



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MAR THEOPHILUS TRAINING COLLEGE

MAR IVANIOS VIDYA NAGAR NALANCHIRA THIRUVANANTHAPURAM-

695015 KERALA

695015

www.mttc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mar Theophilus Training College, Nalanchira, Thiruvananthapuram (started functioning in 1956) owes its existence to the farsighted Vision of the Servant of God, Mar Ivanios, the Late Archbishop of Major Archdiocese of Thiruvananthapuram. His successor Late Archbishop Mar Gregorios was the founder of the college. The college was named after Bishop Jacob Mar Theophilus of Thiruvalla who was the co-founder of Re-Union Movement along with Mar Ivanios. The college was formerly affiliated with the then Travancore University. Since Kerala Piravi is in November 1956, Travancore University was renamed as University of Kerala. The college is affiliated to the University of Kerala.

Mar Theophilus Training College was the Fourth Teacher Education College in Kerala state and the first Private Aided Co-Education Teacher Education College in Kerala. It has a humble beginning in the present Department of English of Mar Ivanios College. In 1967 it got shifted to a new premise where the current Sarvodaya Vidyalaya exists. Later as per NCTE guidelines the college got shifted to its current location in 2000-01.

The college initially offered B.Ed. in five optional subjects and later one more subject was added. In 2004-05 the first NAAC accreditation was done. In 2005-06 as part of Golden Jubilee Celebration, the M.Ed. course was started. Later after 2nd cycle of reaccreditation in 2014-15 the college was elevated to the status of a Research Centre offering Ph.D. in Education. The college celebrated its Diamond Jubilee in 2016-17. It got permanent membership with consultative status with United Nations Academic Impact (UNAI) in 2019. It attempted for UGC's Institutional Autonomy in 2019 and waiting for further Accreditation by NAAC to proceed further. The college is ISO: 9001-2015 certified.

Vision

Excellence through Divine illumination.

The college stands for Enlightenment, Excellence and Empowerment realizing the Fatherhood of God and Brotherhood of man so as to mould cognitively enriched, affectively balanced, morally upright, socially committed and spiritually inspired teachers for 'Bharath' and rest of the world through an organizational structure and administrative frame work characterized by a democratic and egalitarian outlook. Our Motto - Dominus Mea Illuminatio' -reflects this vision.

Mission

- *Formation of academically excellent, professionally competent, socially committed teachers for the nation and rest of the world.*

- *Development of professional expertise in the student teachers through curriculum related enrichment programmes.*
- *Professional enhancement of teacher educators through research activities.*
- *Social upliftment of the educationally backward sessions of the society through the extension programmes.*
- *Human resource development through teacher education with due weightage for the weaker sessions of the society and minorities.*
- *Training the new generation teachers to perceive and transfer the cultural, social and spiritual values of the society.*
- *Empowerment of student teachers especially women through the development of integrated personality, leadership qualities and professionalism.*
- *Inculcation of scientific temper through technologically updated knowledge acquisition.*
- *Imparting awareness about preservation and conservation of environment.*
- *Promoting a proper attitude towards sustainable development.*

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Patron and Management- Our patron and management aim to develop professionally competent, socially committed and morally upright teachers.

The campus-The campus is located in an educational complex with lush green pollution free atmosphere which houses 15 institutions that spans 200 acres

Infrastructure-We have state of art infra structure facilities and digitalised library with sufficient books and thesis

Meticulous Planning- Effective curricular transaction is ensured through meticulous planning .

Curriculum- We have a dynamic curriculum prepared in 2015 and revised in 2019 .One of our faculty member was the chairperson and 5 of the faculty members were team heads in curriculum construction.

Supportive Sub-systems- The alumni association, PTA. Heads of Schools, Employers together form a supportive sub-system.

Competent Dynamic, Industrious and Committed Faculty- 90 per cent of the faculty members are Ph.D. holders and 70 percentage are research guides.

Family Atmosphere- Team work, collegiality and family environment is maintained.

Value Centric Curriculum Transaction-All scholastic and co-scholastic activities are transacted to inculcate global, national, environmental, social, technological, spiritual and aesthetic values.

Research Wing- Seven faculty members guided and produced 15 quality Ph.D. theses and currently we have 11 guides and 31 scholars pursuing Ph.D.

Weekly Presentations- The faculty members, research guides and scholars present thematic papers and innovative ideas on weekly basis(2 per week) followed by active deliberations.

Insight In-depth- It is a national level online invited talk series by eminent teacher educators of the nation.

Publication wing- We are publishing books, ISSN numbered biannual journal on education , compendium on research, biannual newsletter, brochures etc.

Certification- ISO 9001-2015 Quality Benchmark Certification obtained

International Membership and Accreditation- International Membership with UNAI , QCI Accreditation(2017)and NAAC Accreditation with A Grade in first and second cycles

Conscientization and Motivational Programmes- We provide conscientization and motivate school students and society through lectures in All India Radio Programmes (200 in the last 5 years) Doordarsan and other channels.

Publication of Postal stamp and cover - We have published diamond jubilee stamp and cover of college (by Indian Postal Department).

Order of MTTC Awards- 10 Outstanding student teachers are given this award every year .

Institutional Weakness

- Social constraints and instability across years for continuous and swift growth to modern infrastructure switch in tune with 21st century institutional design
- Less weightage to Library-Lab facilities as per the curricular provisions for UG, PG and Research Students.
- Not having a spacious canteen and modern parking area for men and women.
- Individual difference in data documentation and resource mobilization.
- Limited effort in National-International Research Fund mobilization and Consultancy Work
- Lack of Modern facility for advanced waste treatment and re-cycle/ re-use initiatives.
- Need of much advanced reprographic facilities .
- Non availability of small-tablets and 3D printing facility to enhance creative design of teaching-learning aids for the digital era.
- We are yet to make the campus 24x7 ,a campus that never sleeps.
- Lack of service units like NCC, Scout-Guides, etc for more organized service training of professionals.
- Lack of sufficient funding or endowment schemes for weaker sections of students to support them to excel in their academics.

Institutional Opportunity

- Possibility of more organized extension wing for skill Gap filling of Inservice Teachers at different academic strata.

- Promising and conducive environment for high level of excellence after NAAC third Cycle accreditation.
- Availability of centre-state Govt's collaborated fund for Infrastructure development like RUSA 2.0.
- Linkage or collaboration with more International Institutions and organizations like Lawrence Tech University, USA; UNAI, Cambridge University Press Ltd, Coursera, etc
- Improved sports facilities like indoor courts, sports Hub, etc (as visualised)
- More use of the Geographical Location Advantage (8 degree 32' 54.6"N ; 76 degree 56' 26.88"E) being part of the Best Education city (Mar Ivanios Nagar) for Academic Exchange, Inter-disciplinary Research initiative, facility sharing through clustering, etc.
- More focused utilization of resources and skill of alumni across the world for Global partnership and collaborative initiatives.
- Design of international digital platform for the Placement Assistance Cell in the Post-COVID era
- Strengthening of research wing and Mar Gregorios Centre for Educational Research and Extension (MAGCRE)
- Conversion of existing UGC- Network Resource Centre to a STEM Based Robotic Lab capable for 4th Industrial Age Teacher Education Curriculum Evolution.
- Growth and establishment of the existing campus radio- THEO RADIO- Anchor Podcasting platform for an online radio and Educational Community FM radio in the near future.
- Starting of Integrated Courses in B.Ed. and M.Ed. with innovative new generation courses like M.Ed. in Education Technology and Artificial Intelligence.

Institutional Challenge

- Maintenance of continuous self-motivation till end of document development and file maintenance of curricular and co-curricular activities
- Existing Governmental norms to begin new, innovative courses
- Being an affiliated system, generation of more staff position is restricted.
- Pandemic period generated lot of structural dilemmas.
- Delay in appointment of existing vacancies in faculty and library.
- Work load- Personal Life- Time factor acts as a major challenge in reality.
- Lack of enhanced financial support for financially weak students
- Realization of significant digital Technology in the current context.
- Climbing to higher positions in the academic ladder by faculty as the system is not an autonomous one.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

All faculty members of the college actively participated in periodical restructuring of curriculum by the University of Kerala by prescribing dynamic and updated curricular inputs. The Institution has established Curriculum Committee in collaboration with IQAC and staff council at the College to plan and implement curriculum in a unique manner. The institution has Regular in house practice of planning and reviewing curriculum and adapting it to local context, through the preparation of college calendar, semester plan, curricular activities, action plan, club plan, association plan, college union plan etc., keeping in focus of programme learning outcomes and course learning outcomes. Every course commences with Student induction programme and teacher orientation and a one-week school induction

programme is organized in semester 1 itself. The curriculum is transacted to develop qualities, competencies, skills etc. to transform student teachers to academically excellent and professionally competent teachers for the 21st century. The curriculum introduces the challenging role of a teacher as nation builder, agent of social change. Curriculum is transacted to develop teaching skills and competencies of prospective teachers to perform their role effectively. Curriculum of the institution provides ample opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas through multifaceted activities and supplementary enrichment programmes. The institution organizes activities based on the concept of 'four pillars of education' envisaged by UNESCO such as 'learning to know, learning to do, learning to live together and learning to be'. Value added courses like communicative English course, yoga practice and ICT training course helped student teachers to develop communication skills, integrating ICT and techno pedagogy that are useful for effective internship programme. There are efforts made by the institution to enable the students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field. Institution familiarizes students with the diversities in school system in Indian as well as in international and comparative perspectives. There is a mechanism for obtaining structured and unstructured feedback on the curriculum.

Teaching-learning and Evaluation

Teaching and learning experiences are provided to effect a metamorphosis in the students .Plutarch observes, "A child's mind is not a vessel to be filled in. It is a fire to be kindled ". The college puts in real effort to kindle the fire of virtue and wisdom in the students.

The students are enrolled in the institution according to the norms of NCTE and University of Kerala. SC, ST, OBC and EWS students are given due weightage.

The entry level performance of student teachers is assessed through various levels such as interview, collecting student profile, life map preparation, self introduction, talent hunt programme etc. Student diversities are identified and are addressed through a variety of mechanisms like guardian angel programme, peer tutoring, criticism classes, micro teaching classes, field visits, providing learning materials etc. All teachers are always ready to help the student teachers for their growth.

Teachers adopt multiple mode of teaching to make the teaching learning process an effective one. All teachers use ICT resources and encourage student teachers to use ICT supported activities and materials like digital textbook, e-content preparation etc inside and outside the classroom activities. Student teachers get exposure to know the recent developments in educational field through the classes of experts, discussions, seminars, book reviews etc. Institution enriches the creative, intellectual and skills domains of student teachers through both co-curricular and extra-curricular activities.

The skills such as technical skill, communication skill, teaching skills develop through the activities which will help them to excel in their college related, school related and community related activities. Among which teaching skill of student teachers is given due importance. Students are sent to schools after meticulous planning and teachers keep 24x7 contact to offer assistance in any difficult situation they face in practice teaching and internship.

The teachers always try to put-forth efforts to keep themselves updated progressively through various refresher, orientation, short term courses.

Student teachers can make use of grievance cell through which they can address the problems faced them. The initially identified learning needs are catered to perform through a number of methods.

Infrastructure and Learning Resources

The criteria give a glance about various teaching learning resources available in the institution, includes infrastructural facilities both physical and IT. Our college is ISO certified. The institution is hallmarked with best infrastructural facilities matching international standards among other teacher education institutes in the country. It has smart upgraded classrooms to facilitate teaching through modern tools and techniques ranging from Wi-Fi enabled LCD projectors to smart-boards. The unique features include method labs, digitalised library, computer lab, psychology lab, info-park with e-content studio, a state-of-the-art multipurpose hall, a fully equipped auditorium with seating capacity of over 250 persons. New ramps add to the distinctive features and makes it a differently abled friendly campus. The library is an empowering unit with a Resource Centre for meeting the various needs of scholars. The college library is digitalised with Gateway-entry. Web-O-Pack INFLIBNET, DELNET, bar-coding systems encompass both modern digital collections and traditional print media. E-content studio with recording facility is an additional feature of the institution. Additional floor with skill lab, multi-purpose halls and a greater number of classrooms is now under construction. College is endowed with ample facilities for physical development like basketball court, shuttle court, facilities for indoor games and recreations and adequate parking facility (for both students and faculty). Smoke and plastic free green zone, College provides an eco-friendly environment to its students through latest initiatives of rainwater harvesting, waste disbursal system and other green initiatives. The institution has a High-Power Generator to ensure 24x7 electric-supply, well equipped reprographic centre with Multipurpose Laser printer cum Scanner, Copier and Fax (colour) with multi-purpose laser printer cum photocopier. Institution maintains a prayer hall for emotional and spiritual well-being of inmates. The institution is characterised by efficient administrative system with digitalised office, Principal's chamber, guest rooms and computerised staff rooms, a hostel for girls in the adjacent campus. The institution plans and arranges various maintenance, modification, upgradation, and installations to the existing infrastructure facility according to the need of the hour on regular basis. The teaching learning resources are used to its fullest potential for the benefit of students.

Student Support and Progression

Mar Theophilus Training College is retaining its benchmark with the support of Four Pillars.

1. **Supervising Team:** Responsibilities related to the college are performed by five levels of Custodians.
 1. **Managing council**
 2. **Principal**
 3. **Teaching Faculty**
 4. **Administrative Faculty**
 5. **Student council**
2. **Student Input:**

Except for Academic matters, all other student matters are supported in the college through the Students Union. Major responsibility of the union is nurturing of Students Artistic, Literary as well as Sports

tastes and provides them opportunity to address each talent. The college organizes Events like SPARKZ (Strategic Program for Assessing the Resourcefulness Knowledge and Zeal) to find out best talented student teacher of the state, best shuttle badminton team and best basketball team (Boys and Girls–school level) and national level Annual Tour. The Union identifies and provides all opportunities in the campus and outside to bring out the best in them– best of the body, mind and spirit.

1. Theosa Support

Our Alumni Association Theosa was initiated in the year 1992 as an informal organization even with officers, a set of objectives, a newsletter and a constitution. Most of the members are supporting our regular wing voluntarily. The association functions locally, nationally as well as internationally. Alumni members act as a catalyst in all activities of the college especially in radiating the virtue of the college as its Brand Ambassador. Theosa acts as a linkage between generations, society and an opportunity for present students. Theosa coordinates Competitions, Annual Get-Together, Annual Tour, other Events, Services and Newsletter for current students, including various fields and provide them endowments for accomplishments.

1. Stakeholders' Collaboration

Parents

College organises semester wise PTA meeting. Parents have a daily connection to the college through LMS System and are supportive.

Teachers

Teachers maintain a 24x7 contact with the students. To meet students' divergent needs, teachers ensure support of NGOs, ICT professionals, Entrepreneurs, child protective services, financial assistance agencies, local colleges, and universities, tutoring and other academic support services, and special education organizations.

Society

Society is very supportive to the college.

Governance, Leadership and Management

A clear idea about the nature and execution of managerial roles is depicted in this criterion.

Malankara Syrian Catholic Management is known for its social commitment and the educational institutions run by the management always work for the development of the poor and for bringing the marginalized communities to the mainstream. The management has a clear vision about the college and ensures the smooth functioning of the college. As the vision and mission state democratic form of leadership is executed giving priority to all stakeholders. Participatory mode of management exists wherein all faculty members and administrative staff members function in various capacities.

A remarkable feature of the institution is the existence of high degree of transparency in financial and

administrative set up. It is clearly monitored and checked under various levels through audits conducted by Government/chartered accountant and management level.

Another remarkable feature of the institution is in its development of strategic plan and deployment. The institutional plan for progress is formulated considering various needs like academic excellence, proving quality standards, strengthening physical and IT infrastructure, extending research facilities, day to day administration, co-scholastic and curricular requirements. It is properly executed through wide discussion in various committees. Another feature highlighted in the criteria is about the qualitative strength of faculty members who are appointed purely on merit considering their academic achievements. The procedure for appointment is transparent and clearly stated. The day to day administration and working are carried out through committees, clubs and associations. The criteria gives the glance on measures adopted for the continuous professional development of teachers and the programme undertaken by the faculty members in last 5 years such as Orientation/Refresher/short-term/seminar/workshop/training programme for administrative staff capacity building programme, life skill development programme.

Details regarding mobilization and document of funds from government and non-government/philanthropic agencies are mentioned in this criterion. The constitution and working IQAC of the college is clearly visible in the minutes and action taken report.

Institutional Values and Best Practices

Mar Theophilus Training College aims to a holistic development of the learners.

The College has a stated Energy Policy which focuses on the moderate and judicious use of energy and attempt to use energy without sacrificing the essential requirements of the stake holders.

Mar Theophilus Training has a well stated Waste Management policy and Water Management Policy which specifies 7R's) for waste management and for maintaining an Environment-friendly Campus. Waste management process starts with segregation of waste in buckets and pits, recycling through Bio-plant and Vermi-compost, Rainwater harvesting, Economical usage through Pisciculture water reservoirs and tanks.

Institution has two water purifiers for providing clean water and has incinerator and ladies' napkin vending machine for solid waste management. There are separate washrooms for girls and boys. Rainwater is harvested and used for pisciculture. Institution maintains a green atmosphere and cherishes the slogan *Green Campus Clean Campus*.

Institution is committed to encourage green practices. The college is eco-friendly, smoke free and plastic free. Dynamic and creative programs like Run Kerala Run, Blood donation camp, Heart day celebration and awareness programme, Ozone Day Celebration, Women Empowerment awareness programme, Sinthanai Sangam at Pondicherry, lending helping hands to the flood affected area, special Stamp and cover Release of MTTC, Radio talks and podcasting, Summer School Programmes etc. help the institution for leveraging local environment, location knowledge and resources

The code of conduct of MTTC is generated based on the holistic vision of Loka Samastha Sukhino Bhavanthu through enhancement of appreciation of Sathyam Sivam Sundaram.

Two main Best Practices of Mar Theophilus Training College are SPARKZ the teacher education reality show and Random act of kindness - offering food, donating blood, offering awareness and conscientization to the students in the nearby institutions

The collaboration of UNAI helps Mar Theophilus Training college in promotion and protection of human rights, offering access to education to all, conflict management resolutions etc. UNAI provides a global outlook and serves as an incubator of new ideas, inventions and solutions to current challenges.

Research and Outreach Activities

The institution encourages its staff to engage in research activities and resource sharing through:

The College is a Research Centre with 11 Research Guides and 31 Research Scholars

Nine Faculty members are Research Guides in the University of Kerala.

There is a Research Committee to monitor and address issues.

There is a Research Brochure giving the rules and regulations.

State of art Library, Reprographic facilities, Internet facility, and reading room are available.

All Teachers, guide innovative B.Ed. Projects and M. Ed. dissertations

Timely completion of Course work, Reviews, Pre-submission, and final doctoral work

Reduced teaching load and special leave are granted to faculty for research promotion.

The college organizes seminars, workshops, symposium etc. at various levels and innovative programmes with focus on capacity building in terms of research.

Research Journal– Teacher Learner and Society is published biannually. Faculty of the college actively involved in research publication work.

International and national visits to learn the best practices in research- Kaulampur University, Assumption University Bangkok, Christ University Bangalore, De Paul College Mysore

Consultancy- Many of the Faculty members are members of Syllabus Review Committee, P.G Board member, Board of studies Chairperson, Faculty of Education in University of Kerala.

Staff members of college have delivered extension lectures in other institutions like Kerala state Civil service Academy, Academic staff College, Doordarsan, All India Radio, Ananthapuri FM, Exodus TV, CMC Career Channel, Schools and other general Colleges. Covid19 Pandemic Period– Awareness Talks in Medias, Ananthapuri FM, in All India Radio, Kerala State Civil Service Academy Interview Board Member, Hand Sanitizer Preparation and Distribution, Ozone Day– Awareness Seminar, Talks on Career Opportunities Abroad, Blood Donation, Social Justice Day Celebration and Invited Talk, Anti-Drug Day Conscientization Program, Dealing with Social issues Through Phone in Program,

Doordarshan– Samoohyapaadam, Cyber Security awareness Campaign– Sreejith IPS, Women Empowerment Talks and Training, Career Opportunities and New Trend talks in Media

Institution bagged International Institutional Excellence Award in 2019 and Samarpan Institutional Award in 2019.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAR THEOPHILUS TRAINING COLLEGE
Address	Mar Ivanios Vidya Nagar Nalanchira Thiruvananthapuram- 695015 Kerala
City	Thiruvananthapuram
State	Kerala
Pin	695015
Website	www.mttc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K. Y. Benedict	0471-2533518	9387829922	-	mttctvm15@yahoo.com
IQAC / CIQA coordinator	Joju John	0471-2531432	7907103185	-	jojujohn74@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

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

Establishment Details				
State	University name	Document		
Kerala	University of Kerala	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	03-07-1956	View Document		
12B of UGC	03-07-1956	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	04-08-2015	1	Validity is permanent if the institution confirms to the norms 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?	Yes
If yes, name of the agency	Rastriya Uchchatar Shiksha Abhiyan
Date of recognition	17-09-2018

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mar Ivanios Vidya Nagar Nalanchira Thiruvananthapuram- 695015 Kerala	Urban	3	3627

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,B Ed	24	B.A. English	English	22	22
UG	BEd,B Ed	24	B.A. Malayalam	Malayalam	16	16
UG	BEd,B Ed	24	B.A. History	English	13	13
UG	BEd,B Ed	24	B.Sc. Physics OR Chemistry	English	18	18
UG	BEd,B Ed	24	B.Sc. Zoology OR Botany	English	19	19
UG	BEd,B Ed	24	B.Sc. Mathematics	English	12	12
PG	MEd,M Ed	24	B.Ed.	English	25	5
Doctoral (Ph.D)	PhD or DPhil,Ph D	36	M.Ed and NET	English	38	31

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				8			
Recruited	1	0	0	1	0	1	0	1	2	6	0	8
Yet to Recruit	0				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				0				4			
Recruited	1	0	0	1	0	0	0	0	1	3	0	4
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	4	2	0	6
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	1	0	2	5	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	0	0	3

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	5	0	0	0	5
	Female	95	0	0	0	95
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	6	0	0	0	6
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	4	1	0	0	5
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	1	1	0	2
	Female	7	10	13	9
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	3	0	0	0
	Others	0	0	0	0
OBC	Male	0	5	3	4
	Female	18	18	19	12
	Others	0	0	0	0
General	Male	3	4	5	6
	Female	78	31	19	26
	Others	0	0	0	0
Others	Male	0	0	0	1
	Female	4	4	3	2
	Others	0	0	0	0
Total		114	73	62	62

Extended Profile

1 Students

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
164	117	103	101	53
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
125	75	75	75	75
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
22	12	12	12	12
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
61	54	48	53	1
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
61	54	48	53	1
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
106	64	55	55	53
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	11	10	10	10

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

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	11	11	11	11

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

3 Institution

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
51	13	9.29	16.26	13

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

3.2

Number of Computers in the institution for academic purposes..

Response: 25

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

The curriculum for B. Ed. and M.Ed. courses are developed by the University of Kerala. All faculty members of the college actively participated in curriculum restructuring. The Institution has established a Curriculum Committee in collaboration with Staff council.

- **Planning of the curriculum:** - Based on the goals and objectives of the course, curriculum prepared by the University of Kerala and feedback received from the stakeholders, curriculum planning committee planned activities of B.Ed and M.Ed courses.
- **Preparing of the curricular plan:** - (*Annual, semester plan*):- The curriculum planning committee prepares annual and semester action plan. A comprehensive annual calendar is also prepared at the beginning of each batch.
- **Allocation of duties and responsibilities** by the staff council helps teachers to function systematically.
- **Organogram:** The six subject associations has an **organogram** to allot duties to student teachers.
- **Execution of the curricular plan:** - For the proper implementation of the curricular aspects of the course, various committees, associations and clubs are constituted and these organs work in collaboration with the Staff Council and IQAC.
- **Dissemination of the action plan** is done through college calendar, Morning assembly, notices periodical information guidance given by the members of the faculty and through public announcement system of the college.
- **Reviewing of the curriculum to adapt to the local contexts:** - Proper supervision and evaluation procedures are adopted periodically by the institution for ensuring the quality of the course. The committee accepts the feedback and suggestions about the existing curriculum from all the faculty members, members of Alumni Association, student-teachers of the previous session, teachers & heads of schools. The curriculum focuses and offers diversity and flexibility to the learners based on the feedback analysis.
- **SWOC Analysis:** - The institution practices various procedures in the initiation, review, and redesign of the curriculum. SWOC responses (formal and informal) are gathered from student teachers, PTA and Alumni for identifying the strengths and challenges of the course.
- **Bench marking procedure:** - Bench marking activity has been effectively applied by finding the best practices – in classes, other institutions and using information as a basis for goals, strategies, and implementation to improve performance.

The following are the steps for benchmarking procedure

- **Setting the platform-** Internal, external platforms and Data from online are considered and selected for incorporating the best practices.

- **Identifying the aspects to benchmark** - Curricular and Co-Curricular aspects of other institutions (Best Practices- NAAC Website) are subjected to analysis and positive aspects are practiced in the college.
- **Need assessment/ identifying the challenging areas/thrust areas** - Teaching-learning, research and extension are the major thrust areas identified by the institution.
- **Consultation with external experts** – Consultation was done with experts in the concerned area and the best practices were adopted as per the need.
- **Implementation of benchmark** – After giving proper orientation to the teacher educators, the best practices are implemented by the IQAC and the staff council.
- **Monitoring Review:** -Proper supervision and evaluation is done by the IQAC and the staff council.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year
1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1 Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 28.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	6	6	6	6

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

2019-20	2018-19	2017-18	2016-17	2015-16
21	21	21	21	21

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

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 3

1.2.2.1 Number of Value – added courses offered during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	3	3

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 0

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document

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: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the

curriculum) during the last five years

Response: 1.12

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	0	0	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document

1.3 Curriculum Enrichment

1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

The curriculum is transacted to **develop knowledge, qualities, competencies, skills and values** to transform student teachers to **academically excellent and professionally competent teachers appropriate for the 21st century.**

1.FUNDAMENTAL AND COHERENT KNOWLEDGE OF TEACHER EDUCATION

- **Individual assignments, library work, seminar presentations, organizing quizzes, debates, discussions, brain storming, diary maintenance** etc help them to develop of Meta-cognitive skill.
- Theoretical and practical aspects in the curriculum help student teachers to develop understanding of the various **psychological, sociological and philosophical principles as well as practices.**
- The institution provides learning experiences to address the challenging career of a teacher **as a Nation builder, agent of social change, and international perspectives of education through group discussion, debates, practicum, assignments, seminars, mock press, role play, camps** etc.

2.. DEVELOPMENT OF COMPETENCIES AND PROCEDURAL KNOWLEDGE

- **Demonstration classes, criticism classes, Microteaching, link practices, and lessons based on models of teaching** provide **skills, competencies to transact** school curriculum that are specific to optional subjects.
- Student teachers are given **training in incorporating lab experiences in teaching.**
- Student teachers are oriented to conduct **action research, case study, small projects, dissertation (M.Ed) and remedial instruction programmes which help to develop enquiry skills and problem solving abilities**
- Core paper provides technological basis of education. {**Blog creation, Digital text, E content, online learning, incorporation of virtual labs, online quizzes, online assignments, ICT integrated lesson templates etc.** are provided }
- Subject curriculum provides sufficient theoretical and practical experiences in techno pedagogic content knowledge (TPCK) .
- English association along with the faculty mentor organizes **communicative English course**
- The college has 7 optional **subject associations** (English, Malayalam, Mathematics, Natural Science, Physical science, Social Science and M.Ed. association) which organize programmes and competitions to develop **competencies of different pedagogical** aspects.
- Internship (70 classes) helped the student teachers to **improve and apply competency and skills in chosen specialization** which they have already practiced in theoretical and practical classes.
- Problem based practicum helped to **develop critical thinking and problem solving ability.**
- **Video analysis** of classes, **invited talks** of experts on different themes, training on the **preparation of learning aid** by experts in the field contribute much to the methodology of teaching.
- The curriculum provides understanding on **Objective based evaluation, preparation of achievement test, diagnostic test, preparation of different tools of evaluation** and school /community based project to successfully complete their internship and in future service as a teacher.

3) VALUES, ATTITUDES, SKILLS

The institution provides the following activities and programmes to develop Emotional intelligence, communication skills and to inculcate values and attitudes

a) Emotional intelligence:

- Knowledge on **EQ, Competency building and Self-Awareness Activities** are provided in the core paper classes.
- Workshops on **life skills, soft skills and Stress management** are provided
 - Reading and **reflection** of texts are provided in all optional classes

c) Negotiation and Communication skills:

- Provided collaborative **environment to communicate freely in all core paper and optional classrooms**
- Activities through **clubs, associations and college union** provide student teachers to engage in **teamwork and environment for Negotiation to settle their differences.**
- Reading and reflecting from the texts, Peer review of classes during internship, debates and brainstorming, Problem based practicum, Project etc provided through curriculum helps to develop critical thinking ability of student teachers.

d) Values, attitude and Collaboration with others

- The college provides opportunities for **Social visits of different institutions, twinning programmes, conscientisation programmes, remedial programme** for school students, participating in **inter-collegiate competitions, Social networking.**
- The curriculum provides understanding of **gender perspectives in education, socio-cultural perspectives of gender bias in India, legal provisions to empower women and girl children etc.**
- **Women's cell of the college** organises programmes on women empowerment, ways to eliminate gender bias, human rights with respect to family, society, work culture etc with special emphasis on women's issues.
- The propagation of an **environment friendly culture** through activities like **campus cleaning, plastic free- eco-friendly campus life, planting and protection of trees, forest related programmes, development of medicinal plant garden etc.** Relevant **competitions and campaign are organized to** inculcate naturalistic intelligence among student teachers.
- **Population education club of the college** promotes the message of healthy population for progressive national development. celebration of **world literacy day**, giving awareness about **small family norms**, conducting seminars, AIDS awareness programme, **blood group detection and donation, raising calamity relief fund** etc.
- The health club of the college offers Orientation in **yoga which** help them to develop a healthy mind in a healthy body. In addition to these programmes there are **games** like badminton, basketball etc. in the evening.
- **Observation of International days** such as environment day, water day, earth day, women's day, literacy day, human rights day, AIDS day, friendship day, etc. to **inculcate Global Perspectives and Integration.**
- **Programmes to get awareness on Human Rights:** -Theoretical knowledge of Human rights are provided in the core paper class and the college observes human rights day on December 10.
- **Inter-religious prayer for inculcating Secularism:** - Each academic year commences with an inter religious prayer session to inculcate secularism.
- **Observation of National days for promoting National Integration:** - To inculcate Patriotism and national values important days like Independence day, Republic day, Gandhi Jayanthi, Teachers day, National Science Day, Keralappiravi, etc are celebrated.
- Theoretical knowledge and Programmes to **promote attitude against Terrorism** as a part of **Peace Education and concept of anti-corruption** for developing the right economic value are provided in the core paper classes.
- **Celebration of religious and cultural fests:-**Onam, Christmas, Deepawali etc are celebrated to promote cultural and social values.

- **Community Extension:** - Teacher trainees take classes on cleanliness, health and hygiene, nutrition, alcoholism, drug abuse, population explosion, corruption, terrorism and environmental issues to the school students during their internship.
- **Thought for the day:** - Before commencing the academic sessions a thought for the day programme and a subsequent discussion session is organized .
- **'Theo radio'** of the institution broadcast news , information and thoughts

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response:

- **Theoretical knowledge** on development of different school system, and Functional differences among them and Norms etc. are transacted through school management curriculum (Paper EDU 12: Educational Management).
- Theoretical discourses and presentations help student teachers to understand **concept, principles, importance and components of educational management** and the structure of **management at different levels**.
- Awareness of **Development of school system in India**, Organization of School Plant- school site, building, infrastructure, School records and registers-, Types and maintenance are given through curriculum.
- Through curriculum student teachers familiarized with the **Total Quality Management in Education**.
- Theoretical and practical understanding of Current practices in assessment and evaluation, **continuous, comprehensive, evidence based and experiential evaluation , grading system merits, and demerits, Grade Point Average, Cumulative Grade Point Average, Weighted average and weighted score/point, Classification of learners according** to their level of performance in Grading system helps student teachers to perform well as evaluators.

- Practical knowledge on Tools of Assessment, tests, **checklist, rating scale, cumulative record, questionnaire, inventory, schedule, anecdotal** record, etc helps student teachers to gather data for internship, project and action research.
- Provided theoretical and practical awareness on Evolving career prospects of teachers as **Content writers, e-content developers, content editors, translators, educational software developers, publishers, career counselors, education journalists and startup initiatives** etc.
- Curricular transaction to identify **entrepreneur interests and skills** in students helps them to explore career prospects.
- Comparison of Mathematics Education in **developed Countries** such as **Japan, USA and UK** and Mathematics teaching in developing countries like **India, Pakistan and Srilanka** help student teachers to get an overview of global trends in mathematics education. Recent projects in Mathematics teaching in India-**IT@school, OFSET, GURU** helps in understanding the different curricular trend in other institutions.
- Science teaching in developed countries such as **Australia, Canada** and Science teaching in developing Countries like **Indonesia, Srilanka** help to Compare Science Education.
- **Students Visit to schools** of differently abled and school for arts and science.
- Students are **encouraged to collect details of different systems in India from internet** to understand state wise variation in school curriculum and functioning.
- Knowledge on Structure of Educational management in Kerala, at Central, State and Local level is provided in the curriculum
- In the first semester students are sent to different schools for **school induction programme**. They visit, observe and interact with students and teachers to understand the details of school functioning. They are sent to **CBSE, ICSE, Government and Government Aided schools for one week**. They present their **observations and reflections** in the college for sharing their experiences with teachers and peer groups to compare the differences in the system.
- Student Teachers gather information from schools such as **Navodaya Vidyalaya, Ekalaya schools** which are situated in rural and tribal areas during their project work.
- Students visit and interact with students and teachers of **Special schools** for differently abled and **Tribal schools** with single teacher.
- Students get international perspectives in education from **student and faculty visits to the colleges from other nations**.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

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

Response:

- **UNESCO has proposed four pillars of learning and learning objectives in 21st Century classrooms** and we transact our curriculum to develop those four dimensions of education, which in turn contribute to the all-round development of the student teachers.
- Activities are organized to inculcate **Social and National values, integration and development (Observation and celebration of national days, conscientisation programs on social issues and evils, human rights education, Environment conservation, Flood relief etc.)**
- Diverse learning engagements help the student teachers to develop **multidisciplinary viewpoints and knowledge, formation of dispositions, values and become well-versed in the latest advances in education.**
- The institution provides an **effective and conducive environment** to the prospective teachers for the overall development including **social, moral, cultural and academic aspects of personality.**
- Curriculum transactions through seminars, discussions, debate and activities of women cell, the student teachers understand and apply the strategies of **addressing gender bias in educational institutions in the curriculum development and transactions, empowerment of girls as well as empowerment of society**
- Brain storming sessions, seminar presentations, problem based practicums, activities, cultural programmes and school based conscientisation programmes are organized to identify and resolve the major social, intellectual and environmental issues, challenges faced by our pluralistic society. It helps in accentuating the use of functional knowledge in nurturing and equipping the classroom learner to face those challenges.
- Cultural programmes competitions, community visits and camps, develop **a proper value system** based on the cultural, social, political and moral base of Indian society.
- Theoretical discourses, **school / community- based experiences, and reflective practices ceaselessly evaluate** the effects of choices and actions of student teachers.
- By organizing and participating in games, sports, theoretical and practical inputs render an

integrated holistic understanding about **physical fitness, developing positive attitudes, values, skills and behaviour related to health** and physical education. Proffering health and fitness through aerobics and yoga helped student teachers to maintain a healthy mind in a healthy body.

- Practicing **ICT integrated teaching, and awareness on Web 2.0 tools: - Hot Potatoes, Ptdle (Dynamic periodic table), Go!animate, Jing, Edmodo, Teacher Tube, Edjudo, Edublog, Chem Collective** for physical science student teachers helped during internship to mould **techno-pedagogically competent** teachers.
- In theoretical discourses and **setting examples** in the institution, student teachers get **experiences to identify the role of a Teacher as an HR manager.**
- Curricular experiences were **provided to identify and resolve the major social, intellectual and environmental issues / challenges faced by our pluralistic society and make use of the knowledge in nurturing/equipping** the classroom learner to face those challenges.
- Familiarisation of **tools and techniques for Evaluation, Development of competencies and Entrepreneurship in education** are incorporated in the curriculum.
- Daily Class experiences helped to acquire **pedagogical knowledge and communication skills.**
- **Reflective practices after** internship phase 1 and 2 helped student teacher to reflect on strength, challenges and future possibilities in their teaching behavior.
- **The six subject associations and different clubs** organize **life related programmes** which adds an impetus to the thrust areas of curriculum.
- Training and Participation in art and **aesthetics improved development of Aesthetic values** among student teachers

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

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

1. Students
2. Teachers
3. Employers
4. Alumni

5. Practice teaching schools/TEI**Response:** D. Any 2 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following**Response:** B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

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: 77.49

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

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

Response: 12.86

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	10	9	11	3

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

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years**Response:** 1.5**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	0	1	0

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

2.2 Honoring Student Diversity

2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

- **Personal interview** of the students by the teachers and the principal brings out the preparedness for the professional education: Aspirations Strengths and Areas that need improvement are also identified by the close interaction of experienced members of faculty and the principal with the students at the time of interview. Principal keeps a brief student profile.
- The **documents and certificates are verified by the members of the staff during the interview.** Special attention is given to the student achievements in the past.
- A **student profile** is collected in which the aspirations of the students and the areas where they would like to improve are identified.
- One week is set as **orientation week** for tuning the students to B.Ed. course where the faculty members and invited guests interact with the students to offer the students teachers cutting edge initial moment in their professional development. The motivational sessions in the initial orientation week develops intrinsic stimulation in the student teachers to warm up for a process of metamorphosis.
- **Course and campus familiarisation** programme is organized at the commencement of the course which offers the student teachers an opportunity to understand the difference between the B.Ed. course and other courses. The aptitude for teaching is identified and student teachers are encouraged to sharpen their inner aptitudes.

- **Self-introduction** of the students in the optional and general classes offer an opportunity for the teachers to penetratethe inner dispositions of the student teachers and pinpointing of the talents of the students that give them an edge in the teaching career. The short comings and the limitations of the students are also to develop action plans to empower the student teachers.
- Each optional class organizes **optional wise initiation programme** where the talents of the students and leadership quality are identified and based on that roles are allocated to the students.
- In the beginning of the academic year an **analysis of teacher characteristics** is done. Students are encouraged to recall the Best Teachers and the worst teachers in their journey of academic experiences. The qualities that are to be emulated and the negative aspects that are to be avoided are identified.
- The academic year commences with **Talent Hunt and Freshers Day**. All optional class students are provided the opportunity to exhibit their talents which will give a clear idea about the personality and talents of the teachers. Freshers day helps the students to showcase their talents before their seniors and to get rid of inhibitions.
- Students are supposed to present a **Life Map** as part of the psychology curriculum. This gives a bird's eye view of the environmental and developmental factors that have contributed to the personality of the student teacher.
- Every day the classes commence with a **Thought for the Day**.The thought for the day act as an opportunity to reveal the self and motivation and value system of the student teachers.
- **Morning assembly** gives ample opportunities for the students to come to the forefront of the academic activities and play a leadership role there.

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

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

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 9:1

2.2.4.1 Number of mentors in the Institution

Response: 19

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

2.3 Teaching- Learning Process

2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

B.Ed. -SEMESTER 1

Learning experiences provide are:

Pupil-Centric, Experience-Based, Activity-Infused, Discovery-Promoting, Digitally Enriched, and Community Oriented.

Major modes of learning are B.Ed. and M. Ed. the following:

- **Individual seminar-** Students present seminars that end with interactive discussions.
- **Jigsaw group seminars-** A team presents various aspects of a topic and the same ends with question and answer.
- **Projects-** Student select a project according to their interest and go deep into the topic in the 4th semester.
- **Problem Based Practicums** related to education are done by each student.
- **Visits to special schools-** The students conduct visits to special schools and rehabilitation homes and conduct cultural programmes and undertake cleaning activities.
- **Online and Offline Assignments-** Students prepare online and offline assignments which fosters self-enquiry and learning to learn.
- **Brain storming discussions-** Debatable aspects of the syllabus are transmitted through small group discussions.
- **Team teaching-** A group of two or three teachers conduct shared classes during teaching practice.
- **Think Pair Share-** A collaborative mode of offering a topic and sharing ideas in pairs.
- **Cloud based LMS-** Google classroom is used for cloud-based learning and teaching where class scheduling resource sharing, and submission of student work is conducted online.
- **National Level Tours** are conducted to develop patriotism.
- **E-Content Preparation-** Students prepare multimedia base short learning objects and assistance is given in video shoot and audio- video editing.
- **Digital Textbook Preparation-** Students prepare digital textbooks with multimedia inputs.
- **Videorecorded Microteaching sessions-** Microteaching sessions are video recorded which is followed by video analysis.
- **Link Practices-** Link practices Integrating two or three skills are conducted before the commencement of real classes.
- **Video Analysis-** Popular classes in YouTube and various channels like VICTERS are also organized.
- **Remedial teaching-** Peer teaching and question paper discussions are providing videos of previous question paper and answer analysis are provided for remedial teaching.
- **Videos in YouTube channels-** Videos are uploaded in channels of the college, classroom and individual teachers for learning and revision.
- **Focus group discussion-** Qualitative method of focus group discussion is done by researchers, PG and UG students
- **Research scholars' weekly thematic presentations-** Every Tuesday there is a concept presentation by two research scholars.
- **Thesis work-** Post graduate students conduct a research study and submits the dissertation.
- **Twinning work-** Post graduate students conduct twinning programme with a special school.

The above strategies are used depending on subject, person, context, classroom climate, etc., possible permutations-combinations would have done in each classroom with the recent on-line shift happened from early 2020, more focus shift done towards Web 2.0 tool and blended learning strategies. The various papers formulated during the Curriculum Revision exercise of both B.Ed. and M.Ed. (for which the Mar Theophilus Training College offered itself as a significant drafting lab and launching pad) have been supported by deeply contemplative and self-explanatory 'Syllabus Grids' which proposed a bunch of modern instructional strategies which are mainly co-operative, group investigatory and digitally rich. They act as a ready reckoner for the Preceptors and Student-Teachers to freely adopt and practice from a large collection of strategies.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	11	10	10	10

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

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

Response: 100

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

Response: 164

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

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

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

Response: A. Any 4 or more of the above

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

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

Response:

The college has a strategy to offer continuous mentoring to students. To develop a sound teacher personality in the students two strategies are followed- Rational Persuasion and development of conviction and Subconscious mind Programming. Rational Persuasion ,development of conviction and Subconscious

mind Programming are ensured through the following activities:

- Experience based curriculum transaction – The curriculum transaction is not bookish. It is filled with anecdotes experiences and practical aspects of various dimensions of education
- Metacognitive approach and reflection – The logic of teaching each topic is made clear to the students and they are encouraged to reflect on the learning experiences, and they are supposed to write the ideas generated in their diary and blog
- At the level of selection interview and admission- From the very beginning, even from the level of interview and admission, the elements of teacher personality are brought to the attention of the students
- Life skill training programmes are given in the beginning of the course and during the 5 day camps
- Attitudinal development programmes- Positive attitude is developed in students through a variety of programmes and invited talks
- Sharpening ICT skills- The ICT skills of the students are sharpened though the seminar presentations, E-content development, and ICT course.
- Leadership quality is developed though the college union, associations, clubs and various duty and responsibility allocated in the optional class and general class.
- Video recording and video analysis of the classes – Microteaching sessions and criticism classes of the students are recorded and evaluated.
- Seminar presentations by students- Students present seminars and it is monitored and evaluated by teachers. All sessions are ICT Based sessions
- National level tours- National level tour that extends up to 10 days is conducted every year and it trains the students to learn the culture of Mother India.
- Value added course to empower the weak students- Yoga , English language communication and ICT are the main value added course done in the college and the students develop skill in these areas
- Microteaching sessions for sharpening teaching skills
- Mentoring through association activities- The association activities are guided and assisted by the teachers
- Organizational period every day- Every day half an hour is set apart as organizational period to present thought for the day, daily news etc. And students are trained to plan and execute various creative activities in this time
- Guardian Angel Programme- Each teacher is given a handful of students to befriend them, understand them and groom them.
- Exposure in SPARKZ- The creative teacher reality show organized by the college offers plenty of opportunities to showcase the best classes by outstanding student teachers from various institutions

We also have

- Continuous evaluation of classes in schools
- Continuous monitoring of internship
- Exposure to national international and state level conferences
- Self-reflection activities
- Invited talks
- Counselling sessions
- Communication training
- Developmental dramatics
- Yoga sessions

- Danspiration programme
- Skit by students
- Role Plays
- Celebration of national and international days
- Interreligious prayer

Training in teaching aid preparation.

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

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

Response: A. Any 5 or more of the above

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

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

Response:

The curriculum transaction in the college is basically experience based participatory and learner centric. The core papers are explored in batches using multi-purpose halls and the field outside; optional/ elective

papers are being realized in the subject wise studios and laboratories of the college. All the facilities available in the college is being used judiciously to make the Teaching-Learning process focused on creativity, innovativeness, rational thinking, competency inculcation, acquisition of life skills and inculcation of values. Students are trained to cater to the needs of digital natives of 21st Century using ICT tools.

Two institutional climate specific episodes are narrated in brief:

1. Multiple Modalities of Learning: The teaching-learning activities and classroom interaction at the college utilizes a mix of established and emerging methods and techniques which consist of Expository, Inquiry, Digital cum flipped modes of interactions. Different subject studios and laboratories use multiple means to realise the PLO's including modern instructional strategies like Circle learning, Think-Pair-Share, Jigsaw Techniques, Concept Mapping, Peer-Debriefing, Reflection Sessions, small and medium group discussions, role play and skit, seminar presentations, assignments, on-line searching, use of animations and learning apps, etc. The curriculum provides opportunities for skill acquisition through micro-link lessons, direct experience gaining through field visits and nature rambling, agri-farm experiences, instruction through models of teaching and collaborative learning experiences through peer-tutoring and team teaching. The problem based practicums and innovative lessons/ instructional resource designing exercise provide opportunities for innovations, critical thinking and creative designing. The plus concept infused chart/still model design is worth mentioning on grounds of experimental output in teacher education even on an international platform. The techno-pedagogic input and experiences give a much advanced digital learning based experience to our students. The mini project of the 4th semester infuses research skills, the on-line exam following MCQ Test Battery preparation in each semester gives an online experience which is a unique experience of our students among all the state Universities of Kerala.

2. Organizational Period and Weekly Assembly

A significant portion of the total grooming experience acquired by the student-teachers at the college is through the vast co-scholastic initiatives and co-curricular opportunities provided by the college administration and which are self-designed by the students themselves. The daily organizational cum tutorial period from 9 am to 9.30 am is meant for such a kind of rewarding and ever remembering shaping experience for the students. Varying from one subject studio to the other, the students themselves in pairs (TPS group) or individually handled self-learning experience covering items like News, Thought for the day, Pedagogically significant term elaboration, familiarity with new words in English, employment/career opportunity announcement, selected techno-pedagogic content knowledge analysis question discussion, familiarisation with books, etc in the organizational period. On every Wednesday the organization period takes the form of a weekly assembly which provided a pre-experience to organize the school assembly; which is usually held in the College portico for the entire student population of the college. Over the years the students has gained a self-acquired quality upgradation experience through the weekly-assembly. Each class performed with special uniforms and designer programmes of professional and semi-classical status. Invocation, College Anthem, Thenthulli (Nectar for the Day), News (in TV news programme format), address by Principal, micro skit or mime on relevant social issues, recognition of achievements, announcement of future events, humorous events of the past week in the college life, visual presentation on days of remembrance, releasing of new books to library, National Anthem, Photo shoot of the team of organizers, etc is the common recipe of the weekly assembly. In total the weekly morning assembly not only provided training in discipline and time management but also provided ample opportunities for the student-teachers to generate multiple intelligences, 21st century skills, negotiation and decision making skill, life skill in action, creative expression and social intelligence.

The following events would give a wider aspect of the creative, critical, and empathetic dimensions imparted to the students.

Creativity is developed through

- Art and Aesthetic Education
- Theatre Practice
- Vocational /Work Education- SUPW
- Talent Hunt
- Arts, Literary Fest
- Club Activities
- Association Activities
- Manuscript Magazine
- College Magazines
- Crib and pookkalam preparation
- Academic/Creative Writing

Innovativeness developed through

- Lesson template preparation Based on Models of Teaching
- Innovative Lesson template
- ICT Oriented Lessons
- Activity Oriented Classes
- Plus Concept infused teaching aid preparation
- Problem based practicums
- E-Content Preparation
- E portfolio designed by students
- Digital textbook preparation
- International Robo Fest in collaboration with Lawrence -Tech University, USA

Intellectual and Thinking Skills are developed through

- Minor Project
- M.Ed. dissertation
- Preparation of Blog
- Practicums
- Practical works
- Seminars
- Assignments
- Brain Storming sessions
- Development of Educational Research tools
- Reading and reflection on text
- Concept map on any one topic in higher secondary level
- Debates on topic of social and conceptual importance
- Gender issue awareness and management

Empathy developed through

- Social Visit
- Reflective Journal Preparation
- Community Living Camp
- Conscientization Program in Practicing Schools
- Group Seminar
- Group Discussions
- Participation in Rural Reconstruction
- Working with Community
- Institutional Twinning Visit
- Food for love initiatives
- Flood and COVID-19 Relief
- Distribution of Study Materials to Near-By Schools
- Remedial classes to weak students in neighbourhood schools
- Distribution of Useful Cloths and Stationery to Poor homes.
- Cleaning Snehaveedu (Home for Mentally Retarded) in the neighbourhood.

Life Skills are developed through

- National Level Educational Tour
- Field Trip
- Health and Physical Education Training
- Capacity Building Program on stress management, life skill etc
- Weekly Assembly
- Yoga and Aerobic Practices
- Morning Prayer
- Sports Day
- Value added Courses-Communicative English and ICT
- Self-Defence Programme
- Career Development Programmes
- Social Welfare in Collaboration with Locals Self Govt
- Participating in Intercollegiate Competitions-Rangolsav
- Conducting Intercollegiate Competitions
- SPARKZ
- Ezhuthachan Quiz
- Srishti – Poster Making Competition
- Eduprunership Training

Naturalistic intelligence is developed through

- Practices Promoting Eco- Friendliness
- Open Clay Pot with water for birds during summer
- Cleaning the campus
- Planting trees
- Vegetable garden
- Medicinal garden
- Eco friendly pen preparation
- Paper carry bag preparation
- Setting up of medicinal garden in schools

Multiple intelligences are developed through

- Arts Fest
- Sports Fest
- Competitions: Indoor and Outdoor
- Dramatic Workshops
- Short Skits by students

Spiritual intelligence is developed through

- Through interreligious prayer
- Silent meditation and prayer in the morning

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

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: A. Any 8 or more of the above

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

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

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

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

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

Response: A. Any 4 or more of the above

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

Other Upload Files	
1	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

The college is preparing student teachers for the internship programme by following the academic calendar published by the University.

- The college calendar gives a temporary date of commencement of the internship programme.
- Staff meeting is conducted periodically, and detailed timetables are prepared.
- Action plan is prepared according to the decision made.
- **School induction programme:** the programme is for five continuous working days in school. This helps the student teachers to get an idea about the functioning of school activities and overall picture of the institution. During the programme each student teacher must engage three lessons individually or as shared practice. Each student teacher must observe classes engaged by the experienced teachers in the school.
- **Observation of Video classes** – each student teacher has to observe at least two video recorded lessons of experts and prepare observation notes.
- Each student teacher must involve in 10 **Discussion Classes**, 10 **Demonstration Classes** of experts or senior students, **Criticism Classes** – must take one class and 10 to observe and report, **Micro teaching** – 2 skills must be practiced and must be involved in presentation of peer.
- **Content Analysis** of standard VIII, IX and X: this gives the student teacher to have an idea of the content involved in the high school level textbook.
- **Exposure to curriculum development:** this aims to develop the capacity to prepare textual materials in their own subject.
- Before going for internship programme the student teachers are divided into groups and are sent to respective schools.
- Student teachers are sent to schools to collect timetable and portions from the concerned teachers.
- Letters are sent to inform the arrival of students for Timetable collection.
- **Orientation for practice teaching:** by optional teachers, core teachers and the Principal
- **Rough Lesson plan** correction by optional teachers
- **Lesson template preparation** (40 in the phase 1 and 30 in the phase 2) is corrected by the optional teacher before going to the school.
- Appropriate **Teaching aids** are prepared before going to school.
- **Workshop** on Developing toy for Science Teaching and teaching aid workshop of experts are provided in the college.
- **Exhibition** of Innovative work by seniors is organized.

- Blog creation points, Peer observation rubrics, Peer review rubrics, Reflective Journal preparation, self-evaluation, Feedback form from heads of school, observation of teachers, Diagnostic chart, Internship Program Assessment Schedule, Achievement test preparation in between the classes (on Saturdays).
- Timeline – details of works to be completed during school internship programme is provided.
- Student teachers are allotted to different schools according to the criteria put forward by the school.
- Schools are provided with details of our requirements.
- Teachers will escort the student teachers to respected schools.
- Leaders and assistant leaders are selected for each school.
- Attendance Register is given to school leader to take the daily attendance.
- Timetable is collected from students for observation.
- **PTA meeting** is organized before sending the student teachers to the schools.

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

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

Response: 6.78

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

Response: 9

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring

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

Response: A. Any 8 or more of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

The observation of practice teaching is a shared responsibility of the college and the concern school. All the classes taken by each student teacher are observed and evaluated in different modes.

1. **Peer observation:** Each student teacher must be accompanied by a peer for observing the class. Peer may be of the same optional subject or any other subject. They must provide them with an observation book to note the feedback of their class. This book will be evaluated by the optional teacher at the end of each teaching practice phase.
2. **Peer review:** Each student teacher must accompany any other peer to observe their class. The classes may be of their own optional subject or any other subject. This will help them to incorporate new methods and materials in their own class to make it more effective. They must bring a notebook to note down the positives of the class.
3. **Observation of Concern/Subject teachers:** The concerned teacher in the school must supervise all the classes of the student teacher and enter suggestions in the supervision diary/ observation book maintained by the student teacher. The student teacher must get the signature of the subject teacher in the lesson template before taking each class. If the teacher insists the student teacher must get their signature in all the teaching aids.
4. **Observation of optional teachers and General teachers:** The observation of three lessons by the optional teacher and one lesson by the General teacher is mandatory. The observation must be distributed at the beginning, middle and at the end of the practice teaching. The teachers are giving

suggestions to the students immediately after the observation. They write the commands and feedback in the observation diary.

5. **Observation of Principal:** The Principal of the college visits the practicing school, observe lessons, and monitor practice teaching. The Principal gives suggestions regarding the observed classes.
6. **Observation of Video recording:** The students are asked to take video of their classes to get the self-awareness.
7. **Preparation of blog:** Each student teacher must upload the school activities and photographs in their blog during the internship programme.
8. **Reflective journal:** Each student teacher must reflect on their activities in the school and class and report it on a reflective journal.
9. **Feedback from students:** Student teacher can collect the feedback of their performance in the school from the students in the class.
10. **Feedback from concern teacher:** The student teachers are provided with an assessment sheet from the college to be filled by the concern teacher.
11. **Internship certificate from school:** Student teachers at each school must collect internship certificate from the concerned school with seal and signature from the school authority.
12. Saturdays will be a working day for the student teachers during the internship period so that they can come and get their lesson templates corrected. Achievement test and diagnostic test can be corrected during this day.
13. Marks obtained by the students in the achievement test also taken into consideration to assess the performance of student teachers.

File Description	Document
Documentary evidence in support of the response	View Document
Link for additional information	View Document

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

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

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

Response: 94.55

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

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years**Response:** 96.15**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 10

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.**Response:** 14.64**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 161

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

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

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

Response:**5 faculty members are research guides in the University of Kerala****5 Faculty members are HRDC Resource Persons****Conducted 4 programmes on NEP 2020 (Draft and Final)****7 Faculty Members are All India Radio Resource Persons****Conducted 11 AIR talks on Covid Awareness in March to May 2019.**

Around 160 AIR talks were delivered by the faculty in the last 5 Years

Other Continuous Professional Development activities

- **Inservice courses:** Teachers attend Orientation, Refresher and Short-term courses in various topics related to education in UGC- Human Resource Development Centre, Kariyavattom, Thiruvananthapuram and Department of Education.
- **Doctorate:** Ten teachers in B.Ed. course completed Ph.D. work under University of Kerala one teacher is in final stage of the work.
- **Ph.D. guidance:** Dr. Benedict, Dr. Reghu V., Dr. T.P. Jose, Dr. Giby Geevarughese, Dr. Joju John, Dr. Bindu B, Dr. Maya, Dr. Laji Varghese, Dr. Ancy A.S. are research guides in University of Kerala and we have produced 15 Ph.D.'s in the last 5 years.
- **Seminars and workshops:** Teachers organize seminars and workshops (international and national) in college itself related to development and issues in education (National Education Policy, e-content workshop, Transactional Analysis, UGC Sponsored Three Day International Conference and Media Conclave on Emerging Knowledge Society-Curricular and Technological Innovations and Practices)
- Teachers give **thematic talks** in the international and national seminars.
- **Paper presentation:** Teachers participate and present papers in international and national seminars, colloquiums, and workshops. Teachers attend seminars in the state, out of the state and abroad.
- Teachers function as **Session Chairs** and Mentors to Regional, National and International Seminars.
- **Awards and honours:** Teachers participate in various competitive fields and are getting recognitions in various heads.
- **Publications:** Teachers are involved in the publication wing of the college which includes proceedings of seminars, bi-annual journal, newsletter, theosa voice. They are also publishing papers in approved journals and seminar proceedings.
- **Resource person:** Teachers act as resource persons, speaker, chief guests in various fields such as extension talks various institutions, media (All India Radio, Ananthapuri FM, Shalom TV, Dooradarshan, Soorya, Asianet, Ananthapuri F M, CMC Channel –Career Graph etc.) related to innovations in education,
- **Community Extension activities:** Teachers are also involved in various activities related to education and societal awareness creation such as Broad of studies, Curriculum revision committee, family life seminars and teachers are activists in various Organizations and Foundations.
- **Project guidance:** Both the B.Ed. and M.Ed. teachers are guiding student teachers for the project and dissertation work as part of curriculum, respectively.
- **Friday conference-insight in-depth:** Research wing of college is highly active. Teachers participate in the deliberations and brainstorming sessions in the programme.
- **E-content preparations:** Teachers are interested in e-content preparation. They have prepared e-content as part of Ph.D. Thesis, e-content workshop conducted in college, short term course, and various institutes.
- **International, national, and regional membership:** Teachers have membership in Association of International Researchers of Indian Origin (AIRIO), Council for Teacher Education (CTE) Kerala, Subject related Associations etc

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

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

Response:

A. Method followed-

The college follows continuous and comprehensive evaluation system. The value system, attitude, participation, leadership, punctuality, quality of the work, commitment to work and society, research aptitude, creativity, innovation etc. are evaluated from day one to the last day of credit submission to the University.

B. Orienting students about CIE-

A clear notion of internal assessment is given to the student teachers at the very outset of the course.

The college diary, providing the Hard and soft copy of the complete syllabus and uploading of syllabus in the college website enable the students to understand the CIE system

C. Orientation to teachers –

Teachers are oriented to conduct objective and impartial analysis of student activities.

D. Special strategies followed in the institution

- Separate teacher and student evaluation rubric used for assessing students' performance during lesson transactions.
- Every initiative and proactive strategy is being translated into credits.
- Innovation and expression of creativity are given higher credits.
- A healthy and constructive spirit of competition is maintained throughout among the optional classes of subject association activities and the best optional association is selected.
- Leadership in organizing creative programmes under the banner of ten objective oriented clubs is also given weightage
- periodical tests are conducted
- parents' meetings are conducted to evaluate the performance of the students.
- Recognition, awards, mementos and cash prizes are instituted for outstanding achievers in academics and co-curricular performances.
- Progress card is provided to the students
- There are criteria for evaluating M.Ed. thesis as per the University PG Board of studies guidelines.

- M.Ed.students' classes are evaluated using prescribed evaluationschedules.
- Scrutiny of internal credits is done by the Principal.
- Attendance in the college and participation in activities are given weightage is all internal scores.
- Commitment to social welfare and social engineering activities are given due weightage as per institution policies and PLO's and CLO's.

E. PROGRAMMES OF CREATIVE EXPRESSIONS CONTINUOUSLY EVALUATED

Through participation in events and contexts such as

- Talent hunt
- Arts Festival
- Literary fest
- Sports fest
- Extension programmes
- Club Activities
- Subject Association Activities
- Weekly Assembly
- Morning Invocation
- Celebrations and Remembrance of National and International Days
- Film festival, food festival
- Celebration of Regional, National and International festivals,
- Organization of intercollegiate competitions
- Activities during the school induction programme
- Organization of competitions for school students
- Exhibitions
- Pro-Life activities like blood donation camps
- Family life seminars
- Environment conservation seminars
- Add-on courses
- National level tours
- Community living camps
- Social extension works etc.

FOLLOWING ITEMS/ ACTIVITIES ARE ALSO BEING SUBJECTED TO CONTINUOUS EVALUATION:

- Assignments
- Student blog
- Students Reflective Journal
- Practicums
- Teaching aids and resources prepared
- Microteaching classes
- Seminar presentations
- Identifying and solving real educational issues
- Use of multisensory strategies
- Integration of ICT
- Exercising leadership quality

The total life of the College fosters both the visible and hidden curricular components and hence the continuous evaluation does not always possible with an explicit paper-pencil format; but the College community is always committed to exercise the continuous and comprehensive evaluation in its true spirit through both covert and overt mechanisms; upholding the principles of outcome-based assessment

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

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

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

Response: C. Any 2 of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Mechanism for grievance redressal related to examination is operationally made effective through the Grievance Redressal Committee –

The Student Grievance Redressal Committee of the college headed by the Principal consist of representatives from teaching staff, administrative staff, and students. The main strategy is to focus on prevention of errors. But whenever there are grievances the grievance redressal committee investigates the issues and solves the problems immediately. There is rapport between the students and teachers and students enjoy the freedom to present their views, anxieties, and complaints.

The Committee members are:

Dr. K.Y. Benedict (Convenor)

Dr. Giby Geevarughese (Senior Faculty)

Rev. Fr. Thomas Kayyallakkal (Bursar)

Dr. Joju John (Member)

Dr. Maya S (Member)

Mr. Binu K. Joy (Technical Support)

Roshni S. Raj (Chairperson)

Mechanism for communicating the grievances

Students can adopt any of the four methods to convey the grievances immediately.

1. Drop Letter Complaint Box

2. Face to face grievance reporting

- To principal
- To redressal committee members
- To teachers
- To class representatives/ school leader (during school-based activity)

3. Grievance reporting through the platform of the college Union

4. Grievance reporting through written or oral communication

Procedure of grievance redressal related to examination

1. Whenever there is a grievance relating to examination or allotment of marks the committee meets on the spot to analyse the documents and the grievance is redressed immediately.

2. Based on the request special arrangements have been made during examination days for pregnant women and sick students

3. Based on the request special arrangements have been made during university external practical board examination in the practice teaching schools for pregnant women and sick students to take class conveniently

4. External examination related grievances like out of syllabus questions and changes in the examination dates, overlapping of external examination and other competitive examinations have been intimated to the university immediately.

5. Those Student-Teachers who are mothers having babies, special care centres is operational to look after the babies during exams in the sick room facility

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

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

Response:

The academic calendar is prepared by the University. The college prepares the academic calendar based on the calendar provided by the University. But in unforeseen situations the university revises the calendar. The college also revises the calendar in such situations.

The college tries its best to stick to the academic calendar in conducting internal evaluation.

The basic elements internally evaluated are: Teaching skills of the students, content awareness, participation in co- curricular activities, subject related written works etc.

The internal evaluation is done through the midsemester examination and model examinations to evaluate the academic aspects. The subject based written works are analyzed by each teacher. Teaching skills are evaluated by observing the classes. Other aspects are evaluated by the teacher through participant observation in all activities.

The methods of adhering to the academic calendar are the following:

1. Monthly staff meeting and planning the evaluation works- Every month there is a staff meeting in the college where the works to be done are evaluated. The academic action plan is read out and feed back of teachers about it is collected.

2. Monthly IQAC Meeting- Every month there is an IQAC Meeting where all quality related aspects are discussed. The monthly schedules are discussed and strategies to be adopted are also finalized
3. Periodic Updating by the Principal- The principal passes notice book with the activities that have to be completed in the month and every teacher puts signature in the notice book.
4. Messaging Mechanism- There is a messaging mechanism in the college. SMS is sent to students and teachers periodically about the evaluation activities scheduled for the month.
5. Display of the Monthly Action Plan- The monthly action plan is displayed in the staffroom for the teachers to have a look whenever they enter the staffroom premises.
6. Analysis of the Evaluation by the Principal- The internal evaluation done by the teachers is scrutinized by the principal when ever one evaluation is conducted. If there is a need for clarification as to the allotment of marks and credits it will be discussed with the teacher and sorted immediately
7. Question paper scrutiny by the principal- The question papers of the model examination and midterm examination are collected by the principal ahead of time and scrutiny is conducted. The vague questions are modified and content coverage and content weightage are ensured. The question papers are set in the reprographic centre after the modification by the principal in consultation with the teacher concerned.
8. The Credits Displayed and Signed by the students- The internal credits given to the students for all aspects of teaching are displayed in the notice board and students must put their signature in the allotted column.

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

2.7 Student Performance and Learning Outcomes

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

Response:

The PLOs and the CLOs are reflected in

- The Vision of the College
- Motto of the College - Dominus Mea Illuminatio - "God is my light"
- Mission of the college
- The Emblem of the college
- The College Anthem

The college aims at

- Building committed social engineers aspiring for Enlightenment, Excellence and Empowerment

accepting the fatherhood of God and brotherhood of mankind with a strong commitment to Indian culture, ethos and value system respecting the concept of Vasudevahakumbhakam and lokasamasthasukhinobhavanthu and sarvabhoothahithetharatvaha

- Developing Knowledge, Wisdom, Skills and Positive Attitude in the student teachers

Activities that ensure the realization of PLOs and CLOs

1. The activities of the college commences on a spiritual note
2. All the six parallel classes(optional classes) commence with a thought for the day.
3. Every Wednesday a Morning Assembly is held with roles shifting in between classes.
4. The teaching process is reflective in mode always highlighting how teaching and learning of the specific topic leads to the formation of teacher personality.
5. Student teachers are encouraged to reflect on each of the activities they go through and write a reflection of what happens and how it is linked to the teacher formation program. The reflection is presented in their diary.
6. Teaching programs are also reflective in nature and the criticism classes, demonstration classes and microteaching sessions are followed by group discussion and brainstorming as to the strengths and limitations of the same.
7. Practice teaching programme is evaluated in a meticulous manner by the optional teacher, the core paper teacher, the teacher of the school, the peer teachers and the Principal. All these stake holders enable the student teacher to rectify the errors and sharpen the teaching skills and communications styles.
8. Organogram prepared and followed in the optional class
9. All student teachers are given variant responsibilities in the class and in the clubs to draw out the leader in them.
10. The art fest, literary fest and sports fest are organized in a manner to use art, literary and sports skills.
11. Seminars, group discussions, panel discussions etc. are conducted every year to ensure lively discussions and sharing of ideas by the student teachers.
12. Social visits are organized to meet and befriend students with special needs and such meetings develop empathy in the students.
13. Conscientization programs are organized and students are given training to give conscientization about drugs, alcoholism and adolescent suicide, food adulteration, healthy habits, No Tobacco use, Traffic Rules, Health & Hygiene, etc.
14. Activities like vegetable gardening, development of medicinal garden, agriculture, activities like college cleaning, swachabharat, aids awareness, blood donation etc. develop environment teacher personality
15. College union leads the central organization and role execution of all activities undertaken by Student-Teachers
16. Talent hunt and the initial induction program help the student teachers identify their talents that give them an edge in organizing learning experiences.
17. Teacher related competitions like Strategic Programme for Assessing Resourcefulness, Knowledge and Zeal (SPARKZ) and add on courses help the student teachers build their personality, integrity, inter-institutional collaboration and solidarity.

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

2.7.2 Average pass percentage of students during the last five years

Response: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
62	54	48	53	0

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

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

Response:

In the revised B.Ed. curriculum of the University of Kerala which intends to provide Techno-Pedagogically rich and promote evidence based experiential learning to the student-teaches. The college attempted to implement it in the right spirit of PLO's and CLO's specified in Criteria I. The progressive attainment of cognitive and professional status of Student-Teachers were monitored, documented and used further for improvements in many ways by the college.

The following paragraphs will give a general picture of the same.

STUDENT PROFESSIONAL AND PERSONAL DEVELOPMENT IS MONITORED THROUGH

- Participant observations by mentors in training sessions:oral and written
- Self reflection by Student-Teachers
- Peer observations cum critical comments
- Personal counselling to the weak and needy candidates
- Improvised studio based grooming through video shooting and post-performance analysis
- Performance based credit attribution system by mentors
- Tutorial seminars in optional and core class hours
- Small and medium group discussions and brain storming
- Seminar and panel group discussions based on on content and contemporary, relevant issues.
- Stage and field level performance by student-teachers like drama, yoga and performing arts
- Skill enhancement initiatives on linguistic, technological and behavioural dimensions
- Participation in College Union, Clubs and Association Activities
- Arts and Sports Avenues

STUDENT PROFESSIONAL AND PERSONAL DEVELOPMENT IS DOCUMENTED THROUGH

- Observation schedules
- Peer evaluation rubrics and proforma
- Reflection journals by students
- Core/optional teachers diary
- Subject teacher observation/ guidance at the practicing school
- Personnel blogging by individual students and institution
- Lesson transcripts for different purpose
- Initiative like Comprehensive Student Development Card
- Videos recorded and uploaded by mentors and student teachers
- Progress reports
- Answer scripts of evaluations/ score sheet
- Make reports of terminal semaster exams at the office
- Public exhibition of top scores (Year Wise) at the optional studio level and the whole college level.

STUDENT PROFESSIONAL AND PERSONAL DEVELOPMENT AND THE TRANSFER VALUE

- Enhanced confidence level of students
- Reduced Stage Fear; Improved Social Intelligence
- Organizing Competency-enhanced
- Critical thinking-sharpened
- Leadership and management skills-developed
- Meta cognitive strengthening-happened
- Teacher competency-discovered and nurtured
- Progressive improvement in multiple intelligences and EQ, SQ-ensured
- Multi-tasking needed for the 21st century class management -improved
- ICT/ Digital potentialities -unearthed and sharpened

- Event management skill -gained
- Decision making and troubleshooting capabilities of students- enhanced
- Negotiation and critical evaluation skills -enhanced
- Leadershipskills, developing ideas and visualization competency -improved
- Self evaluation and peer- assessment skills -enhanced

USING THE PROGRESS OF STUDENTS FOR FURTHER DEVELOPMENT AND ACHIEVEMENT

- Learning gaps are identified and bridged
- Talented people are offered opportunity to help the weak
- Leadership roles are assigned to be smart learners
- Potential learners are encouraged to present papers in seminars/ conferences
- Given guidance to think of higher education and research
- Collaborated in the publication of Newsletter and Journals
- Utilized in small group discussions
- Encouraged to contribute to society
- Encouraged to start their own channels in youtube
- Sent to AIR as resource persons
- Sent for Quiz and other Inter-College competitions
- Edupreunership -Groomed
- Employability skills sharpened
- Opportunity Hunting flair- ignited
- Socialization skills- Hardened

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4 Performance of outgoing students in internal assessment

Response: 100

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

Response: 61

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

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

Response:

As the candidates join for the initial/ advanced teacher education program as graduates/ post-graduates their subject and experiential background may have wide degree of heterogeneity. The initial learning needs (entry behaviour) are identified in the initial weeks of the first semester of the B.Ed. /M.Ed. The total course structure is envisaged to cater to bridge this wide gap in due course. The summative assessment at the last weeks of the fourth semester of the B.Ed. course will help to assess the extent to which the initial learning needs are being accommodated(Terminal Behaviour).

List of Initially identified learning needs:

- Communication skill: Below the expected level of competency of Transfer from vernacular to Foreign language and vice versa; expression of subject knowledge in lucid and clear manner with illustration to student community; proper mixing and management of verbal and nonverbal communication including gestures, body language etc.
- Low techno-pedagogical skills including Cyber technology, ICTcompetencies, learning apps management
- Proper development of Attitudinal shift conducive for moulding a teacher persona and grooming needs
- Moulding and shaping of the candidate as a teacher leader
- Improper Group dynamics and leadership
- Requirement for Social / emotional / spiritual Intelligence
- Varied Capabilities in Aesthetic appreciation
- People Management skills
- Counselling / guidance skills
- Physical dexterity – Handling Equipment
- Physical/ Mental Training
- Critical thinking and Problems solving competencies

The above identified initial tasks covers curricular, capacity building, co- curricular, emotional, and technological needs, which are catered through a variety of avenues, events, challenges, and opportunities. The following are such cases of avenues provided:

- Theory Paper Examination, MCQ test, Record Writing, Discussions, Group Activities, Individual Practicums, Practical Works, Project works, preparation of evaluation tools, brain storming
- Micro teaching classes, criticism classes, school internship programme in 2 phases, remedial teaching to students
- Online examination and assignment, blog preparation, ICT oriented lessons, observation and reporting of video lessons, digital portfolio preparation, digital album, cognitive map on any one topic in higher secondary level, e-content preparation.
- Seminars, presentations, Group discussion, theatre practice, reading and reflection on text, yoga, health and physical education works, art and aesthetic education work, SUPW and preparation of teaching aids
- Reflective journal, peer evaluation, criticism classes, school-based evaluations, multiple choice test battery
- Community living camp, social visit and conscientization programme
- Performance in Arts, Literature and Sports festivals
- Participation in intercollegiate competitions. (SPARKZ, Rangolsav)
- Talent hunt programme, extension talks, club activities, association activities, weekly assembly, morning prayer, arts and literary fest, sports day, celebrations and remembrance of national and international days, film festival, food festival, celebration of regional, national and international festivals, organization of intercollegiate competitions, participating in intercollegiate competitions, extension programmes, all the activities that they do in school, induction programme, organization of competitions for school students, collaborating activities with regional, national and international agencies, activities in various laboratories in the college, exhibitions on prolife, blood camp, family life seminars, environment conservation seminars, add-on courses, National Level Study Tours etc.

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

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.64

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: 0.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	1

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Link for additional information

[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: 0.4

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)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	1

File Description

Document

Sanction letter from the funding agency

[View Document](#)

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

[View Document](#)

Any additional information

[View Document](#)

Link for additional information

[View Document](#)

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

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response: E. None of the above

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

3.2 Research Publications

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

Response: 0.77**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	4	1

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**Response: 2.21****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**

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	8	0	13

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

3.3 Outreach Activities

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

Response: 4

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	1	5	3	4

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

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

Response: 46.65

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

2019-20	2018-19	2017-18	2016-17	2015-16
103	35	18	20	75

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Response:

The college has made conscious efforts in creating a culture of social service and social responsibility which encourages staff and students to organize activities that influence and sensitize students to social issues. The teachers are encouraged to undertake extension activities based on their interests and passion and they assist students in organizing such events. The teachers are given freedom to function and perform their association activities. The Women Development Cell conducts many gender sensitizing programmes and awareness drives throughout the year. The College has involved in the community in its extension activities through projects where different organizations have been involved.

1Sensitizing 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 Sensitizing Programmes and Women Issues
- Security for Girls

- Self Defense
- Karatte –One month Certificate Course
- Gender Awareness Talks
- Women Empowerment Seminar

By participating in community works, students also learn the value of service and develop enduring friendships with one another, and become more conscious of individual and social responsibilities towards

family, community and country :

Covid19 Pandemic Period – Awareness Talks in Medias, Ananthapuri F M, in All India Radio . As the COVID-19 pandemic continues to have widespread impacts on all walks of life , Resilience , mental health , stress management were taken as topics.

- Kerala State Civil Service Academy Interview Board Member
- Covid -19 Hand Sanitiser Preparation and Distribution
- Ozone Day – Awareness Seminar to encourage students to work together to preserve the ozone layer and apply the same will to healing the planet and forging a brighter and more equitable future for all humanity.
- Talks On Career Opportunities Abroad
- Blood Donation
- Social Justice Day Celebration and Invited Talk
- Anti Drug Day Conscientisation Program : This awareness programme on “**DRUG ABUSE**” helped the students to think about their life and take appropriate decision in terms of future actions and interventions.
- Dealing with Social issues Through Phone in Program in Doordarshan – Samoohyapaadom
- Cyber Security awareness Campaign – Sreejith IPS The class dealt with. Cybersafety - the safe and responsible use of information and communication technology. I
- Women Empowerment Talks and Training: This initiative is a vehicle to empower women in disadvantaged circumstances to overcome the systemic obstacles created by inequality. It is designed to open up a way for women to realize greater self-sufficiency and wholeness.
- Career Opportunities and New Trends : Topics covered include: Global recruiting trends, Enhancing the employability of students, Trends in employee development and talent management.
- Paper Bag preparation Training by Creative Club As per description the students used old newspapers, magazine pages, etc. into attractive bags of all shapes and sizes Natural strings made out of jute and coir and natural objects were used. Newspaper bags will be distributed to various Shops around the college.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

Response: 3**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: 3

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

PHYSICAL FACILITIES FOR TEACHING LEARNING

The institution has updated its infrastructure and learning resources in tune with the standards of global excellence which is highlighted in the vision/ mission of the college . By using the state-of-the-art facilities envisioned in the institution in accordance with the stipulations and guidelines of NCTE, the institution is committed to provide the required academic atmosphere necessary for the intellectual and professional growth of the student-teachers. The physical facilities of the a college are wide and varied. The various physical facilities are:

- PRINCIPAL'S CHAMBER
- OFFICE COMPLEX
- CLASSROOMS AS PER NCTE NORMS - 8
- ATTACHED SIDE ROOMS – 6
- AUDITORIUM
- SEMINAR HALLS -2
- CONFERENCE HALL
- GUEST ROOMS - 4
- RESTROOMS – 2
- PSYCHOLOGY LAB
- SCIENCE LAB
- LANGUAGE LAB
- COMPUTER LAB
- EDUCATIONAL TECHNOLOGY LAB
- WORK EXPERIENCE LAB
- PHYSICAL EDUCATION LAB
- AEROBICS HALL
- COLLEGE LIBRARY
- READING ROOM
- WELL FURNISHED STAFF ROOMS
- INTER-RELIGIOUS PRAYER HALL
- OFFICE OF OLD STUDENTS ASSOCIATION (THEOSA)
- GUIDANCE AND COUNSELING CENTRE
- RESEARCH GUIDANCE WING
- CANTEEN
- NETWORK RESOURCE CENTRE (NRC)/ REPROGRAPHIC CENTRE
- TRANSPORTATION FACILITIES
- ATTACHED TOILET FACILITIES FOR MEN AND WOMEN
- DRINKING WATER FACILITIES

- RESEARCH ROOM
- E -CONTENT STUDIO
- BIO METRIC PUNCHING
- GENERATOR
- MULTI PURPOSE HALLS

File Description	Document
List of physical facilities available for teaching learning	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 100

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

Response: 12

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

Response: 12

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

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 5.67

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.77	0.76	1.31	0.70	1.27

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

4.2 Library as a Learning Resource

4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

The college library act as the Knowledge Resource Centre, for the institution and its stake holders. Adjacent to this is a reading room with a reasonable collection of journals , periodicals and newspaper.

The College Library houses many collections of books, journals, theses & dissertations, reports, and other resources, offering a ready platform for the students, scholars, teachers and other stakeholders to pursue learning and research. To be with the times, the Library has digitised its resources and created an appreciable INFLIBNET facility. The College Library has a collection of over 22,185 books and subscribes to over 18 print and online journals.

The library is developing a comprehensive collection of print, digital and media resources on education, philosophy, psychology, sociology, English and Malayalam literature ,History, Geography, Economics, political science, varied disciplines of sciences , health and Physical Education to fulfil the teaching and research needs of the teacher education community. The teaching and research work of the institution is also supported by online resources and e-library. The library has institutional membership of Information and Library Network Centre (INFLIBNET), to fulfil information needs of faculty, students, and research scholars.

The library is computerized with Web OPAC, Gate way entry register, barcode reader and photocopying facilities, which enables to have a global network of libraries. The library books are bar-coded and by using Libsoft – software b. Bar-coded identity card is used for gate way entry. Issuing and returning of books are also done by using automated network.

The institution has a library advisory committee to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions.

Functions of Library Committee

- Purchasing of new books
- Forwarding proposals for renovation
- Collection of material resources
- Access, use and security of library materials
- Annual Stock verification
- Preparing Annual Budget
- Forwarding correspondence
- Reviewing the working of the committee
- Availing new trends in library management
- Incorporating new technology in the library
- Utilization of grants and other facilities
- Adopting measures for motivating staff and students for strengthening reading habit

The library has computer, internet and reprographic facilities. There is a computer with Laser Printer B/W and xerox machine. An active internet connection is also available in college library. Library is easily accessible to the staff at any working hours and the trainees can access books any working hours. The library provides reprographic services to staff and students.

The library is kept open on all working days from 8.30 a.m.to 4.30 p.m.(7 hrs) Library is open during all calendar days except the red letter days. Even on public holidays the library is open on request.

The new arrivals are displayed in the display stand which is kept in the library and reading room.

The list of new arrivals are displayed in the Notice board and the staff room.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

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

Response:

Peculiarities of the library

- All books are bar-coded
- Web OPAC
- The Library has institutional membership of Information and Library Network Centre

(INFLIBNET),

- Each student is given a unique bar-coded ID card
- Students can borrow only 4 books at a time for a period of 15 days
- Faculty can borrow 15 books for a period of one month
- Books of the reference section will not be issued
- Readers will be responsible for any damage caused to the book
- If a book is damaged or lost by anyone he/she is responsible to replace it or pay three times the cost of the book including postage.
- Members are not allowed to sub- lend the books
- Late return will be penalized
- All books must be returned to the library 3 days before the close of each term.
- All books that are taken for Onam and Christmas holidays must be returned on the date of re-opening.
- The library is freely accessible (on request) to staff and students of other institutions.
- The new arrivals are displayed in the display stand which is kept in the library.
- Decimal Classification (DC) with Optical Mark Reader Coding System
- Membership is extended to all teaching and non-teaching staff

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

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

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

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**Response:** 2310.52**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
0.18	0.13	0.22	11552	0.0742

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

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year**Response:** 3.17**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****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: 126

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: 150

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: 159

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: 120

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	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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: A. All of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

- Usage of Wireless infrastructure in the college is to enhance the accessibility of internet for academic purposes and to browse exclusive online resource (licensed online journals) of the institution.
- The connection strength has been progressively increased over the years to meet the changing

demands of the situation.

- The college provides network connection through OFC (optical fibre connection) (connection No-9037741930) uninterrupted in 50 metre radius of the institution(high speed connectivity). The average internet availability on speed test ranges between 15 mbbps (upload) and 80 mbps (download)
- Availability of the signal will vary from place to place for students/faculty members and staffs. The signal strength also may vary from location to location.
- It is not mandatory that each and every area in each floor of every block will have the same kind of signal strength. Each floor has a booster router; one each at left and right wing.
- There is a separate signal amplifier for research room, M.Ed. Classroom and e-Content library.
- Password protection is ensured for security and safety.
- Access to Wireless internet is only an extended service and either students or staff can access it on demand with support of the Network Centre Technical Staff.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 7:1

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3 Internet bandwidth available in the institution

Response: 110270

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 110270

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document
Link to videos of the e-content development facilities	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 5.76

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.19	1.16	0.97	1.10	1.49

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

4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

All of the facilities are provided for use to students admitted to the various courses in the college such as B.Ed, M.Ed and Ph.D. Research. The College ensures that the maintenance of all these facilities is streamlined and performed regularly; including housekeeping checks, cleanliness, calibrations, and updation. The college also conducts checks and inspections of all aspects of the facilities periodically to ensure optimum working of each system and facility. In the IT and Computer lab, all systems are equipped with antivirus packages. The labs are efficiently managed and regularly monitored under the supervision of the respective mentors in-charge. All labs of the college work smoothly and they are provided with power backups. The College has a power generator (in the event of main electricity failure), of 65KW which is anticipated to withstand the future power requirement. All labs are upgraded with software packages and latest systems on requirement. Over a period of time, our physical infrastructure has developed facilities like auditoriums, multi-purpose halls, IT-enabled classrooms, science laboratories, audio-visual halls, food courts and cafeteria, student centres, sports courts, digitalised library, e-Library, parking lots, student hostels etc. More Multipurpose halls and integrated skill labs with mini recording studio facility are nearing completion, with a view to launch a full fledged Community Education Radio in the near future (The podcasting of THEO RADIO on the Anchor platform is a prelude to the same).

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

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: A. All of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

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

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

Response: A. All of the above

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

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

Response: C. Any 2 of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 39.63

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	28	26	15	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 4.92

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 1

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

Response: 2

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

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

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 19.35

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

2019-20	2018-19	2017-18	2016-17	2015-16
27	15	0	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

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

Response:

The campus has a Student's Union which is usually constituted through election. It is composed of a Chairman, Vice Chairperson, General Secretary and other members. The powers and functions of each

member is guided by a constitution. The council is responsible for looking into most of the student activities on campus, including clubs, associations and festivals. It looks after the various student initiatives, technical /academic programs as well as student grievances that may come up.

The major roles and responsibilities of student council are:

- Being part of Institutional Decision-Making Process through Peer Review Meetings.
- To accentuate the progress of academic programs and student-learning experiences using Association Activities
- To convey their opinion to the administrative bodies of the Institution through frequent Union Executive Meetings.
- To organize Educational and Recreational Activities for students through various Club and Subject-Associations.
- To set forth activities to the college administration that would improve the outlook of the campus like SPARKZ(Strategic Programme for Assessing the Resourcefulness Knowledge and Zeal).The two day program aimed to find out the Best Talented Prospective Teacher in the state of Kerala, the Best Prospective Science Teacher of Kerala, the best brains in Malayalam Literature (a literary Quiz), the best brains in general awareness (inter-collegiate Quiz), the best Shuttle Badminton Players (Men & Women) from the Teacher Education Colleges and the Best Performing Teacher Education College(overall award).
- To assist the faculty members in recognizing and highlighting the student challenges and aspirations for the personal and academic growth and the need for counselling.
- To ensure active and meaningful participation of students in all the initiatives of college by identifying the interests of each student through 'Talent Hunt' programme.
- To undertake Intercollegiate interactions like Inter-Teacher Education College State Level Fests like Rangolsav etc.
- To initiate Capacity Building Activities for the benefits of student-teachers and the community.
- To coordinate Sports Fest in the college.
- To arrange Arts Fest in the college
- To make plans for Annual Tour in the college
- To manage Fund Raising Events for Union Activities and Publication of annual Magazine.
- To sort out students' needs and ensure student satisfaction in the college
- To organise Campus Cleaning and Beautification in the college.
- To engage Value Added Programmes in the college
- To support Five-day Residential Community Living Camp for students.
- To report Students Grievances directly to the Principal/Redressal Committee.
- To knit together all activities of the college systematically
- To confirm the participation of Student-Teachers in University Youth Festival and other inter-collegiate competitions University-wise, National-wise And International-wise.

The College Union strives to deliver first class services and experiences for the students, and works with the College to ensure that the student experience at College is excellent by Periodical Reflections and Feedbacks from Students.College Union continually try for novel ways in improving the student experience, whether directly through the Union or through the External bodies using Extension Centres of the college (Popular Science Centre, Web 2.0 Lab, Research Wing, Publication Wing, Educational Media Production, THEO RADIO Podcast, etc).

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

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

Response: 3.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	4	3	3

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

5.4 Alumni Engagement

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

Response:

Our Alumini Association THEOSA (Theophilus College Old Students Association) was initiated in the

year 1990-91 by the previous batch of students who had enthusiasm and willingness to undertake and maintain the organizational initiative. Each member of THEOSA and friends of the THEOSA decided to contribute in the Extension Activities of the College.

As the association decided to be an informal organization even with officers, a set of objectives, a newsletter, and a constitution, there is no registration of the Association so far. Most of the members are supporting our regular wing voluntarily.

In UAE-Gulf Region , THEOSA was started in 2015 as a separate chapter, the leaders usually gather socially from time to time. Still, it is in the process of growing and the able leaders of abroad unit is trying to take the organisation to the next level of growth.

The President, Secretary, Treasurer, and Executive Committee were designated as the key point of contact, and a few people willing to help the association are identified. The parent chapter of THEOSA in our college is shouldering new chapters like USA- Canada and Australia are under organization for circulating the details of events and other significant news to the THEOSA Chapters around the world.

OBJECTIVES

- Alumni members act as a catalyst in all the activities of the college especially in radiating the virtue of the college as its Brand Ambassador.
- THEOSA establish a link between the Alumni, Staff and Students of the college.
- To support our Alumni members to participate in activities that would contribute to the general development of the college and the society.
- Try to find employment opportunities for students and fellow alumni members in need.
- Annual Get together, THEOSA Tour, Diamond Jubilee Memorial Desikothama Award for Best Teacher are the mentionable inputs of our Alumini.
- To introduce prizes and scholarships, and render financial aid to needy and deserving students of the college.
- To coordinate Competitions, Events, and Services for current students including various fields.
- To contribute towards the welfare of the Old Students of our college.
- To promote Entrepreneurship and Innovation among the students.

PREVAILING POSITIONS

1. Patron
2. Bursar
3. Principal
4. President
5. Vice-President(s)
6. General Secretary
7. Joint Secretary
8. Staff Coordinator
9. Executive Members

ENROLLMENT

All pass out students are enrolled in the Alumni Association. Later, they will be naturally enrolled as per the rules described.

MAJOR ROLES:

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 using Extension wings
5. Student mentoring in new areas of Exploration
6. Financial contribution for Scholarships and Endowments.
7. Placement advice and support through Placement Cell

FINANCING POLICIES:

The policy of THEOSA in financial matters are membership fee from new members, by contributions received by Alumini for a specific Association program and Theosa-Sponsored Scholarships for bright students in each academic year.

COMMUNICATIONS:

- Newsletters (Theosa Voice)
- Social Networks(Facebook,WhatsApp)
- Blog (www.voiceoftheosa.blogspot.in)

MAJOR EVENTS:

- **Annual Get Together** on Second Saturday, January Every Year.

The Annual Gathering of Theosa is on the Second Saturday of January every year. The gathering is welcomed by the Principal. The president of Theosa delivers the Presidential address. At the formal meeting, scholarships will be given. The great teachers in our Alumni group will be saluted. The Alumni usually share their Nostalgic Experience ,Cultural Fest, Kids Fest and closes with Sports Events. Theosa Voice regularly releases on the Theosa Day.

- **Desikothama Award** for A Best Teacher Among the Alumni Members

The award is constituted in 2018 as part of Diamond Jubilee celebrations by THEOSA for the best teacher in Alumni based on their contributions in the field of Education and services to society.

- Executive Committee Meetings
- Outings (Theosa Tour)
- Poster Competition
- Blood Donation Camp
- Health Awareness Programmes
- Special Occasions (Home coming, Founders Day, Etc.)
- Batch wise meet
- Honouring elder members
- Recognising of Achievements in National/ State competitive examinations
- Voluntary donation like wheelchair to sick, etc

DOZEN COMMENDABLE ACHIEVERS FROM ALUMNI OVER THE PAST FIVE YEARS

1. Most Rev. Dr. Joseph Mar Thomas, The Eparchial Bishop of the Eparchy of Bathery.
2. Dr. Theresa Susan. A, Former Dean, Department of Education, University of Kerala.
3. Dr. Geetha M.S., Former Dean, Department of Education, University of Kerala.
4. Dr. K .Manikyaraj, Member, Syndicate, University of Kerala
5. Dr. Varghese K. Cheriyan, Syndicate member, M.G. University, Kottayam.
6. Dr. Sajna Jaleel, Associate Professor, School of Pedagogical Sciences, Mahatma Gandhi University Kottayam.
7. Mr. K. Rajashekharan Nair, Tahasildar, (L&RR) Thiruvananthapuram, Kerala
8. Smt. N. R. Sreelekha, Additional Secretary, Health and Family Welfare Dept., Govt. of
9. Sri. Anish Kumar B, Deputy Director, Dept. of Economics and Statistics, Govt. of Kerala
10. Smt. K. S. Susymole, Assistant Registrar, University of Kerala
11. Dr. K. Y. Benedict., Principal, MTTC, Secretary, All Kerala Training College Principals Association, Regional Head, KFUNAI, Thiruvananthapuram.
12. Dr. Giby Geevarghese, Former Chairperson, Board of Studies in Education -U G , University of Kerala

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Paste link for additional information	View Document

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

Response: E. None of the above

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

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

Response: 3

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	2

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

The Mar Theophilus Training College Alumni Association has been playing a vital role in the progress and achievement of the College. The main undertakings of THEOSA are Annual Get together, THEOSA FEST, Desikothama Award, Annual Tour, Endowments customized and Abroad Chapters. The Executive Committee of THEOSA meets periodically to transact business concerning the Alumni of the College and also contribute appreciably to the development of their alma mater. The Alumni Association is also involved in conducting the Annual Meet every year in January. Several periodical Alumni Meets are organized. They offer student support services by way of

counselling, guidance and lectures. The Alumni have significantly contributed to endowment funds, scholarships and prizes for the students of our college. Despite the fact that the Theosa members are widespread all over the globe, all measures are taken for the frequent reunion of its members who serve as strong pillars of the Institution. In the present scenario, social media plays a pivotal role in keeping global alumni connected.

The Annual meet creates an opportunity for alumni, current students, and faculty to interact and bond. This day is celebrated with a mixture of cultural events and talks on trends, opportunities and College development initiatives. It is also a day for alumni to relive their days at the College and share memories and experiences during their stay at the college and post their graduation. All the faculties have a Database of the final year students, which is updated from time to time.

The main support of Alumni System is to update the ecosystem of college with innovative proposals. In the last five years, the Alumni introduced their interest to the college wing with the major inputs like inaugurating UAE chapter, Diamond Jubilee Memorial Desikothama Award, Best Sports Man/Woman Award, etc. Alumni members are interested to train the present Student teachers in 21st Century Skills, Capabilities and Attributes like Counselling Sessions, Soft Skill Training Programmes, etc. New Employment Opportunities will be highlighted to the students by the THEOSA members.

The alumni of the college are holding positions of public importance such as Senate Member of Universities, Members of Board of Studies, Faculty of Education, Political Positions, Member of Syndicate, Heads of Various Departments, Faculty members of Departments of Various Universities, Resource Persons in SCERT, SIET, SIEMAT and at the local bodies. They are contributing immensely to the development of the college through their guidance and support. The alumni who are having administrative positions at the state level are associated with the college in organizing community camps and other extension activities. The testimonials of THEOSA members usually foster the self-confidence and intrinsic motivation among the present Student-Teachers. Now we are planning for initiating more online courses with the help of THEOSA which is really useful and affordable and credible to students like Augmented Reality, Virtual Reality and Artificial intelligence at moderate rates.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

NATURE OF GOVERNANCE

The significant hallmark of the governance and administration of the institution are:

- Democratic, Participatory
- Stakeholder friendly
- Delegation of authority
- Implementing through functional units and cells
- Periodic revision and critical reflection on action
- Adaptability to change in tune with technological advancement.

PERSPECTIVE/STRATEGIC PLAN

The strategic plan of the institution goes in tune with the mission and vision statement of the institution which are framed as per the national policies and constitutional obligations emerging from time to time which mainly focuses on an integrated culture centric and democratic values of nation building. The significant features are:

- Functional demarcation of domains of missions such as personal, social, academic, aesthetic, ethical and emotional objectives.
- The detailed performance indicators of the objectives of the strategic plan are elaborately spelt out in official documents like college calendar, website etc.
- Follows the National and State Government rules and guidelines given by the NCTE and university of Kerala will be followed in the strategic planning.
- Special thrust will be given to the development of weaker session of the society including Divyangans and minorities.
- Multicultural integration of art and visual forms of presentation and performance for aesthetic enhancement.
- Modernization of teaching learning process through advanced use of ICT and cyber technology.
- Curriculum renovation in tune with pedagogical and methodological advancement in teaching and learning (The college itself have served for the University of Kerala, Curriculum Revision).
- Enhancement of institutional infrastructural facilities like classroom and laboratories keeping global standards in mind in a phased manner.
- Maintenance of eco-friendly campus in tune with the universal principles of sustainable development.
- Collaboration and interlinking of institutions of higher learning and academic significance with international, national and regional level.
- Constant enhancement of quality and excellence through self-submission for assessment by relevant agencies like ISO, NAAC, SAAC, NCTE, etc.

- Introduction of innovative courses and opening of functional academic organs for the benefit of future student teachers and local community.
- Promotion of world class research in pedagogical and behavioural sciences through collaboration and resource mobilization with national and global academic agencies and organizations.
- Resource mobilization and fund generation through wider consultancy and partnership initiatives.
- Entrepreneurship promotion and innovative avenue creation like educational media, podcasting, e-learning material generation, manpower generation in robotics, machine learning etc.

Participation of Teachers in Decision-Making Bodies.

- The day-to-day functioning of the college such as the Staff Council, Examination Committee, Admission Committee, Library Committee, the Journal Editorial Board, the Research Committee, library practices, various teaching learning innovations, orientations to parents and student teachers at the time of admission, college calendar, website, publications, weekly assembly, Guardian-Teacher meetings, Planning Forum, Women's Cell, the Eco Club, Creative club, the Sports Club, the Reading and Oratory Club, ICT Club and various functions organized by the institution among other creditable cells and societies are avenues and opportunities for the teaching and administrative faculty members to involve lead and contribute in the administrative and managerial decision making of the institution.

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

6.1.2 Institution practices decentralization and participative management

Response:

Institution has a mechanism for delegating authority and providing operational autonomy to all the various functionaries to work towards decentralized governance system.

- Management:
 - To create and provide environment conducive to the attainment of institutional goals focusing on the clear vision and mission of the institution.
 - To provide the needed infrastructure and sophisticated equipment that could foster academic excellence

- To foster the growth and development of the institution
- To ensure mechanism to monitor and sustain a work culture in the institution.
- To encourage the institution to adopt new and innovative ideas to achieve excellence in teaching/learning.
- To make the institution a 'Centre of Excellence'.
- Extensive support from the management for maintaining the culture of decentralization and participative management.
- Endeavors best substantial independence to the Institutions in all area of the decision-making process.
- Promotes a culture of decentralization and participative management involving all types of stakeholders in the process of decision making.

- Principal Level
 - Delegates all the academic and operational decisions based on policy to the Academic Monitoring Committee.
 - Effective functioning of Academic Monitoring Committee which formulates academic plans and policies.

- Faculty Level
 - Work as coordinators/conveners of various cells and clubs.
 - Effectively execute curricular and co-curricular activities.

- Administration:
 - Plays an integral role, leading and supporting the development and implementation of policies, programs, realize the vision and mission of the college.
 - Ensures the smooth functioning in all areas like Admissions, Account etc.

•StudentLevel

- Play proactive role in curricular and co- curricular activities, social service etc.

Participative management

The institute promotes a culture of participative management by involving the staff and students in various activities. All decisions of the institution are governed by management of facts, information and objectives.

Strategic Level

- Define policies and procedure

- Prior planning by staff members

- Staff members are also involved in deciding academic activities and examinations to be conducted by the college.

Academic Level

- The faculty members participate in sharing the knowledge by discussing on the latest trends in technology during faculty meeting and informed peer-level interactions.
- Innovations in research and dissemination of knowledge.
- Work according to the plans and policies designed by the governing body
- Cooperative effort in designing and implementing strategies for overall development.
- Immense support from administrative staff in day-to-day functioning.

Operational level

- The principal of the institution is a member secretary of the Governing Board. The Governing Board gives suggestions and monitors the requirement, introduction of new programs and welfare activities. The Principal of the institution is central coordinator/ controller of scholastic and co-scholastic and administrative activities of the institution.
- The staff members and students participate in various programmes organized by the institute. All the staff members actively participate in implementing the policies, procedures, and framework designed by the management in order to maintain and achieve the quality standards.
- Office staff are involved in executing day to day support services for both students and faculties.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Financial Transparency:

- The members of the Finance Committee discuss major matters relating to budget provisions of the College and finalize budget proposals to be presented before the Management Council for approval near the beginning of each year financial year.
- The day to day income received and expenditure incurred is accounted and documented in the various registers of the college; It is being audited by competent authority and counter signed by the principal at regular intervals.
- The financial accounts are audited yearly under various heads at different strata like Management level and Chartered Accountants level

The financial transparency of the institution reflects in the following actions

- Preparation of annual statement of accounts
- Structured utilization of UGC/PTA/management funds
- Auditing and documentation of the fund by internal and external (Govt/UGC) system
- Documentation of all financial transactions
- Periodic filing of documents of income tax paid by staff members

Academic Transparency:

- The regulations, curriculum and syllabus are uploaded on the college website. There is an academic committee in the college which monitors the academic activities.
- The rules and regulations are made clear to the Students through the college Annual Calendar; made available online or through Hard copies.
- Significant current events, including admission, examinations, seminars, time-tables, workshops, training programs, etc are posted on the College Blog and College notice board. They are circulated among the staff and students.
- The admission process at the Under Graduate and Post Graduate level is organized as per the norms laid down by the University of Kerala in the Prospectus. The process is published through the College Website and also by one-to-one counselling on campus for those who seek information regarding admission.
- The mid-term examinations, assignments, and projects are verified and feedback is provided regularly.

Transparency in the **Admission process** is ensured through:

- Online process through college LMS/University level Admission Portal on the basis of merit and reservation policies of Government of Kerala.
- Interaction Session with parents and students.
- Course curriculum explanation through interview.
- Proper documentation with receipts for official and in-house contribution by Students/Parents.

Transparency in **Administrative and auxiliary functions:**

- Periodic review meeting at various levels .
- Periodic Faculty Meetings, Institutional IQAC, Research Review Meetings, Class Representatives (CRs) Meetings .
- LMS Based attendance and admission.
- Grievance Redressal mechanism for faculty, students and parents.
- Timely handling of files and papers to various agencies.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

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

The sheet was prepared (from 2016-18 batches onwards) discussed and edited in the staff council and was 'released', elaborated and reinforced with parents in the Pre-Internship PTA regularly held organized in the last four academic years. Students are provided with a copy of the same. They are directed to follow the scheme as far as possible to reduce the assumed heavy work load during the internship in a sequential manner.

The major advantages of the schedule designed and followed by the student-teachers were identified as: proper time-action sequencing, prioritization of events, advance organization of complex functions with a pre-determined action plan resource mobilization and goal setting with a clarity in mind, stage wise progress analysis and self assessment of achievement of immediate goals, emotional stabilization through a pre-fixed action plan, strategic time management, better coordination (reduced friction) between the college and the practicing schools etc.

It is also practiced to collect a written tabular statement of progress of the events and requirements of internship periodically from the students in a particular school through the team leader and was commonly analysed to provide feedback to them (sample copy attached). This practice is still continuing successfully at the college.

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

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

Hierarchy of Administrative setup

The Institutional bodies form an effective and efficient as visible policies administration set up. Manager is the authority of all administrative function. Management secretary comes under the manager. An office was setup for the proper functioning, placement, promotions and for managing the service rules and appointment. An academic council with 12 members was constituted to observe the day to day functioning of the institution. The academic council frames policies and regulations and it is published in the academic Calendar of the college. Administrative council review academic economic and physical facilities and other activities of the college and suggest remedial measures.

FUNCTIONING

- Promoting the faculty for effective and efficient transaction of teaching and learning process in the institution
- Promoting faculty to do research under faculty improvement program, to participate in refresher courses, orientation programs, seminars, workshops, conferences
- Resource persons to various institutions especially Academic Staff Colleges.
- Directing the administrative body to make the necessary provisions for maintaining the smooth functioning.
- Encouraging faculty to take up minor and major research work from UGC and providing the facilities for executing these researches.

Recruitment of Faculty

The appointment of staff members, both teaching and administrative is made on procedural lines.

- Notification in registered newspapers
- Preparation of list
- Inviting government/university nominees after getting concurrence to the post.
- Constitute of interview board as per government norms.
- Issuing interview memo to all eligible applicants.
- Conducting interview and preparation of minutes signed by selection board members.
- Preparation of merit list with the approval by the manager.
- Issuing appointment orders on the basis of vacancies available.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

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

Response:

The administrative functions of the institution are carried out by the Head of the Institution through a series of committees and clubs. The head of the institution organizes meeting before the commencement of the academic period. Various committees and clubs are formed through discussion and voluntary acceptance of the faculty based on their potential, teaching experience, interest, communicative style and specialization. The plan of action is prepared after thorough discussion. Powers are delegated to these different bodies for the smooth functioning of the academic activities with the Principal having a supervisory role. The

Principal frequently have meetings to ensure that the responsibilities are done by each committee and club. The College Staff Council, College Union and the Parent Teacher Association assist the Head of the institution in the academic activities. Every month staff meeting is conducted where analysis, evaluation and new plans are discussed and proper decisions are taken. The decisions are informed to Bursar at the meetings conducted between the Principal and the bursar and will be conveyed to the management who ensures that the responsibilities are properly defined and communicated to the staff through official communications.

The list of various committees/ cells functioning in the institution is attached as document for clarification. The various committees functions are Anti-Ragging, Planning Forum, Grievance Redressal, Women Cell, Sexual Harassment Prevention (mandatory by Government stipulations). Along with this, other committees function to look after liaison with apex bodies such as UGC, NCTE, RUSA, NAAC, AISHE etc. Besides these, the day to day administration, scholastic and co-scholastic programmes, etc are carried out through different clubs such as Creative Club, HealthClub, Yoga etc.

The general frame work of Executive Committee of each club is as below:

General Convener: The Principal

Coordinator : A Teaching Faculty

Office Assistance : An Office Staff

President : A Student Representative

Secretary : A Student Representative

Members: One from each Classes- B.Ed. & M.Ed.

Committee meets periodically on grounds of requirement to discuss, plan and share ideas. The Principal constantly interact with the functional unit of all the committees. The recommendation of these committees are placed and get approved by the staff council for implementation in due course.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institution gives dire importance for the welfare of its Faculty members. Significant initiatives were taken for the teaching and Non-teaching faculties in various dimensions such as

1. Academic
2. Professional
3. Social
4. Economic
5. Health and well being

Considering the above aspects, a multitude of programmes are envisioned such as

- Provides the needed support to undergo higher degrees and qualifications, by granting leave both for the teaching faculty and administrative staff if required
- Encourages faculty to avail of UGC's FIP, Minor/ Major research projects
- Training programmes are either conducted or deputed them to attend outside
- Provide opportunities for skill up-gradation and knowledge suited for the changing nature of professional requirements such as, participation in seminars, workshops, conferences and training programmes.
- The management is vigilant to maintain the much needed professional environment in the campus.
- User friendly approach is maintained without any disparity of caste, creed or gender.
- The institution works under the corporate management of Malankara Syrian Catholic Colleges Association, Thiruvananthapuram. The sister institutions are also functioning in the same campus. Mar Ivanios Cooperative Society an organisation meant for the welfare of all the inmates of Malankara Syrian Catholic institutions which is a registered society under the co-operative Societies Registration Act; Govt. of Kerala extends a helping hand to meet the immediate financial needs of the faculty members
- The staff members themselves in the College introduced a staff welfare fund and the members are from the teaching and non-teaching staff. A cash loan is granted to the staff with nominal interest and the rules and regulation are as per the co-operative society (upto 2018 it was very active).
- The staff members cooperate with each other and extend support in times of emergencies and casualties for the inmates and family members (*Lukose Baby*)
- Medical and health insurance scheme is provided to the employees as per rules of Government of Kerala. The prominent among them are State Life Insurance scheme (SLI) and Group Insurance (GI). An accident insurance scheme -Group Personal Accident Insurance Scheme is provided to employees for unforeseen contingencies.
- For student the University of Kerala provide a group insurance scheme.

Other measures for the enhancement of well being includes: -

- Organization of Health Awareness programmes
- Organization of sports and cultural activities in which all staff can participate.
- Canteen facilities for students and staff.
- Outdoor and indoor activities including recreational tours for staff.

- Yearly get together and cultural programme of the staff with family in which merits of wards are appreciated
- Equipped staffroom with attached restroom and dining area.
- Merit awards are presented for staff on the basis of their higher achievements
- Encourages the staff to be resource persons in other institutions
- Motivates the staff to take part in seminars, work- shops, conferences and publications.
- Provision for publishing Research works and research article were given the research journal through research wing.
- Encourage teachers to undertake research guidance through the research centre of the college.
- Promote to deposit concept papers in International Depositories like ERIC data base.

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

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 36.54

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	0	0	9	0

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

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

Response: 10

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	3	1	2

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 32.69

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	4	2	4

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

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

A good performance management system works towards the improvement of the overall organisational functions of teams and individuals for ensuring the achievements of the overall organisational mission and vision. An effective performance management system plays a crucial role in managing the organisation in an efficient manner. In line with this, the Institute is following the appraisal scheme suggested by UGC/NCTE. According to the Performance Based Appraisal System (PBAS), the performances are classified into three categories

- (i) Teaching, Learning and Evaluation related activities
- (ii) Co-Curricular, Extension and Professional Development related activities
- (iii) Research Publications and Academic Contributions

The following weightages are assigned to these categories: 100:75:300, are called Academic Performance Indices (API). At the end of each academic year, the data pertaining the categories are collected from each faculty member in the proforma suggested by AICTE. Based on the data collected, API scores are calculated for each of the three categories. The Principal in consultation with senior faculty members fix certain minimum API scores to be achieved by the faculty members in the three categories. These scores are used for the award of career advancements to faculty members and for promotion to next higher position. Further, at the end of each semester, feedback forms are issued to the students for each of the courses attended by them. The feedback forms in the form of questionnaire collect information about the teacher and different aspects pertaining to the teaching process. A team consisting of the Principal and Senior faculty or assigned faculty goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process. As such there is no performance appraisal system followed for non teaching staff in the institute except the informal validation by the Principal and the Manager. Non-teaching staff members have to clear the departmental test and when the vacancies reported for their promotion is done based on seniority.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Mar Theophilus Training College conducts audit in accordance with auditing standards generally accepted and insisted by the Government of Kerala. Those standards require College plan and perform the audit in collaboration with chartered Accountant.

The financial audit is conducted annually at different levels

- Internal audit by management of the Institution.
- Internal Audit by Chartered Accountant.
- Government audit by Collegiate Education Directorate, Govt. of Kerala and Accountant General, Govt. of India.
- UGC: Account will be settled and audited statement will be submitted to UGC for the utilization of grants/aids for the respective plan period. XI Plan: 2007-11 and XII plan: 2012-17

XII th Plan- 2011-17

This includes scrutiny of the following: (a) all receipts from fee, donations, grants, contributions, interest earned and returns on investments; (b) all payments to staff, vendors, contractors, students and other service providers. 3. All observations/objections of AG are communicated through their report.

The income expenditure made on various heads and categorized and audited annually such as Infrastructure, Book and Journals, electricity and water charges etc.

Government audit is conducted regularly as per the requirement of Government of Kerala usually in connection with the retirement of Library and Principal for periodic Evaluation. Audit may take 2-3 days. In the audit

- Objection will be attempted in time
- Rectification/clarification will done on the basis of higher audits.

Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. All Utilization Certificates to various grant giving agencies are also countersigned by the CA.

Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute. This is mainly pre-audit of major receipts and payments (above Rs. 50 thousand each) and concurrent/post audit of all other receipts and payments

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

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

Response: 0.01

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0.05	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document

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

Response:

Mobilisation of funds for the utilization is undertaken by various agencies and old students

- PTA- supports the college at high level through mobilising PTA fund at the time of admissions.

- Alumni of the institution THEOSA contributes to the welfare measures
 - Endowments by Dr. Esther Gladiz
 - Ms. Lali
 - Ms. Sumi
 - Dr. C T Mathew
 - Diamond Jubilee Memorial Desikothama award with the contribution of THEOSA members
 - Donation by Sri. Ambrose P Kunnil, THEOSA President
- The college mobilizes fund through summer camp conducted. The Various activities includes:
 - Communicative English
 - Robotics
 - Mind Power Training
 - Conducted classes under Extension centre of Kerala University and offer PGDCA (Dr. Laji Varghese), PGDEPMA (Dr. Giby Geevarughese)
 - Fund/ Sponsorship from government agencies like KSHEC, Kerala State Council of Science Technology and Environment (KSCTE for Dr. NeenaThomas/ Science Day 2019)
 - As part of students, College Union mobilises fund for various programs/ collection of funds/ sponsorship in the form of advertisement for college magazine.
 - TLS (Teacher Learner and Society) is the journal published from the college, publication for which is done on the fee collected from the Article contributors.
 - Fund through RUSA 2.0 for infrastructural Development.

Resource mobilization is also carried out by following means:

- Students fees
- Funding from alumni donors- Endowments (Diamond Jubilee endowments)
- Sponsorships (Dhathri Pharmaceuticals, Samson and Sons Group etc)

Optimum utilization of funds is ensured through: -Adequate funds are allocated for effective teaching-learning practices that include Orientation Programs, Workshops, Inter-disciplinary activities, training programs, Refresher Courses etc. that ensure quality education. Budget is utilized to meet day to day operational and administrative expenses and maintenance of fixed assets. Enhancement of library facilities needs to augment learning practices and accordingly requisite funds are utilized every year. Adequate funds are utilized for development and maintenance of infrastructure of the University.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

The IQAC of the college since its inception (Previous it was titled as Institutional Quality Sustainance Cell) has played a key role in institutionalizing the quality assurance. The various strategies adopted are in tune with those envisioned in the vision and mission of the college.

Activities are listed under various heads.

- Boosting Technology integration in the campus.
- Ensure high speed optical fiber net connection
- Web 2.0 Lab series session (conducts 3rd Saturday of every month)
- Smart classroom with wifi connectivity, Projector and Smart Board
- 5 day workshop on E Content in collaboration with Higher Education Council.
- Quality enhancement orientation class by Dr. Shafi Thomson.
- International Seminar cum Media Conclave as part of Diamond Jubilee Celebrations

- **Augmenting Research Activities**
 - 90% of the teaching faculty are Ph.D holders
 - More than 50% of the teachers are approved research guides.
 - Approved research centre
 - Annual research review
 - Weekly invited talk by research wing.
 - Insight indepth programme
 - Focus group discussion by research scholars.
 - Publication of Teacher Learner Society Research Journal by the Publication Wing.
 - 10 part time and 26 fulltime research scholars.

- **Establishing link through community through extension programmes.**
 - Workshop on Parenting
 - Orientations sessions by faculty members in PMS Dental College.
 - Orientations sessions by faculty members in Engineering College, Physiotherapy College and Law College in the campus.
 - YouTube channel by faculties.
 - You tube channel by Natural Science Association.

- **Strengthening of Academic Programme by different activities in the college.**
- **Dissemination of Knowledge**
 - Conducting seminar, colloquium, conclaves, open forum on national issues.
 - Orientation programme on Draft of New educational policy 2020
 - Four year integrated curriculum 2019.
 - Two year B.Ed curriculum revision 2020.

- Promoting co-curricular activities college, university and state level.
- Empowering faculty and students through skill development programme.
- Accreditation and certification from International organization.
- **Granted ISO Certification.**
- **Energy Management to attain sustainable goals.**
- Plastic less campus
- Green classrooms
- Functions in tune with Sustainable Development practice 2030 by UNAI
- Solar Panel based energy through SOURA project with KSEB (on progress)
- Integrating personality development through Value education programme conducted inside and outside the campus.
- Continuous professional development of teachers
- Promote teachers in participating academic conference, National/ International and Abroad conferences.
- Infrastructural development and mobilization of funds.
- Construction of 3rd floor using RUSA 2.0 fund is in progress.

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

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

Response:

IQAC actively involved in the review of teaching learning process through a continuous mechanism:

- Action plan is prepared at the beginning of the academic year which incorporates all scholastic and non scholastic requirements
- Evaluation, recording/ documentation of all these programs were reflected in the monthly IQAC meetings
- An action taken report is documented along with the minutes of IQAC meeting
- IQAC stood for qualitative improvements in classroom facilities like boosting technological resources and similar infrastructural modifications in classrooms
- The teaching learning process is properly monitors and reviewed by Principal and Management

authorities through feedback mechanism collected from stake holders.

- Teachers are encouraged to attend various Orientation/ Refresher/ Workshop/ Seminars for updating knowledge and to be aware of the latest changes in teaching learning methodology
- Conducts training on teaching aids for enhancing competency of students by invited resource persons.

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

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

Response: 31.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
25	35	40	35	23

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQR) of IQAC	View Document

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

Response:

1. Development of Research Centre, Increased student volume and upgradation of intra institutional communication strategy through newsletter and blog

This part is reported under three subtitles:

1. Research Centre in Education: The University of Kerala Syndicate Sub-Committee conducted inspection at college in 2014 and gave recommendation to elevate Mar Theophilus Training College as a Research Centre of University of Kerala. Since 2014-15 onwards the college has been allocated a new course with a face-lift to that of a Research Centre. So far we have directly produced 03 Ph.D' s and submitted one Ph.D. for evaluation. Meanwhile the Research Guides of the college who are approved Research Guides in other centres like Kerala University Library Research Centre, Govt. College of Teacher Education Research Centre, Kerala Council of Historical Research Centre, Centre for Educational Research (CERD), Mithranikethan, etc, produced a total of 15 Ph.D' s together. The research Centre accommodates research guides from other Teacher Education Colleges of Kerala. Currently the research centre has total of **12 Research Guides**. The total strength of Research Scholars is **31 including 22 full time and 9 part time** scholars. The research department undertake two flagships programme every week namely internal concept paper presentation and Insight-In-depth Weekly invited talk series.
2. Increased seats for the M.Ed. and B.Ed. course: The M.Ed. course at the college during the previous cycle visit of the NAAC Peer Team was just 12. The then administration of the college approached the University authorities in 2013-14 for an enhancement of seats in M.Ed. Followed by the inspection and verification of the Physical Infrastructure and other requirements at the college; we got sanction to enhance the M.Ed. student strength from 12 to 25 from 2014-15 admission onwards and we had two full batch of 25 students in 2014-15 academic year. The college community was successful enough to admit another team of 25 students in the 2020-22. Based on NCTE guidelines (2014-15) the student strength of two-year B.Ed also got reduced to 50 (One unit) from the previous 150 per year. From the 2015-16 academic year onwards the college Management

and administration was in constant plea with the authorities concerned (viz University of Kerala, Govt. of Kerala and NCTE Southern Regional Committee) to permit us to adhere to the Affidavit for two units of B.Ed. submitted and following a series of administrative cum regulatory interventions and negotiations, the college has got green signal in terms of State Government NOC and GO (F.SRO/NCTE/AOS00357/B.Ed./KL/2015/72239) and the Kerala University Special order to admit the second batch of B.Ed. in 2019-21 batch onwards.

3. The improved publication of the Newsletter: Improved multi-colour web-based printing on offset has happened from 2014-15 academic year. The biannual newsletter along with the college blog (www.mttcollegetoday.blogspot.com) serves as a broad spectrum for internal information dissemination.

2. Social Extension: Research Based Collaboration and Consultancy beyond the immediate vicinity of the College to state, National and International platform, and forums.

Expanding the horizon beyond the state would enable the teachers to learn the best practices to be adopted in the institution. The college has organized a set of activities to enrich the transactional growth of the academic culture and instructional classroom climate in the past five plus years.

Web 2.0 lab: the monthly social entrepreneurial initiative was to disseminate the most modern technological knows how of modern class transactions through digital apps, web applications, on-line tutoring and authoring tools. The initial phase of Web 2.0 Lab' series was guided by Sri. Hari from CDAC, Trivandrum, Govt of India meant for all age group.

Dhrishyam- The children's film festival: As a part of the Diamond Jubilee Celebrationa film festival for school children is being organized in honour of First Principal of the College Prof. Thampi Harisin association with National Children's Day since 2017.

International RoboFest and Robotics Training for children: The Popular Science Centre, one of the Social Extension organ of the college, was inaugurated by the Director of Kerala State Council for Science Technology and Environment Dr. Das in 2017-18 Summer Vacation period. The Popular Science Centre in collaboration with Nova Tech Robo International, Bangalore organized one-week Robotic camp in 2018. Through Nova Tech, which was a franchise of the Lawrence Tech University, USA. The college was the host for Regional RoboFes tInternational, a Global annual Robotic Festival for children in 2018 (August). The Robotic Training is continuously being organized by the college, now in collaboration with STEM Robotics International Trivandrum. In 2020 we organized the event virtually online through Zoom and Google Platform.

Summer School: Since 2018 the summer schools became a public extension domain of the college where several skill development, personality development, soft skill training including basketball coaching camp.

Mar Theophilus Trophy Basketball Tournament for Schools: The 63rd College Union organized a four-day Basketball tournament in 2019.

Intake from National-International spectrum: There were students from different parts of the world. Fr. Romanus (Nigeria), Mr. Jamal Farjadha (Palestine), Akansha Prajapathy (Luknow), Payel Kundu (West Bengal) are the foreign students.

National e-content initiatives: Dr. Bindu B, Faculty member of our college designed and rendered 7 lesson modules in Economics at Delhi Studio (NMEICT) Dr. Deepthi Elizabeth Mathew developed 7 modules of e-Content of 100 minutes duration.

The e-software (www.tickeasy.com) developed by Dr. Viji V under the guidance of Dr. K. Y. Benedict as part of her Ph.D. research also attracted International attention. The proposal by the research team for the prestigious YIDAN prize in Education was accepted by the judging committee for final round. The research paper by Dr. Viji V and Dr. K. Y. Benedict is selected by the American Education Researchers Association (AERA) for the Round Table Conference session in April 2021.

The international educational visits by Faculty members like Dr. Giby Geevarughese, Dr. Laji Varghese, Mrs. Shiney Jacob, Sr. Adarsha SIC to Europe, Malaysia, Singapore etc. and the service offered by Dr. K. Y. Benedict in the discussion on NAAC criteria expanded the horizon of the college.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

Institutional Policy on Energy Management

PREAMBLE

Energy Conservation Act, 2001, was enacted to improve energy efficiency and reduce energy intensity of the institution for sustainable development. Providing focus on energy, environment and ecology is the necessity of the present era. Energy plays an important role in the development of the nation as well as an institution. Energy management in our institution is moderate and judicious. We attempt to use energy in a manner without sacrificing the essential requirements of the stakeholders. Our energy management policy revolves around awareness on conservation by all stakeholders. The policy not only include the generation of awareness but also practical step for its conservation. The energy policy of the campus now focuses on the future use of non-conventional energy resources through enhanced technological inputs and support by larger public agencies.

The major objectives of energy management in general are:

- To reduce energy consumption by improving energy efficiency
- To employ good housekeeping practices used to decrease wastages
- To reduce Environmental degradation to the maximum
- To uphold Green campus Clean campus slogan

Energy management principles adapted at the industrial level

- Optimal use of electric energy
- Promotion of the use of non-conventional energy
- Popularization of Sustainable Development Goals through various in-house activities
- Promotion of 7R's principles such as Remove, Reduce, Re-source, Re-use,

Re-cycle, Recover and Return

Energy management co-ordination structure

There is an energy management committee in our institution chaired by Dr.K.Y.Benedict (Principal). The committee includes Fr. Thomas Kayyalakkal (Bursar), representatives of staff, students, and administration. This cell streamlines the effective implementation of Energy management programme at the college.

The institute's energy policy is formulated to promote: -

- 1.Sustainable Energy conservation and management
- 2.Implementation of Green Energy (Non-conventional energy)

Policy

- Mar Theophilus Training College is aware of the need for energy conservation and management.
- Stake holders of the college will be encouraged to support and participate in energy conservation and management initiative at the local and national level.
- The necessary energy conservation measures and facilities are practiced and implemented by our constituent components.
- During construction and renovation process members of the energy management committee have to monitor and make sure that such activities strictly adhere to the sustainable development norms.
- Switching over to the non-conventional energy sources (mainly solar energy along with KSEB) is to be adopted as soon as possible

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

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

Response:

INSTITUTIONAL POLICY ON WASTE MANAGEMENT

Preamble

Mar Theophilus Training College has a clear policy on waste management. The curriculum of the Under-graduate and Post-graduate courses at the college has a significant weightage on Environmental Education (At core/ elective papers),so that the institution has a significant scope and possibility to adhere to the principles of sustainability. Activities of Eco Club are very dynamic in keeping the campus clean and green. Waste management is one of the prominent features of daily campus administration where a concerted effort by the faculty and student community is clearly evident to achieve the target. On a broad scale the 7R's principles (Remove, Reduce, Re-Source,Re-use, Re-cycle, Recover and Return) are adhered to maintain an Environment-friendly Campus, to develop practical approaches for waste management and to prepare global citizens (student teachers) with a positive outlook. Mar Theophilus Training College aims to make the campus Green by adopting the 'Go Green' strategy. The ecofriendly waste management initiative mirrors the principle of Green campus and it endeavors to extend learning beyond the classroom and to develop responsible attitude and commitment- my waste my responsibility- both in the college and community at large.

Waste Management Committee

There is a committee to ensure the realization of the policy on ensuring effective waste management headed by the Principal which monitors the meaningful implementation of waste management in the college.

The following are the members of the committee:

- Dr. K.Y Benedict (Principal)
- Rev.Fr. Thomas Kayyalakkal (Bursar)
- Dr. GibyGeevarughese (Associate Professor in Education)
- Mr. Binu K. Joy (Head Accountant)
- Mrs. Shiney Jacob (Assistant Professor in Natural Science)
- Dr. SaliniS. (Assistant Professor from M.Ed.)
- SwapnaS.(Student representative from M.Ed.)
- Akhila Jayan(Student representative from B.Ed.)
- Mr. John Markose (Office Attendant)
- Mrs. Selvi(House Keeping Staff)

The waste management policy of the college aims:

1. To sensitize student community on Environment Protection and sustainability
2. To provide a platform for students to participate in nature friendly activities
3. To give awareness about reducing the quantity of waste
4. To classify waste into different types and sort it systematically
5. To promote sustainable waste management by creating awareness through 7R's principles like Remove, Reduce, Resource, Re-use, Re-cycle, Recover and Return
6. To deploy eco-friendly technologies for cleaning and sanitation
7. To encourage active research in technology that promote pollution free environment
8. To implement green protocol in connection with 'Swatch Bharath Abhyan'
9. To organize awareness programmes for students and staff to reduce pollution and manage waste properly.
10. To protect biodiversity through Green Campus Clean Campus techniques like Agriculture, Planting new trees, Vegetable garden, Medicinal garden etc.
11. To provide students the opportunity to explore and to glint the nature through sustainable waste management techniques
12. To implement Green Technologies for reducing waste by promoting Bio-plants, electric car for reducing fuel consumption, incinerator for burning biosolid waste and moving to solar power plant etc.

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

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Any other relevant information	View Document
Any additional link	View Document

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

Response:

- Cleanliness and hygiene

Clean drinking water, hygiene, and sanitation play an important part in maintaining health. Water purifier was installed at Mar Theophilus Training College to provide access to clean drinking water. Thus we try to control enteric diseases and boost the health of the student teachers. MTTC implemented incinerator and Ladies Napkin vending machine for solid waste management. There are separate washrooms

for girls and boys.

- Maintenance of Greenery

Mar Theophilus has a “GREEN AND CLEAN CAMPUS”. We promote:

- Conservation of water- Using rainwater we have established a pisciculture pond
- Sustainable development practices through awareness development in the classes
- Smoke Free Campus
- Plastic Free Campus
- Medicinal Garden
- Vegetable Garden
- Agricultural and field preparation

- We organize activities like:

1. campus cleaning process once in a month
2. Planting trees in the campus
3. Cultivation of edible crops and vegetables

- Giving slogans-

We give slogans to promote environmental values. (GO GREEN, SAVE NATURE SAVE FUTURE, REUSE RECYCLE REDUCE REPLENISH)

- We conduct extension talks by environmentalists

- Shri.S. Manoj Agriculture Officer ,Krishibhavan, Kazhakootom
- BalaShanker (Forest officer)
- PallipuramJayakumar(Renowned Environmentalist)

- Other Initiatives

Developed environment conservation videos

Developed documentaries for conservation of medicinal plants

Awareness programmes on Ozone layer, Wetlands, Pollution,

- Water Harvesting and Pisciculture

Water from the rain (roof top) is collected into the micro catchment area through various pipes, then it is collected to macro catchment area through numerous under ground pipes. Water which is stored in the reservoir is later tested and used for pisciculture. Thus institution serves to maintain equilibrium to the environment through water reuse, water collection and minimum water consumption.

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

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

Response: D. Any 1 or 2 of the above

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

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

Response: 6.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
2.51	1.64	0.85	0.99	0.68

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The college exists at the Northern border of the Thiruvananthapuram Municipal Corporation in the Nalanchira ward with geographical location of (8°32'47.4"N 76°56'26.1"E). Though the geographical portion is technically designated as Urban except the Mar Ivanios Vidya Nagar where the college is a constituent of the conglomerate of more than 18 different institution of varying levels, the geographical surrounding of the college is semi-urban in demographic and economic criteria. The student community of the college is also mainly belonging to the distant village locality. Only a few students represent the affluent society, but all the students are academically meritorious and self-motivated. This warrants the local leverage of resources and localization of the educational needs of the student community. The major challenge in leveraging the community resources and opportunities for the betterment of the student community is in enhancing the English Communication skills and the ICT competencies. The college campus is highly surrounded with an enriched resource of academic leaders of reputation which will be continuously tapped for improving the skill gap of the students of the college. A vast collection of old students who are well placed in the many of the neighbourhood schools and colleges also constantly used for supporting the curricular and co-curricular growth of our inmates. The academic advantages of the Thiruvananthapuram, the capital of Kerala is positively leveraged to enhance the achievement of the Course Learning Objectives. The service of the talented students also will be shared with the needy institutions in reciprocation to the local resources enjoyed by the college. The PTA and Alumni association and the friends of MTTC community help in leveraging the local resources. They are

1. Using the professors and faculties in the 18 institutions of our surroundings as resource persons and judges
2. Using the stadium of Mar Ivanios College
3. Using indoor court of Mar Baselios Engineering College
4. Using the school buses of Sarvodaya Vidyalaya
5. Sending students to Jayamatha Boys Home for remedial classes
6. Visiting Snehaveedu- the Home for the Mentally Challenged to develop empathy.
7. Using the nearby schools as practice teaching schools
8. Inviting environmentalists like Vava Suresh, snake master, who reside nearby to give talks.
9. Inviting professionals like Dr Kuruvila Joseph, Dean Indian Institute of Space Technology, Pallippuram Jayakumar noted award winning environmentalist to inaugurate events in the college and to give extension talks.
10. Our students collect data from nearby schools for their projects.

11. Our students give conscientisation classes to students from nearby schools.
12. Art and Aesthetic Workshop is conducted by renowned artists like Dr Johnson Varghese
13. We developed medicinal garden in a secondary school nearby the institution.
14. We participate in various cultural and educational activities in the near by the institution.
15. Local police officers help us in conducting procession and during camps.
16. Local punchayath member participate in the major events the college.
17. Local KSEB helps us in setting solar energy panels.
18. Local Agriculture Office helps us in our agricultural activities and pisciculture.

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

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

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

Response: D. Any 1 of the above

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

7.2 Best Practices

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

Response:

BEST PRACTICE- 1

SPARKZ : Strategic Program for Assessing the Resourcefulness Knowledge and Zeal (A Creative Programme for finding out the Most Creative Student Teacher in Kerala)

AIM

SPARKZ is a program started by the MTTC in the year 2012 to find out the best student teacher and best student science teacher of Kerala and the program is meant for student teachers of Kerala state. Its pivot intension is to develop holistic teachers by fostering inter-institutional collaboration and resource sharing. It is the first of its kind in the entire state of Kerala. SPARKZ showcased the possibilities of infusing pedagogical elements with an aesthetic and artistic dimension.

Objectives

- To findout the best student teacher and best science teacher of Kerala
- A host of competitions were held with the main contest-, literary Quiz, Inter-collegiate Quiz, Shuttle Badminton, Best Dancer and Best Mehndi and Poster Designer

Practice

SPARKZ was conducted on 16 and 17 of December in 2019-20 and was inaugurated by Dr.Kuruvilla Joseph, Dean, Department of Chemistry, IIST. Twenty-two teacher education colleges participated in the SPARKZ festival. The items of the event were Model Class, TalentShow with pedagogic significance, Group discussion and Question answer round. The inter-collegiate quiz and literary quiz enabled the students to imbibe the values hidden in Malayalam literature, and to enrich general awareness. The best shuttle Badminton player (Men and women), Theodancer, Mehndi and Poster designing were also n identified.

Output

- Providing opportunity to observe and learn from Models Classes by Best Student Teachers from colleges
- To experience the incorporation of art, music, and dramatics in pedagogical transaction
- Intercollegiate collaboration and resource sharing

Resources Required

- Panel of judges who have expertise in cultural and artistic arena.

- Classroom with ICT Facility
- Shuttle Badminton Court

Challenges faced.

Ensuring participation of students amidst the busy schedule of B.Ed. Course

BEST PRACTICE- 2

Random Acts of Kindness

Aim

Random act of kindness programme is a creative programme of Mar Theophilus Training College started in the year 2015 to provide food to the needy in the city, to donate blood and to offer social service to create a ripple of social change to percolate down to generations.

Objectives

- To provide lunch to the needy
- To donate blood
- To provide support to the home of Mentally Challenged People (Snehavedu)
- To provide fund to the poor students (Jayamatha Boys Home) and Home for the Students with special needs (Shalom)
- Random act of Kindness deed of the year 2020 was inaugurated by Dr. Sashi Tharoor MP on 17/02/2020. On the inaugural day, a calendar with acts of Kindness for each day of the month was also released. Once in every month we provide food packet to the poor in the city. Students clean the rehabilitation homes and spend time with them and provide them educational and other materials.
- Development of compassion and social commitment
- The pleasure of giving.
- Value inculcation in the students

Resources required.

Transportation and distribution (of food) facility

Challenges faced.

Identifying the right target group to provide food every day.

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

7.3 Institutional Distinctiveness

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

Response:

United Nations Academic Impact Programme (UNIA) approved Mar Theophilus Training College for making a collaboration with our institution, there by we aim to generate global movements of minds to promote new culture of intellectual social responsibility to the future teachers. The college got a Permanent membership from UNAI on 24th July 2019. MTTC organised a programme on 4th October 2019 for the declaration of the certificate of UNAI which was handed over by Mr. Shaji Charuvil Thomas, New York who is the UNAI representative. Dr. Joju John, Dr. Maya. S and Dr. Laji Varghese were appointed as the staff coordinators from our college. In the programme Mr. Shaji announced strategic partnership with our college to convene, challenge and celebrate student leadership through Millennium campus network programmes and those who registered in this venture got a title called Millennium Fellowship. Around 25 students from B.Ed. and M.Ed. registered for the UNAI Fellowship programme by submitting their research proposals. It is a conjoined effort by the Mar Theophilus Training College and the UNAI for making student leaders (Future teacher) who have a positive outlook on International and National Understanding.

It is to be noted that Mrs. Athira Sajeev (B.Ed. 4th Semester; 2018-19) has moved to the final round of on-line millennium challenge programme. Recently Ms. Veena S. Pal has been selected and elected as the Student Head of the Kerala Federation of United Nations Academic Impact (KFUNAI) as a token of appreciation of her active involvement and Progression to the final level in the international webinar series organized by UNAI. Also the Principal of the College, Dr. K. Y. Benedict serve as the Trivandrum Regional Head of KFUNAI.

UNAI movement ensure the progress of our Institution by highlighting the basic principles like-

- Freedom to Inquiry
- Opinion of Speech
- Educational opportunity to all
- Global Citizen ship
- Promotion and protection of human rights
- Conflict resolution
- 2020 Millennium Development Goals
- 2030 Sustainable Development Goals

Thus, the collaboration of UNAI with Mar Theophilus Training College aids the promotion and protection of human rights, access to education, reciprocal relation between sustainability and education, conflict management resolutions etc. Hence through UNAI we can serve as incubators of new ideas, inventions and solution to the many global challenges which we face. UNAI is one more golden feather for Mar Theophilus Training College as it stands with the motto Dominus Mea Illuminatio which means excellence through Divine Illuminations since 1956.

Some other elements of institutional distinctiveness are the following:

- Guardian Angel programme
- Bharath Darshan (Long tour) All India tour
- Theo Radio with Anchor podcasting
- All India Radio talk by the faculties
- Pro-life exhibitions (to know the relevance of life)
- Monthly Social events
- Extension activities at PMS dental college and other Professional Colleges
- Regular Blog
- Bi-annual Research Journal
- Bi-annual Newsletter, etc
- Learner Management system
- Biometric Attendance
- Basketball tournament for school children from 2018 onwards
- Mar Theophilus Trophy
- SPARKZ the maiden Teacher Education Reality Show in Kerala
- Indian Postal Department Stamp and Cover Release of MTTC Diamond Jubilee

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

5. CONCLUSION

Additional Information :

Our status as a leading teacher education institute can be credited to the cradle into which the institution was born- The Mar Ivanios Vidya Nagar. The educational hub which houses 18 centres of excellence in education ranging from pre-primary schools to professional higher education institutes and advanced academic research centres ensuring the development of self-reliant, spiritually inspired and socially committed citizen.

Founded in 1956, the Mar Theophilus Training College has a venerable legacy of having contributed its share to the state's famed education model by moulding around 10,000 teachers. Our illustrious alumni have made a strong mark in the state's education field. Among them are Dr. K. Sivadasan Pillai, the great educationalist *who played a key role in the famed adult education model of Kerala*; Dr. K. Manickaraj, *Syndicate member, University of Kerala*; Dr. Theresa Susan A.; and Dr. M. S. Geetha, *both former dean and head, Dept. of Education, University of Kerala*.

Our vision for the expansion and development of the college reflects its resolve to assiduously pursue and achieve the goals of academic excellence. We have strong faith in our potential to take up and manage integrated courses in teacher education in future.

As we strive forward to find solutions to the challenges faced by the educational sector of our nation, the college expects to be upgraded as an autonomous college. Our aspirations are also set high on being a center of excellence with Teacher Education University status.

Our next level of expansion goals include:

- to upgrade the research centre so as to offer post-doctoral studies
- to set up multimedia production unit for educational content creation
- to take up community research activities taking societal needs into consideration
- to attract students from across the country and abroad
- to establish more THEOSA Chapters in various parts of the globe along with the current Gulf and UAE Chapters.
- to develop the *Theo Radio* to a Community Radio

As we pursue our goals for the development of the college, our vision is set right for a self-reliant nation, which leads the world by promoting peace and harmony.

Concluding Remarks :

“Excellence, then, is not an act, but a habit”, says Aristotle. When a burning desire is pampered and sustained with personal and self-preferential roads of hardships, serendipity could once open a destiny of accomplishment.

Educational institutions that have the vision to be part of the progress of the Nation always have a blueprint of significant accomplishments.

For the past few months Mar Theophilus Training College, Thiruvananthapuram, Kerala had been striving its best to flaunt its Strengths, Weakness, Aspirations, and the Challenges through the revised on-line mechanism of self-discovery guided by the National Assessment and Accreditation Council.

World-famous Humanist and Psychologist of 20th Century Abraham Maslow inferred in *Motivation and Personality* (1954) that those who aspire for satisfying beyond the fundamental needs are in a process of ‘meta-motivation’. The term suggested by Maslow duly pertinent to Mar Theophilus Training College.

During the past six and a half decade of its Nation Building process by moulding around 10,000 teachers for this ‘Shrestha Bharath’ and to the world the college always kept high the spirit of quality and excellence. Through the previous cycles of accreditation in 2004-05 and 2013-14, the college was intrinsically motivated a lot to undertake a series of self –transformation initiatives. Crossing the hierarchy of “institutional esteem”, the college is in a genuine search for "Self- Actualization” when it submit itself for the third cycle of re-accreditation these days. The highest goal is "institutional self-transcendence” which the college aspires to realise through the outcome of the current cycle of assessment.

Stephen Hawking the noted Physicist of our time made a remark that “intelligence is the ability to adapt to change”. Every steps of self assessment and improvement is an intelligent action of adaptability to changing demands. He also opined that “where there is life; there is hope”. Let us pray that all the genuine steps by the Mar Theophilus Training College Family took these months may bring more life and hope to the society at large.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>146</td> <td>100</td> <td>95</td> <td>88</td> <td>44</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Provided certificate in google drive has not considered. Provided certificate looks copy and pasted.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	146	100	95	88	44	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
146	100	95	88	44																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> 1. Provision in the Time Table 2. Facilities in the Library 3. Computer lab facilities 4. Academic Advice/Guidance <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has select C. Any 2 of the above as per report of SL. No. 2 and 4 provided by HEI.</p>																				
1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI 																				

	<p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 2 of the above Remark : DVV has made the changes as per provided report by HEI.</p>																				
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : Provided action taken report has not reflect on Website.</p>																				
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has select C. Any 2 of the above as per report of SL(1 and 4) by HEI.</p>																				
2.7.4	<p>Performance of outgoing students in internal assessment</p> <p>2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year Answer before DVV Verification : 62 Answer after DVV Verification: 61</p> <p>Remark : DVV has put the value as per input 1.4</p>																				
3.1.1	<p>Average number of research projects funded by government and/ or non-government agencies during the last five years</p> <p>3.1.1.1. Number of research projects funded by government and non- government agencies during the last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	1	1	1	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	1	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	1	1	1																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	1	1																	

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

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)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	10000	100000	80000

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	1

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: E. None of the above

Remark : DVV has not considered document other than current year .

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:

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	8	1	13

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	8	0	13

Remark : Provided first page of books are in regional language.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
7	8	5	5	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	1	5	3	4

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:

2019-20	2018-19	2017-18	2016-17	2015-16
103	60	51	50	48

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
103	35	18	20	75

Remark : DVV has made the changes as per provided report by HEI.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
102	60	51	49	47

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Provided document has not reflect student count.

3.3.5	<p>Number of awards and honours received for outreach activities from government/ recognized agency during the last five years</p> <p>3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	3	3	2	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
3	3	2	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
3.4.1	<p>Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</p> <p>3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1014 1046 1149"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>9</td> <td>11</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1227 1046 1361"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Provided certificates has not considered. Agreement/Linkage document not provided by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	11	9	11	7	7	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
11	9	11	7	7																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
3.4.3	<p>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above</p>																				

Remark : DVV has select D. Any 1 or 2 of the above as per SL No. 1 and 2 by HEI.

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
669614	244876	253292	366741	264785

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1.77	0.76	1.31	0.70	1.27

Remark : DVV has made the changes as per addition of fixed assets duly signed by CA.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
25500	50391	99342	11552	17846

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.18	0.13	0.22	11552	0.0742

Remark : DVV has made the changes as per library expense in Income and Expenditure account duly signed by CA.

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

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

Answer before DVV Verification : 172

Answer after DVV Verification: 0

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

Answer before DVV Verification : 172

Answer after DVV Verification: 126

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

Answer before DVV Verification : 172

Answer after DVV Verification: 150

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.

Answer before DVV Verification : 172

Answer after DVV Verification: 159

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.

Answer before DVV Verification : 172

Answer after DVV Verification: 120

Remark : DVV has made the changes as per average of log book of online access per day.

4.3.3 Internet bandwidth available in the institution

4.3.3.1. Available bandwidth of internet connection in the institution, in MBPS

Answer before DVV Verification : 80

Answer after DVV Verification: 110270

Remark : DVV has made the changes as per provided bill of internet usage =110.27 Gb by HEI.

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:

2019-20	2018-19	2017-18	2016-17	2015-16
785959	341468	363262	515529	355219

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1.19	1.16	0.97	1.10	1.49

Remark : DVV has made the changes as per repair and maintenance in Income and Expenditure account duly signed by CA.

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)**

Answer before DVV Verification : A. Any 5 or more of the above

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

Remark : Provided report of SL(2, 5 and 6) for the year 2020-21 has not considered.

5.2.1	<p>Percentage of placement of students as teachers/teacher educators</p> <p>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 826 1046 960"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>28</td> <td>26</td> <td>32</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1039 1046 1173"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>28</td> <td>26</td> <td>15</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per pro-rata basis of provided appointment order of teachers by HEI.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	33	28	26	32	0	2019-20	2018-19	2017-18	2016-17	2015-16	17	28	26	15	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
33	28	26	32	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
17	28	26	15	0																	
5.2.2	<p>Percentage of student progression to higher education during the last completed academic year</p> <p>5.2.2.1. Number of outgoing students progressing from Bachelor to PG. Answer before DVV Verification : 5 Answer after DVV Verification: 1</p> <p>5.2.2.2. Number of outgoing students progressing from PG to M.Phil. Answer before DVV Verification : 1 Answer after DVV Verification: 2</p> <p>5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D. Answer before DVV Verification : 0 Answer after DVV Verification: 0</p> <p>Remark : DVV has made the changes as per provided ID cards of students by HEI. Appointment order has not considered.</p>																				
5.2.3	<p>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</p>																				

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
41	31	31	16	17

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
27	15	0	0	0

Remark : DVV has made the pro-rata basis of provided qualifying certificate by HEI. Supporting qualifying certificate for 2015-16, 2016-17 and 2017-18 has not provide by HEI.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	4	4	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	4	3	3

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**

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

Answer After DVV Verification: E. None of the above
 Remark : Provided report has not reflect any year.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	1	2

Remark : DVV has made the changes as per provided minutes of meeting by HEI.

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

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

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has made the changes as per provided screenshot of Finance and Accounts, Biometric / digital attendance for staff Biometric / digital attendance for students

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	0	9	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	0	0	9	0

Remark : DVV has made the changes as per provided financial support letter by HEI.

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.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	3	1	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	3	1	2

Remark : DVV has made the changes as per shared supporting report by HEI.

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)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0.75000	0.15000	0.10000	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0.05	0

Remark : DVV has made the changes as per provided grant letter by HEI.

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

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

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

Remark : Provided ISO registration certificate has not considered.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 or 2 of the above

Remark : Provided circulars other than current year has not considered.

7.1.7

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
250926	164817	85484	99170	68513

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2.51	1.64	0.85	0.99	0.68

Remark : DVV has given the input as per provided report by HEI.

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**

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

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

Remark : DVV has select D. Any 1 of the above as per report of code of conduct provide by HEI. Provide report of meetings and programs has not reflect any year.

2.Extended Profile Deviations

ID	Extended Questions																				
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>54</td> <td>48</td> <td>53</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>61</td> <td>54</td> <td>48</td> <td>53</td> <td>1</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	62	54	48	53	1	2019-20	2018-19	2017-18	2016-17	2015-16	61	54	48	53	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
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1.5	<p>Number of graduating students year-wise during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>54</td> <td>48</td> <td>53</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>61</td> <td>54</td> <td>48</td> <td>53</td> <td>1</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	62	54	48	53	1	2019-20	2018-19	2017-18	2016-17	2015-16	61	54	48	53	1
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2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5093689</td> <td>1294252</td> <td>928617</td> <td>1626054</td> <td>1270944</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>13</td> <td>9.29</td> <td>16.26</td> <td>13</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	5093689	1294252	928617	1626054	1270944	2019-20	2018-19	2017-18	2016-17	2015-16	51	13	9.29	16.26	13
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