughout the college. Faculty members play crucial roles in committees such as the Anti-Ragging & Disciplinary Committee, Grievance Redressal, and more.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2

#### **Institution practices decentralization and participative management**

##### **Response:**

The college operates with a decentralised mechanism, distributing leadership responsibilities across various domains including finance, administration, and academic affairs. The governance structure encompasses a Governing body, Principal, Internal Quality Assurance Cell (IQAC), Academic Staff Council, teaching and non-teaching staff, student representatives, stakeholders, and alumni.

The Governing body convenes regularly to ensure the college's adherence to statutes, ordinances, and regulatory provisions set forth by bodies such as the National Council for Teacher Education (NCTE), University Grants Commission (UGC), State Government, and Calicut University. This comprehensive governance framework reflects a commitment to compliance and effective administration within the regulatory framework. The Internal Administrative Bodies contribute to quality improvement of the institutional processes.

In an effort to decentralise and streamline the academic and administrative process, committees are constituted.



**The committees are: -**

Staff Council-The committee formulates recommendations for actions, changes and solutions which are required for the development and further improvement of the institution.

Grievance Redressal Cell- facilitates resolving grievances in a fair and impartial manner involving the respective Department

Anti-Ragging Committee- The committee works for the prevention of ragging in the institution.

Alumni Coordination Committee- The committee keeps the record of alumni, organises Alumni association meetings every year and maintains the related records.

Examinations committee-Examination committee holds meetings before and after every test to plan date sheets, format of question papers, allocation of duties, maintaining answer progress record of the students. The committee maintains the record of internal assessment and model examination of each and every subject.

Library Committee- This committee aid in the establishment a bridge between the Library and the academic fraternity and the institute management

Students Union Council- The students Union Council makes the students participate in the development of the Institution, their career, Personality and Organisational skills through interactive programs with the faculty, administration and society.

Magazine committee- The committee facilitates publishing of college magazines that highlights various activities of the college, Student- led publication, staff enrichment, student concerns and activities.

School Internship Committee-The committee organises internship training in schools and maintains the related records.

Parent Teachers Association-The committee organises Parent – Teacher meetings every year to establish a cordial relationship between teachers and parents and thus facilitates the academic progress of our students. Also, maintains records in the form of photographs, news and activity register.

Minority Cell-Helps minority students for their academic development

SC/ST Cell - The cell render them necessary help in solving their academic as well as administrative problems

Women Cell-The committee aims to create awareness of women empowerment, rights of women and inculcate the values of respecting women gender. The committee plans and organises various competitions focusing on women empowerment, maintaining records and photographs.

Internal Complains Committee-To receive complaints on Physical harassment at the campus as well as to inquire into and make recommendations on the action required to its inquiry of such complaints made.

Case Study :To promote decentralization and participatory management the college has very well

allocated different duties to respective teaching members and non-teaching members.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.3

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

##### **Response:**

Proper procedures are adhered to as per the norms of the State Government, NCTE and affiliating university in governing the day - to- day functions of the College.

**Financial:** Before the commencement of each financial year, the Governing Body carefully budgets and approves all expenditure proposals. The college conducts routine internal and external audits to ensure financial accountability. Audited reports and balance sheets are stored both in hard copy and soft copy formats. External auditors are responsible for the financial audits. For transparency, detailed budget expenditure information is included.. Additionally, records of revenue sources such as student tuition, fees, faculty examination duties, and procurements from other institutions are also included

**Academic:** The college follows the academic calendar of the university. A comprehensive induction program is organized to acquaint students with the academic rules and regulations. The college functions through a well-structured system of various committees and bodies. Various modes of internal assessment are utilized, and students have access to evaluated internal answer sheets. Supportive sessions are available for students needing additional assistance. Detailed guidelines regarding attendance and examination rules are easily accessible on the college website and in the prospectus.

Performance indicators for each paper are clearly communicated to students through the syllabus, notice boards, and orientation sessions. The library services are automated for easy student access. Internship performance is recorded in registers, and feedback from participating schools is shared and discussed with students. Elections for office bearers are conducted through democratic polling.

Practical examinations undergo assessment by both internal and external juries. Statutory bodies are represented by faculty, management, subject experts, alumni, and parents of the college.

**Administrative:** Admission notifications for the Management quota as well as ordinary one of the B.Ed. course are published in leading newspapers. Candidates admitted under this quota undergo interviews conducted by the Management. For others the interview is conducted by Principal. The college strictly follows the fee structure provided by the University of Calicut and adheres to its admission procedures.

The staff-student ratio is maintained in accordance with the norms set by the National Council for Teacher Education (NCTE). Vacancies in the staff are advertised as per requirements.

A structured appraisal system is in place for faculty evaluation, and continuous professional development opportunities are provided for staff through various training programs. The college maintains all necessary records and registers. Decisions made by the management are communicated to the faculty members through regular staff meetings.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

#### The institutional Strategic plan is effectively deployed

##### Response:

As an institution dedicated to shaping the next generation of educators, we recognize the profound impact that quality teacher education can have on society. Our strategic plan serves as a roadmap to guide our efforts in providing exceptional teacher training, fostering innovation in pedagogy, and contributing positively to the field of education. The strategic plan outlines our vision, mission, values, and goals for the coming years. Through strategic initiatives focused on curriculum development, faculty training, infrastructure enhancement, and community engagement, we aim to create a dynamic learning environment that nurtures intellectual curiosity, promotes diversity, and prepares students for success in a rapidly changing world.

The institute has developed a strategic plan in for five years with the help of all the stakeholders. The strategic goals that achieved by this plan were:

##### 2018-2019:

- Renovation of existing campus infrastructure.
- Appointment of new permanent staff to ensure quality teaching for academic success.

##### 2019-2020:

- Infrastructure renovation.

- A successful convocation was held to commemorate the achievements of previous graduating batches.

**2020-2021:**

- Library infrastructure set up.
- Introduction of bar code facility in the library.
- Installation of an incineration facility.

**2021-2022:**

- Installation of smart boards.
- Renovation of computer labs.

**2022-2023:**

- Approval of building plans.
- Commencement of construction.

**The college has Perspective Plan in near future.**

- Establishment of a language lab.
- Implementation of measures for a more eco-friendly campus.
- Setting up of a placement cell.
- Introduction of NSS.
- Appointment of qualified teachers.
- Implementation of initiatives to create a women-friendly campus.
- Introduction of a napkin winding machine.
- Installation of solar panels.

**Activity successfully implemented based on strategic plan**

To produce professionally competent and ethically strong teachers.

**Task under taken:** To Foster Excellent Teaching Skills In Students.

**Goal:** The mission of our college is to cultivate exceptional educators through comprehensive and inventive approaches in teacher education. We aim to inspire young minds to strive for excellence in education while fostering a strong commitment to society.

**The Context:** As time progresses, there's a noticeable decline in the passion for teaching, paralleled by a growing desire to enhance one's standard of living. To elevate the quality of teaching and foster professional dedication, students were introduced to innovative methodologies, self-development techniques, and kept informed about the latest trends and contemporary issues in education.

**Implementation strategy:** Student teachers were imparted with teaching knowledge and skills through micro-teaching and reflective teaching techniques. Peer evaluation was implemented to enhance program effectiveness. Embracing innovative teaching practices and integrating ICT into instruction aimed to make classroom learning more engaging and efficient. Mandatory project work and presentations were introduced to boost students' self-confidence, self-expression, and leadership abilities. Self-development activities, including yoga practice and participation in co-curricular pursuits, were incorporated. Encouragement of participation in National and State-level seminars, group discussions, and role-playing exercises was emphasized. Additionally, guest lectures, online self-study resources, and utilisation of audiovisual media and web-based materials were facilitated.

**Achievement of goal:** The students reaped significant benefits from the various programs, which helped enhance the teachers' skill sets. Consequently, there was a remarkable improvement in the students' self-confidence.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

Euphrasia Training College for Women was established by Udaya Education Province in 2005 aiming at becoming a pioneer in the field of Teacher education. The college has a clearly defined organizational

structure and administrative set up to support decision making processes. The policies and procedures on academic matters & administrative setups are taken care of by the following council committees/ institutional bodies. The college is managed by the Board of Management under Udaya Province ,which is the major decision-making body of the college. The Management Board, constituted as per the norms, meets at regular intervals to review the operations of the institution and provide guidance for further improvement. The main functions of the governing body are decisions on administrative and academic matters, communications from NCTE and State Govt, physical infrastructure facilities, new programmes /additional intake, policies for faculty & Staff, faculty recruitment, student welfare measures and approval of budget.

**Internal Quality Assurance Cell (IQAC):** IQAC monitors the academic, co-curricular and extracurricular activities to ensure quality in teaching & learning.

**Staff Council:** This Council is constituted to deal with all academic related affairs of the College like academic staff, academic planning, Instructional issues, Co-curricular activities, & Extra-curricular activities and maintaining discipline in the College Campus.

The institution's constituted committees for implementing quality initiatives and transparent administration for the benefit of the students, faculty and staff at various levels are: Discipline Committee • Anti-Ragging Committee • Grievance& Redressal Committee • Women Grievance& Redressal Committee • Library Committee, etc. Every Committee constituted has its own terms of reference and responsibilities. The convener of the committee schedules the meeting of the members at regular intervals and/or as per the need. The decisions taken are documented in the form of minutes of the meeting. In the due course of time or in the subsequent meeting, if necessary, the action taken report is also submitted for approval.

**Other Academic and Administrative Duties:** The principal monitors the various academic and administrative matters. Vice Principal, faculty, Coordinators and In-charges provide academic support to the principal. Administrative staff assist the Principal in administrative activities. The Examination Committee in charge monitors the conduct of internal & external examinations. Librarians perform all activities related to the library.

**Service Rules, Policies and Procedures:** The service rules and policies regarding recruitment and promotion are prepared as per NCTE and Calicut University norms. The same is available on the college website also.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** C. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.2.4**

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

**Response:**

Euphrasia Training College for women operates through a structured framework comprising different committees, bodies, and cells. Regular meetings are held to conduct operations, with detailed minutes maintained and action reports meticulously recorded and signed by the Principal. These minutes, along with the decisions made, are transparently posted on the college website. Formal meetings are conducted by the college to discuss all activities.

Teacher education institutions are tasked with preparing students to meet global demands by integrating information and communication technology into their respective subjects. The college is responsible for educating future teachers in both professional knowledge and practice.

**Implementation of the recommendation:**

The institution aimed to enhance students' ICT skills through the following activities:

- 1.Utilizing multimedia facilities such as interactive smart boards and e-learning materials.
- 2.Implementing a computer literacy program for students.

3. Enriching the curriculum with ICT to incorporate numerous activities for student capacity building.
4. Mandating the conversion of practice lessons into technology-aided classes during teaching practice sessions for all teacher trainees.

### Evidence

students acquired the skills to effectively incorporate technology into classroom activities during their academic sessions. They created PowerPoint presentations and also linked audio and video to make their teaching more attractive and interactive.

### Problems encountered and resources required:

Even though the students are proficient in teaching using ICT, some of the schools they went for internship had no proper facilities. As a result the students were unable to incorporate the technology in classroom transactions. The students who get the facility of ICT in school can effectively transact the curriculum in the classroom.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

#### Response:

Teachers play a crucial role in a student's life. They are the front-line workers responsible for engaging students and promoting their learning. Thus Well-being of the staff is important for the effective functioning of the institution dedicated to education.

Measures adopted for the welfare of the staff and faculty are as mentioned below:

Medical Leave & Maternity leave for eligible staff members



Faculty members are eligible for Earned Leave

Advances for the school fee & festivals

As Institution has a multicultural environment in the campus, the

management ensures the celebration of all the festivals together

Internet and free Wi-Fi facilities are also available in campus for staff

Summer and Winter Vacations for faculty members

Skill development courses are organized for non- teaching staff to

enhance their skills in work environment

All the faculty members who upgrade their research work through quality publications during the academic year are honoured by management and institute through research incentive scheme every year. The management also extends financial assistance to the needy students for pursuing higher education in our institution as per the requirement.

Create a healthy working environment.

Women Empowerment Cell is established for creating venues for women members to flourish and gain momentum

Staff tour expenses are met by management

<b>File Description</b>	<b>Document</b>
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 4.17

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	0	0

<b>File Description</b>	<b>Document</b>
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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: 2**

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	0	0

<b>File Description</b>	<b>Document</b>
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 2.08

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.5

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

**Response:**

Performance appraisal of teachers is a crucial aspect of educational institutions' efforts to maintain and enhance the quality of education. It involves the systematic evaluation of teachers' effectiveness in various aspects of their roles, including teaching, research, professional development, and contribution to

the institution's overall goals. Performance appraisal of teachers in a teacher training college holds particular significance as it directly impacts the quality of future educators.

The college management, acting as the governing authority, annually compiles a report assessing the performance of both teaching and non-teaching staff. This report undergoes thorough review before being submitted to higher authorities for consideration. Additionally, teachers are required to maintain records documenting their contributions to various activities relevant to their Career Advancement Scheme.

Although a formal performance appraisal system is not fully established, the Principal actively monitors staff performance. They also encourage teachers to participate in Orientation Programs, Refresher Courses, and pursue further education, such as Ph.D. or M.Phil. Recognizing the need for a structured appraisal system, the institution has initiated programs aimed at improving teaching methodologies and has begun the process of implementing a performance appraisal system.

The non-teaching staff are also assessed through annual performance appraisals. Knowledge of job, Quality of work, Attendance, Relation with other staff members, Attention to Detail, Commitment to the work etc are all considered during the appraisal for assessment. Under the Principal's dedicated leadership and with enthusiastic teacher involvement, the institution has demonstrated steady improvement in its performance over time.

<b>File Description</b>	<b>Document</b>
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

#### **Response:**

Auditing serves the vital purpose of promoting transparency, accountability, and efficiency within an institution's financial and administrative operations. Through audits, any irregularities, risks, or opportunities for improvement can be identified, leading to recommendations for corrective measures and ultimately bolstering the institution's performance. The institution has a robust system in place for

financial audits, ensuring discipline and transparency in its financial management practices. This framework aids in devising strategies for resource mobilization and optimal utilization. Both internal and external audits meticulously scrutinize all financial activities of the institution, further ensuring accountability and accuracy.

Regular internal audits of the institution are conducted by auditors from our managing body, the Udaya CMC Education Society. These audits are based on the accounts and records provided by the college office. Following a thorough examination, the auditor submits reports to the college Principal. These audit reports are prepared on an annual basis. Upon a detailed review and analysis of the report, the Governing Body issues instructions to address any identified errors and rectify audit objections promptly.

The institution's external auditing is carried out by an auditor appointed by the Governing Body. The auditing firm C Abharaham & Jose has been consistently conducting these external audits for the past five years. As part of their process, they review the internal audit report during their external auditing procedures.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:** 2.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.60000	0	0	0	0

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

### 6.4.3

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

**Response:**

The college is supported and funded by Udaya CMC Educational Society. Collection of student fee through challans. Interest earned from fixed deposits, fund collected from the students for the college development programmes are the source of income.

The institution diligently prepares its annual budget to ensure the efficient use of financial resources. This comprehensive budget covers both recurring and non-recurring expenditures and is approved by the Board of Governors upon the recommendation of the Governing Council. Regular monitoring of budget utilization occurs periodically. Both internal and external audits are conducted regularly to ensure that the budget is optimally utilized for its intended purposes. All expenses are managed according to the approved budget allocations. Purchases, including those for capital equipment and infrastructure facilities, are made through a process involving quotations, comparative statements, and negotiations. Yearly statements detailing income and expenditure are prepared and evaluated to maintain transparency and accountability.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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 Internal Quality Assurance Cell (IQAC) holds a pivotal role in evaluating and upholding the institution's overall quality standards. Additionally, the cell oversees the ongoing process of updating and enhancing both faculty and student capabilities. Serving as the essence of the institution, the primary objective of the IQAC is to contribute to its development and assess the system's outcomes. The IQAC provides guidance to all members regarding the quality aspects of the teaching-learning process, as well as the diverse activities conducted throughout the academic year, encompassing both academic and co-curricular domains.

Significant improvements in quality by following IQAC initiatives include .

Improvement of Academic results.

Students teaching practice.

Monitoring and mentoring of academic and administrative activities.

Infrastructure facilities in the college were revamped.

classrooms were equipped with computers/laptops, cameras, etc to conduct online classes.

Work was initiated to revamp and modernize the College website.

The college staff attended many orientation programs, refresher programmes, seminars, conferences at the State, national and international level.

Faculty published several research papers in Education journals and wrote chapters in books.

Environmental activities were conducted- green and clean campus programmes were initiated in the college.

Free counselling facility is provided to the students.

Usage of ICT tools for better Teaching – Learning Process.

Faculty participation in FDPs, Workshops, to enrich their knowledge in advanced technologies.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.5.2

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

#### **Response:**

The IQAC maintains a continuous process of reviewing and enhancing the quality of the teaching-learning experience within the institution. It plays a crucial role in elevating the standard of both academic and co-curricular activities through various initiatives:

1. Upgrading infrastructure facilities to support improved teaching and learning environments.
2. Gathering feedback from stakeholders such as students, parents, staff, and alumni to drive teaching-learning reforms.
3. Undertaking general recruitment of qualified faculty members.
4. Encouraging participation in faculty development programs to ensure high-quality teaching inputs.
5. Regularly obtaining feedback from students to identify and address any gaps in the academic curriculum.
6. Implementing green initiatives on campus, including tree plantation drives.
7. Providing training to student teachers to analyze curriculum, syllabi, textbooks, and question papers scientifically in methodology courses.
8. Focusing on integrating knowledge from core subjects into methodology training for student teachers.
9. Training teachers to re-conceptualize topics based on societal needs and adopting critical pedagogy approaches.
10. Emphasizing contextualization and the development of suitable teaching-learning contexts that cater to societal needs effectively.



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

### 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:** 5.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	2	5	6

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

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

The college engages in regular reviews of its teaching-learning processes, operations, and learning outcomes. The IQAC maintains a continuous monitoring system to enhance the quality of the teaching-learning experience. Periodically, the IQAC assesses the learning outcomes and teaching processes, recommending incremental improvements and enhancements. This includes the addition of expected materials, equipment, infrastructure upgrades, and other necessary developments to ensure an effective and evolving educational environment.

Incremental improvements achieved within the institution due to quality improvement process by IQAC are the following:

Renovation of existing campus infrastructure.

Appointment of new permanent staff to ensure quality teaching for academic success.

Infrastructure renovation.

A successful convocation was held to commemorate the achievements of previous graduating batches.

Library infrastructure set up.

Introduction of barcode facility in the library.

Installation of an incineration facility

Installation of drinking water facility

Installation of rainwater harvesting

Installation of smart boards.

Renovation of computer labs.

Approval of building plans.

Commencement of construction

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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 Institutional values are Integrity, Student Centric, Ethics & Dignity, Transparency, Professionalism and Diversity are displayed on the website and at various places in the Institution. Keeping the value system of the institute as the centre, other peripheral processes are designed and special attention is given to other infrastructure facilities. For the differently abled students lift facility is proposed in the new building and construction in process. This also connects in the existing building also.

Euphrasia training college believes in equality in all respects. Various events and activities in this direction of Social welfare are organised in this college. The activities are performed in collaboration with the local organisations also.

Our institution has made an energy policy regarding the precautions to be followed in order to conserve the electrical energy. The major precautions are creating awareness among the students and staff to switch off the lights whenever it is not necessary, use natural light in the daytime, the ways and means to cut short the electricity consumption, alternative ways for energy utilisation, etc. Awareness programs for teaching staff, non-teaching staff and students are conducted to increase their responsibility and accountability to conserve energy.

The institution has decided to install solar plant in the new building to conserve energy in the limited premises of the campus. At present we are using the solar energy install in the local managers house benefiting some of our rooms

Also, we are using low voltage light emitting bulbs (LED) instead of high voltage tube lights to control the electricity consumption and this is for avoiding global warming too.

The CFL fittings with higher rating wattage are replaced with LED fittings with lower wattage. LED lighting is very different from other lighting types such as incandescent and CFL. LED emits light in a specific direction, reducing the need for reflectors.

The College buildings are eco- friendly and energy efficient. Instructions are displayed on the Bulletin board to turn off the electronic and electrical appliances, computers, lights and fans after use. Energy consuming and old equipments are replaced as and when they are found worn out. The electrical bills are often monitored to curtail over use of power. Our college periodically conducts energy efficiency audits in our buildings to enforce and improve the overall energy performance

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.2

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

##### **Response:**

Waste disposal is an environmental challenge faced by our society. Our institution follows a policy of collecting the waste materials and by segregating them according to their nature.

In order to avoid the health hazards caused by the various types of waste materials, our institution follows a very strong policy of waste management by placing different colour bins for different types of wastes..

This segregation of waste is based on the degradability of the waste namely (kitchen waste, paper waste and non-degradable waste) Paper waste is subjected to recycling.

Food waste is converted to compost manure. Plastic wastes are collected by kattoor panchayath frequently.

Washrooms in our institutions are also consistently cleaned at a regular interval of 4-5 hrs. Sanitary pads are disposed of with the help of incinerators periodically.

Classrooms and staff rooms are cleaned every day. Liquid waste from the washroom and wash area is drained into separate pits respectively.

Yearly disposal of unwanted electronic devices is given to e waste vendors for contributing to an environmentally friendly atmosphere.

As part of the curriculum our institution conducts camps for student teachers. The huge waste accumulated during these camps was segregated as per the policy. Pieces of chalks are powdered and mixed with lime powder and used for sports day activities.

The institution ensures the policy of 3R's (Reduce, Reuse & Recycle) to create an eco-friendly environment within the campus.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

### 7.1.5

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

##### **Response:**

Cleaning plays a vital role in our daily lives. Setting a standard for environmental cleanliness, effective cleaning is our first line of defence against diseases. Cleanliness is a habitual process that we must do on a regular basis. Personal hygiene and environmental cleanliness are equally important to lead a happy life. As a second home, one should ensure the maintenance of a clean environment. Proper hygiene policy is maintained in our institution. Dusting, sweeping and mopping are done daily instead of littering the classrooms and considering the paper waste we inculcate the habit of putting them in waste baskets. Racks and other equipments are always kept clean. Wash rooms and wash areas are cleaned in proper intervals. Conventional sanitation methods are used to sanitise the campus. Safe garbage collection, waste water treatment and disposal are ensured. Students are instructed to clean the place after having food. Well mannered eating habits are followed by the institution Since most of the student teachers are women, sanitization is ensured by carefully disposing sanitary pads using incinerators.

The institution is ensured with hygienic and well managed drainage systems. Our institution is very particular in maintaining a green campus where environment friendly practices and education which promotes sustainable and eco-friendly practices are carried out. Planting saplings, taking care of trees, quantifying damage from tree felling are all done periodically. Our office premises are also decorated with ornamental plants for an eco-friendly look. To pressure this practice, World Environment Day, June 5th is providing a greener look in and around the campus. Medicinal plants are also collected and taken care of for academic purposes also. Our campus is maintained green with serious effort to curtail pollution. Burning of plastics, paper or any other degradable products are strictly prohibited as these products are given for recycling. We have given awareness on the E- vehicles to promote their usage. To avoid the pollution created by chemical fertilizers, the organic manure produced from our compost which is made from food waste is used for plants. The college programs are organized with minimized loudspeakers in order to avoid the noise pollution.

<b>File Description</b>	<b>Document</b>
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** D. Any 1 or 2 of the above

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

**7.1.7**

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



**Response:** 1.47**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.42400	0.30900	0.64429	0.33560	0.33630

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

Institution leverages the local environment, local knowledge, resources, community practices, and challenges. It signifies a deep understanding of its surroundings and a commitment to sustainable development and community engagement. Understanding the local environment involves recognizing the unique ecological characteristics, biodiversity, and natural resources of the area.

A teacher is considered as a social builder, hence the relation between a teacher and community must be round the clock. Imbibing cultural values through various programmes to leverage the local environment. Programs like rallies, social awareness programmes were conducted. As part of our curriculum the task is to utilise waste materials and to create socially useful productive works (SUPW). A one-day workshop was conducted to train recycling of waste materials. Locational knowledge remarks the knowledge of the local community. Getting a clear picture about the locality and its people, the student-teacher must know about the community. The community living camp is the best way to build the relationship and get to know the cultural practices of the local community.

As a part of community living camp various art forms were organised to create a sense of culture among the students. This brings a cultural exposure and feeling among student-teachers.

Euphrasia training College organises extension activities in schools as a part of Educational Social

Responsibility. The extension activities are targeted towards enabling a holistic environment for student development. Distribution of vegetables and basic needy things to the needy people has been conducted in the flood affected areas. Students and staff collected money and purchased some vegetables and necessary things and they packed these things in small kits. And then they collected in vans and distributed the surrounding places. Actually, it was more helpful during that time. Because all people were in pathetic situations. Then the next one is a blood donation camp. faculty and staff contributed voluntarily by donating blood for the noble cause of serving society and proudly adorn the badge of a blood donor.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View Document</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View Document</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **IT INTEGRATION**

The college acknowledges the significance of integrating technology into education and aims to provide comprehensive training to its students.

Integration of smart board usage and digital content creation into teacher training program curricula, including dedicated modules or courses focusing on technology-enhanced teaching methodologies. Conducted practical training sessions for teacher trainees on smart board operation and digital content creation tools, led by experienced instructors.

Engaged teacher trainees in collaborative projects to develop digital learning materials like interactive presentations, quizzes, and multimedia resources.

Teacher trainees as well as students adopted enhanced teaching practices, including increased use of interactive methods and multimedia resources.

Gathered from both teacher trainees and their students, reflecting satisfaction with the integration of smart board technology and digital learning content.

But some teacher trainees may encounter technical challenges in operating smart boards or using digital content creation tools.

Ensured adequate provision of smart board technology in classrooms or dedicated learning spaces.

Provided access to software tools for creating digital learning materials, such as interactive whiteboard software, multimedia editing software, and online content repositories.

Established well-equipped training facilities with multimedia capabilities for conducting hands-on training sessions.

Offered ongoing professional development opportunities for faculty members to enhance their skills in utilizing smart boards and digital content creation tools.

#### **Women empowerment**

Women should get equal rights in the society and get treatment regardless of their background or characteristics. Achieving equality involves not only legal protection but also address the barriers in education, employment and health care. So we cater the needs of women by giving them a chance for their education and employment through our sister concerns.

Autonomy refers to ability of women in governing themselves, make independent decisions and act freely. By education they can become financially independent and make their own decisions. Many of our students are taking tuitions for school students during morning or evening. We promote such activities as they will make them self-reliant.

Our college and the local management Carmel Bhavan adopted a unit of Kattoor Grama Panchayat and provided assistance to ladies for self-employment. Classes were organized for these groups of ladies with industrial experts in choosing a job. Financial assistance also provided to these ladies in starting self-employed jobs which they should repay in instalments. This repayment amount is again distributed to another group of ladies and is still continuing. As the students of the college are involved in this process they will also get an awareness of the working of the society. This will in turn help our students to find their own way of living after the course

The selection procedure to the course is not based on attitude and aptitude .So during the course adequate facilities are provided to the students for the skill development. Cultural programmes and other programmes such as debates, seminars, Symposiums are organized in the college. Students are motivated to attend programmes outside the college also. Exposure in attending quiz programmes and other cultural programmes outside the college will enhance confidence of students.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

**Women empowerment** stands as a central priority for the institution, reflecting its commitment to gender equality and social justice. By prioritizing women's empowerment, the institution seeks to address systemic inequalities and create a more inclusive and equitable society. This priority is evident in the institution's strategic planning, resource allocation, and partnerships, all aimed at advancing the status and rights of women.

**Thrust Areas**

**Skill Training in Driving**

One of the key thrust areas in women empowerment is skill training in driving. Recognizing the importance of mobility and independence, the institution offers comprehensive driving skills tailored specifically for women. These courses not only equip women with practical driving skills but also instill confidence and self-reliance.

**Health and Hygiene**

Promoting women's health and hygiene is another vital aspect of the institution's empowerment agenda. Through workshops, seminars, and outreach programs, the institution educates women on various health issues, including reproductive health, hygiene practices, and disease prevention. By providing women with access to essential health information and services, the institution empowers them to make informed decisions about their well-being and take control of their health outcomes.

**Leadership Development**

Empowering women to assume leadership roles is a cornerstone of the institution's empowerment efforts. Through leadership development programs, mentorship initiatives, and networking opportunities, the institution nurtures the leadership potential of women from diverse backgrounds. By equipping women with the skills, knowledge, and confidence to lead effectively, the institution not only empowers individual women but also strengthens communities and organizations by leveraging diverse perspectives and talents.

**Human Rights**

Advocating for women's human rights is central to the institution's empowerment agenda. Through advocacy campaigns, legal assistance programs, and awareness-raising initiatives, the institution works to address gender-based violence, discrimination, and other human rights violations affecting women. By amplifying women's voices and advocating for their rights, the institution seeks to create a more just and equitable society where every woman can live free from fear and oppression.

**Development of Talents**

Recognizing the diverse talents and potential within every student, the institution is committed to nurturing and developing these talents. Whether it's through arts and culture programs, sports initiatives, or vocational training opportunities, the institution provides women with platforms to explore their passions and unlock their full potential. By investing in the development of women's talents, the

institution not only enhances their individual well-being and self-esteem but also enriches the cultural and social fabric of society.

### **Support for Developing Professional Traits of a Teacher**

Along with its focus on women's empowerment, the institution is committed to supporting the professional skill development of students. Through workshops, seminars, and continuing education programs, students are equipped with the latest pedagogical techniques, classroom management skills, and subject knowledge. Moreover, the institution fosters a culture of collaboration and innovation, providing opportunities for peer learning and mentoring.

The institution's performance in the area of women empowerment reflects its unwavering commitment to its vision, mission, priorities, and thrust areas.

<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The whole academic and non academic learning infrastructure of the institution focuses on building future leaders.

Moral education is an integral part of teaching learning process in the institution. Morning prayer followed by thought for the day and its reflection helps the students to become courageous and make them ready to face the audience. The focus of the institution is to produce value based ,professional and globally competent teachers. The institution take initiative work to introduce the ITEP in the next academic year

The library has also witnessed remarkable upgradation with modern system like KOHA, N-List.etc. The adoption of green initiatives, Rain water harvesting and move towards paperless office is our commitment to environmental stewardship and responsible citizenship. All classrooms are equipped with ICT facilities with smart boards. Importance is given to eco-friendly living through education ,green audit in campus, and green initiatives. The institutional watch word LIGHT and LIFE encompasses the essence of all quality enterprises of Euphrasia Training College For Women

### **Concluding Remarks :**

Euphrasia Training College for women is started by the insightful testament of St. Kuriakose Chavara Elias, the champion of the intellectual renaissance of India,the sisters of the Congregation of the mother of Carmel laid the foundation of the college in 2005. Our college is committed to help student teachers to reach their full potential in life and career and believe to produce conscious teacher who are deeply attained to needs of every student in classrooms. We are committed to make education relevant, up to date, The college provides a platform for skill development by introducing certificate and value added course .The admission process is transparent and systematic as per the rules and to retain the students with diverse background.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li>1. Faculty of the institution</li> <li>2. Head/Principal of the institution</li> <li>3. Schools including Practice teaching schools</li> <li>4. Employers</li> <li>5. Experts</li> <li>6. Students</li> <li>7. Alumni</li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above            Answer After DVV Verification: E. Any 1 or none of the above            Remark : DVV has made changes as per supporting documents shared by HEI and any 1 of above option has been selected as we have received supporting of Faculty of the institution</p>
1.1.3	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. Website of the Institution</li> <li>2. Prospectus</li> <li>3. Student induction programme</li> <li>4. Orientation programme for teachers</li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: C. Any 2 of the above            Remark : DVV has made necessary changes as per supporting documents shared by HEI and 2 of above option has been selected as we have received documents of Student induction programme and Orientation programme</p>
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></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:

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

Remark : DVV has made necessary changes

**1.2.5 Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years****1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	53	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made necessary changes as per supportings documents shared by HEI and input value "0" has been considered as we have not received completion certificate for the same. However the attached certificate was unclear.

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	9	9

Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded by 1 point due to excess of seats in reserve category

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	9	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made changes as per supporting document shared by HEI and input value "0" has been considered since supporting link is not accessible.

**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..**

**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**

Answer before DVV Verification : 106

Answer after DVV Verification: 54

Remark : DVV has made changes as per supporting document shared by HEI

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

	<ol style="list-style-type: none"> <li>1. <b>Understanding theory courses</b></li> <li>2. <b>Practice teaching</b></li> <li>3. <b>Internship</b></li> <li>4. <b>Out of class room activities</b></li> <li>5. <b>Biomechanical and Kinesiological activities</b></li> <li>6. <b>Field sports</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: D. Any 1 of the above          Remark : DVV has made changes as per supporting documents shared by HEI and 1 of above option has been selected as we have received all the claims for Understanding Theory Courses</p>
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p> <ol style="list-style-type: none"> <li>1. <b>Special lectures by experts</b></li> <li>2. <b>'Book reading' &amp; discussion on it</b></li> <li>3. <b>Discussion on recent policies &amp; regulations</b></li> <li>4. <b>Teacher presented seminars for benefit of teachers &amp; students</b></li> <li>5. <b>Use of media for various aspects of education</b></li> <li>6. <b>Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b></li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above          Answer After DVV Verification: E. Any 1 or none of the above          Remark : DVV has made necessary changes as per supporting documents shared by HEI and 1 of above option has been selected as we have received proper document for Special lectures by experts</p>
2.4.4	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher made written tests essentially based on subject content</b></li> <li>2. <b>Observation modes for individual and group activities</b></li> <li>3. <b>Performance tests</b></li> <li>4. <b>Oral assessment</b></li> <li>5. <b>Rating Scales</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 3 or 4 of the above          Remark : DVV has made necessary changes</p>
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p>

	<ol style="list-style-type: none"> <li>1. <b>Self</b></li> <li>2. <b>Peers (fellow interns)</b></li> <li>3. <b>Teachers / School* Teachers</b></li> <li>4. <b>Principal / School* Principal</b></li> <li>5. <b>B.Ed Students / School* Students</b></li> </ol> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 2 or 3 of the above</p> <p>Remark : DVV has made necessary changes as per supporting documents shared by HEI and two of above option has been selected as we have received supportings of sample observation formats for each of the claimed assessors from Teachers / School* Teachers and Principal / School* Principal</p>
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p>2.5.3.1. <b>Total number of years of teaching experience of full-time teachers for the last completed academic year</b></p> <p>Answer before DVV Verification : 93          Answer after DVV Verification: 10</p> <p>Remark : DVV has made changes as per supporting documents shared by HEI and value have been downgraded as we have received 10 appointment letter</p>
2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ol style="list-style-type: none"> <li>1. <b>Display of internal assessment marks before the term end examination</b></li> <li>2. <b>Timely feedback on individual/group performance</b></li> <li>3. <b>Provision of improvement opportunities</b></li> <li>4. <b>Access to tutorial/remedial support</b></li> <li>5. <b>Provision of answering bilingually</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : DVV has made necessary changes</p>
3.1.3	<p><b>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</b></p> <ol style="list-style-type: none"> <li>1. <b>Seed money for doctoral studies / research projects</b></li> <li>2. <b>Granting study leave for research field work</b></li> <li>3. <b>Undertaking appraisals of institutional functioning and documentation</b></li> <li>4. <b>Facilitating research by providing organizational supports</b></li> </ol>

**5. Organizing research circle / internal seminar / interactive session on research**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made necessary changes

**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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made necessary changes

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	5	3	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1

Remark : DVV has made necessary changes as per supporting document shared by HEI

**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****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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have followed calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	5	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	2	2

Remark : DVV has made necessary changes as per supporting document shared by HEI and values have been downgraded as we have excluded Environment Day, Women's Day, World AIDS Day, Water Day , Environment Day, Yoga Day etc

### 3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

#### 3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98	93	98	96	98

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
81	47	30	60	98

Remark : DVV has made changes as per prescribed format shared by HEI in 3.3.1 and values have been downgraded as we have excluded student participation in Days celebration like Environment Day, Women's Day, World AIDS Day, Water Day , Environment Day, Yoga Day etc

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	8	5	6	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

Remark : DVV has made necessary changes

**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 : 6

Answer after DVV Verification: 0

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

Answer before DVV Verification : 7

Answer after DVV Verification: 5

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been considered as "0" as 4.1.2.1 as we have not received details for ICT facilities for the same

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
13.8867	16.34954	4.59323	6.48153	2.00239

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.05	0.05	0.41	0.02	0.11

Remark : DVV has made changes as per audit report shared by HEI

**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

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has selected none of above as we have not received appropriate supportings

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

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has selected none of above as we have not received appropriate supportings for the same

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has selected none of above since supporting document is not accessible

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:

2022-23	2021-22	2020-21	2019-20	2018-19
13.9404	7.53419	5.66189	7.8	3.40287

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
12.31	7.53419	3.45	5.99	1.35

Remark : DVV has made changes as per audit report shared by HEI and has considered Repairs and Maintenance Expenses.

5.1.1	<p><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></p> <ol style="list-style-type: none"> <li>1. <b>Career and Personal Counseling</b></li> <li>2. <b>Skill enhancement in academic, technical and organizational aspects</b></li> <li>3. <b>Communicating with persons of different disabilities: Braille, Sign language and Speech training</b></li> <li>4. <b>Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</b></li> <li>5. <b>E-content development</b></li> <li>6. <b>Online assessment of learning</b></li> </ol> <p>Answer before DVV Verification : B. Any 4 or 5 of the above          Answer After DVV Verification: C. Any 2 or 3 of the above          Remark : DVV has made necessary changes</p>
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5.1.4	<p><b>Institution provides additional support to needy students in several ways such as:</b></p> <ol style="list-style-type: none"> <li>1. <b>Monetary help from external sources such as banks</b></li> <li>2. <b>Outside accommodation on reasonable rent on shared or individual basis</b></li> <li>3. <b>Dean student welfare is appointed and takes care of student welfare</b></li> <li>4. <b>Placement Officer is appointed and takes care of the Placement Cell</b></li> <li>5. <b>Concession in tuition fees/hostel fees</b></li> <li>6. <b>Group insurance (Health/Accident)</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 or 4 of the above          Answer After DVV Verification: E. None of the above          Remark : DVV has selected none of above as we have not received appropriate supportings</p>
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5.2.3	<p><b>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</b></p> <p>5.2.3.1. <b>Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19
2022-23	2021-22	2020-21	2019-20	2018-19		

25	24	30	25	31
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	1	2	0

Remark : DVV has made necessary changes as per supporting document shared by HEI

5.4.2	<p><b>Alumni has an active role in the regular institutional functioning such as</b></p> <ol style="list-style-type: none"> <li><b>1. Motivating the freshly enrolled students</b></li> <li><b>2. Involvement in the in-house curriculum development</b></li> <li><b>3. Organization of various activities other than class room activities</b></li> <li><b>4. Support to curriculum delivery</b></li> <li><b>5. Student mentoring</b></li> <li><b>6. Financial contribution</b></li> <li><b>7. Placement advice and support</b></li> </ol> <p>Answer before DVV Verification : A. Any 6 or more of the above          Answer After DVV Verification: C. Any 2 or 3 of the above          Remark : DVV has made necessary changes</p>
6.2.3	<p><b>Implementation of e-governance are in the following areas of operation</b></p> <ol style="list-style-type: none"> <li><b>1. Planning and Development</b></li> <li><b>2. Administration</b></li> <li><b>3. Finance and Accounts</b></li> <li><b>4. Student Admission and Support</b></li> <li><b>5. Examination System</b></li> <li><b>6. Biometric / digital attendance for staff</b></li> <li><b>7. Biometric / digital attendance for students</b></li> </ol> <p>Answer before DVV Verification : B. Any 5 of the above          Answer After DVV Verification: C. Any 3 or 4 of the above          Remark : DVV has made necessary changes</p>
6.5.3	<p><b>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.</b></p> <p><b>6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting</b></p>

**quality during the last five years.**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	12	5	18	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	2	5	6

Remark : DVV has made necessary changes as per supporting documents shared by HEI

7.1.4	<p><b>Institution has water management and conservation initiatives in the form of</b></p> <ol style="list-style-type: none"> <li><b>1. Rain water harvesting</b></li> <li><b>2. Waste water recycling</b></li> <li><b>3. Reservoirs/tanks/ bore wells</b></li> <li><b>4. Economical usage/ reduced wastage</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above            Answer After DVV Verification: D. Any 1 of the above            Remark : DVV has made necessary changes as per supporting documents shared by HEI and 1 of above option has been selected as we have received photographs of Rain water harvesting</p>
7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p> <ol style="list-style-type: none"> <li><b>1. Encouraging use of bicycles / E-vehicles</b></li> <li><b>2. Create pedestrian friendly roads in the campus</b></li> <li><b>3. Develop plastic-free campus</b></li> <li><b>4. Move towards paperless office</b></li> <li><b>5. Green landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: D. Any 1 or 2 of the above            Remark : DVV has made changes as per supporting document shared by HEI and 1 of above option has been selected as we have received supportings of Create pedestrian friendly roads in the campus</p>

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.6	<p><b>Number of students enrolled(admitted) year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>53</td> <td>53</td> <td>55</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	53	53	55	50	50	2022-23	2021-22	2020-21	2019-20	2018-19	50	50	50	50	50
2022-23	2021-22	2020-21	2019-20	2018-19																	
53	53	55	50	50																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	50	50	50	50																	
2.2	<p><b>Number of Computers in the institution for academic purposes..</b></p> <p>Answer before DVV Verification : 20</p> <p>Answer after DVV Verification : 12</p>																				