YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution   **MAR THEOPHILUS TRAINING COLLEGE**

- Name of the Head of the institution   **K. Y. BENEDICT**

- Designation   **Principal**

- Does the institution function from its own **Yes**
  campus?

- Alternate phone No.   **04712533518**

- Mobile No: **9387829922**

- Registered e-mail ID (Principal)   **mttctvm15@yahoo.com**

- Alternate Email ID   **mttctvm15@gmail.com**

- Address   **Mar Ivanios Vidya Nagar**
                                              Nalanchira Thiruvananthapuram-
                                              695015 Kerala

- City/Town   **Thiruvananthapuram**

- State/UT   **Kerala**

- Pin Code   **695015**

2.Institutional status

- Teacher Education/ Special   Teacher Education
  Education/Physical Education:

- Type of Institution   **Co-education**

- Location   **Urban**

- Financial Status   **Grants-in aid**

- Name of the Affiliating University   **University of Kerala**

- Name of the IQAC Co-ordinator/Director   **Dr. Deepthi Elizabeth Mathew**

- Phone No.   **04712533518**

- Alternate phone No.(IQAC)   **04712531432**

- Mobile (IQAC)   **9074220020**

- IQAC e-mail address   **mttctvm@yahoo.com**

- Alternate e-mail address (IQAC)   **mttctvm@gmail.com**

3.Website address   https://www.mttc.ac.in/

- Web-link of the AQAR: (Previous   https://www.mttc.ac.in/iqac
  Academic Year)

4.Whether Academic Calendar prepared during the year?   **Yes**

- if yes, whether it is uploaded in the   https://mttc.ac.in/new/ckfinder/u
  Institutional website Web link: serfiles/files/2_7_1%20A%20CALEND
                                              AR%202021-22_11zon.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.21**	**2005**	**28/02/2005**	**27/02/2010**
Cycle 2	**A**	**3.25**	**2014**	**21/02/2014**	**20/02/2019**
Cycle 3	**B++**	**2.95**	**2021**	**21/12/2021**	**20/12/2026**

6.Date of Establishment of IQAC   **01/03/2005**

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

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

8.Whether composition of IQAC as per latest NAAC guidelines   Yes

- Upload latest notification of formation of IQAC   View File

9.No. of IQAC meetings held during the year   13

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

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

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   No

- If yes, mention the amount

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

1. Conducted 1 international conference on Incremental Changes in Instructional Strategies and Research in Higher Education

2. Conducted Insight Indepth Talks in online mode

3. Training Programmes in using Online Learning Platfoms

4. Virtual Examination Orientation Programme

5.Celebration and Observation of Important Days

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
1. Meticulous Planning of all activities	1. All the activities were executed according to the strategic planning
2. Execute blended mode of education	2. Students and teahers were trained to use the blended mode and education was smooth during pandemic
3. Organizing a series of invited talks	3. 51 invited talks were conducted
4. Conduct an international seminar	4. International seminar was organized in online mode

13.Whether the AQAR was placed before statutory body?   **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Malankara Syrian Catholic Colleges Association of Archdiocese of Trivandrum	30/05/2022

14.Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	MAR THEOPHILUS TRAINING COLLEGE
• Name of the Head of the institution	K. Y. BENEDICT
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	04712533518
• Mobile No:	9387829922
• Registered e-mail ID (Principal)	mttctvm15@yahoo.com
• Alternate Email ID	mttctvm15@gmail.com
• Address	Mar Ivanios Vidya Nagar Nalanchira Thiruvananthapuram-695015 Kerala
• City/Town	Thiruvananthapuram
• State/UT	Kerala
• Pin Code	695015
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Grants-in aid

• Name of the Affiliating University	**University of Kerala**
• Name of the IQAC Co-ordinator/Director	**Dr. Deepthi Elizabeth Mathew**
• Phone No.	**04712533518**
• Alternate phone No.(IQAC)	**04712531432**
• Mobile (IQAC)	**9074220020**
• IQAC e-mail address	**mttctvm@yahoo.com**
• Alternate e-mail address (IQAC)	**mttctvm@gmail.com**
3.Website address	https://www.mttc.ac.in/
• Web-link of the AQAR: (Previous Academic Year)	https://www.mttc.ac.in/iqac
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://mttc.ac.in/new/ckfinder/userfiles/files/2_7_1%20A%20CALENDAR%202021-22_11zon.pdf

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10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
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Name of the statutory body	Date of meeting(s)
Malankara Syrian Catholic Colleges Association of Archdiocese of Trivandrum	30/05/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022	22/03/2022

15.Multidisciplinary / interdisciplinary

Mar Theophilus Training College has the vision to transform itself into a holistic multidisciplinary institution with in the possibilities allowed by the University of Kerala. Multidisciplinary and interdisciplinary modalities are followed by Mar Theophilus Training College in various areas. 51 invited talks have been conducted inviting resource persons from various colleges and institutions even from foreign countries. The college is publishing an interdisciplinary biannual journal named 'Teacher Learner and Society'. In this journal articles from physical education, health education, environmental science, applied psychology, and other departments are also published.

Resource persons from various disciplines are invited to the college to interact with the student teachers. The projects done by the student teachers at the graduate level are also interdisciplinary and multidisciplinary in nature. Some of the research works of the M.Ed. Scholars and research scholars are also interdisciplinary in nature. In addition to the regular activities of the training college students are encouraged to learn robotics, aerobics, coding, origami, etc. The teachers and research scholars participate in interdisciplinary seminars. Insight- In-depth the weekly invited talk is also interdisciplinary in nature. We also send our students to competitions at arts and science colleges. Each student conducts a reflection on 4 books during the course and students are encouraged to read multidisciplinary books for the same. There is interaction with various disciplines within the campus with other institutions. We organize visits and interactions with faculty members and students from other faculties inside and outside the state. We have MOUs with various educational institutions and organizations which facilitate interdisciplinary interactions. Our research works are multidisciplinary research endeavors to find solutions to society's most pressing issues and challenges

16.Academic bank of credits (ABC):

Mar Theophilus Training College is open to all innovative ideas proposed by NPE 2020. We are delighted at the Academic bank of credits as proposed in NEP 2020.UGC has proposed an Academic bank of credits (ABC), a great move to help students have more flexibility in education. The University of Kerala is analyzing the feasibility of the same. Mar Theophilus college has set up all the basic infrastructure and other facilities for introducing the same and we wholeheartedly welcome innovations in connection with NEP-2020. Once Kerala University begins it and permits us to proceed with it, we would also commence the academic bank of the credit system in our curriculum implementation.

17.Skill development:

Success in life is dependant on the character and skills of a person. Teachers need skills to imbibe positive ideas and the skill to inspire the students. B. Ed. Training provided by Mar Theophilus Training College is predominantly skill oriented. We are offering training in four focal areas- Pedagogic skills, Communication Skills, ICT Skills, and Life Skills. Pedagogic skills are trained through microteaching sessions, criticism classes, demonstration classes, and three phases of practice at

various schools. Initially, there is a school induction program that lasts for one week. In the second phase, students are in the school for around two months and they take around 40 classes. The final phase is that of internship where the student teachers are in the school for around 45 days during which they take around 30 classes. Students are trained in their combination through the assembly and thought for the day in the class. Reading and oratory club gives training in communication. There is a communicative English course also which extends for 3 months. The ICT club of mar Theophilus training college gives hands-on training to student teachers for equipping them in preparing PPTs and for making posters. Google forms, certificates, etc. The club conducts a course in ICT every year. All the programs in the college aim at developing life skills and soft skills.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Indian knowledge system and values are given priority and predominance in the curriculum transaction of Mar Theophilus Training College. The college offers training to student teachers integrating the great philosophical ideas of Advaita i.e., developing a vision of divinity in all human beings and all entities. Our motto is dominus mea illuminatio- God is my Light. We also uplift the slogans- Loka Samastha Sugino bhavanthu (Let the well-being of all the people of the world be ensured) and sarva bhootha hithetharatvaha (let the wellbeing of all entities be ensured). We encourage students to learn the regional language Malayalam and the National Language Hindi. In our annual magazine, we reserve a space for National Language, Regional Language, and International Languages. We also celebrate festivals Onam, Christmas, Holi, etc. In the annual arts festival, we include national and state items for competition. In addition to this, we conduct national integration cultural fests in our college in connection with Independence Day and Republic Day. Culturally significant national and international days are also celebrated. Yoga is part of the curriculum and we give a course in yoga to all the students of the college. The Indian knowledge system is a part of EDU1 - Knowledge and Curriculum: Philosophical and Sociological Perspectives. All the important days of national and international importance are celebrated at the college.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The world is moving from objective-based education to outcome-based education focussing on the behavior modification of

students. The revised B.Ed. curriculum of the University of Kerala (1919) has given great stress to outcome-based education. At the very planning level, the outcome is visualized. Each program has a written outcome. Each course also has an outcome. These outcomes are published in the curriculum itself. All the activities of Mar Theophilus Training College are organized in such a way that all the outcomes are actualized to the maximum through the learning experiences provided by the college. Even though the outcome is given in black and white, the teacher educators have the freedom and the flexibility to implement their creative strategies in designing, implementing, and assessing the teacher education programme to ensure the total and harmonious development of each student teacher. Training is provided to teachers to effectively implement outcome-based education.

20.Distance education/online education:

We use distance education and online education modalities for the training of our student teachers. We use a blended format of learning. Online learning and offline learning are blended. As far as possible we prefer offline learning since there is greater scope for knowledge construction. We provide an invited talk-Insight In-depth- every Monday in online mode. During the pandemic, the classes were smoothly conducted using google classroom on online mode. We encourage our students to do online courses which sharpen their skills. Specially designed online short-term courses as a part of the NEP2020 are in pipeline. The 4th-semester examinations in the B.Ed. curriculum is conducted in online mode. Communicative English course is offered to the students in online mode. Students are encouraged to do short courses online. The technology lab with high-speed internet connectivity is available to the students to do such online courses.

Extended Profile

2.Student

2.1	**228**
Number of students on roll during the year	

File Description	Documents
Data Template	[View File]

2.2	**125**

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**22**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**114**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**114**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**114**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**4,330,935.5**
4.2 Total number of computers on campus for academic purposes	**31**

5.Teacher

5.1 Number of full-time teachers during the year:	**11**

File Description	Documents
Data Template	**View File**
Data Template	**View File**

5.2 Number of sanctioned posts for the year:	**11**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

"By Failing to prepare, you are preparing to fail." – Benjamin Franklin

Mar Theophilus Training College executes the B.Ed., M.Ed., and Research Programme with strategic planning. We are following the revised B.Ed. and M.Ed. The Curriculum University of Kerala. (COLLEGE WEBSITE LINK TO CURRICULUM).The institution has established a "Curriculum Committee" at the College to plan the curriculum transaction in accordance with the frame set up by the University of Kerala.

Planning of the curriculum: - Based on the program learning outcomes (PLOs)and course learning outcomes (CLOs)developed by the institution and feedback received from the stakeholders, the curriculum planning committee plans activities ahead of the course.

Preparing of the Curriculum Action plan: - (Annual, Semester Plan):- The curriculum planning committee prepares the annual, semester action plan and college calendar.

Execution of the curriculum Action plan: - Various committees, Associations, and Clubs are constituted to work in collaboration

with the IQAC.

Mid-course correction: Based on the feedback, certain curriculum implementation modifications have taken place.

Reviewing of the curriculum to adapt to the local context/ Feedback and Through SWOC Analysis

Benchmarking activity has been applied effectively by finding the best practices – in classes, from other institutions.

Communication of Decisions to all concerned: The action plan and Semester plan are displayed on the notice board. Copies of the college calendar are given to student teachers and all faculty members.

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

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

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**A. All of the Above**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.mttc.ac.in/program-course-outcome
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

6

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://mttc.ac.in/docs/curricullum/B%20Ed-Final_Curriculum%202020.pdf

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

4

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

4

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

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

198

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

198

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

32

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

32

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

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

B Ed Curriculum aims to develop holistic personality in the student teachers. The curriculum is transacted to develop competencies and values to transform student teachers to become professionally competent teachers. Debates, discussions, brainstorming, diary maintenance etc help them to develop Meta-cognitive skills. Demonstration classes, criticism classes, Microteaching, link practices, and lessons based on models of teaching provide skills, and competencies to transact school curriculum. Student teachers are oriented to conduct action research, case study, small projects, dissertation (M.Ed) and remedial instruction programmes to develop enquiry skills and problem-solving abilities. Training on education Blog creation, Digital text, E content, online learning, incorporation of virtual labs, online quizzes, online assignments, ICT integrated lesson templates etc. are provided. Workshops on life skills, Reading and reflecting from the texts, Peer review of classes during an internship, projects etc are provided through the curriculum. The college also provides opportunities for social visits to different institutions, twinning programmes, conscientisation programmes, and remedial programmes for school students. The curriculum provides an understanding of socio-cultural perspectives of gender bias in India. Activities like campus cleaning, plastic-free- eco-friendly campus life, development of a medicinal plant garden etc

are provided. Observation of International days to inculcate Global Perspectives and National days for promoting National Integration are part of the curriculum.

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

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

Training provided to the B.Ed. students is one that develops national and international perspectives. During the training program, students are exposed to different streams of education. Theoretical knowledge on the development of different school systems, functional differences among them Norms, etc., is transacted through the school management curriculum. Theoretical discourses and presentations help student teachers to understand concepts, principles, importance, and components of educational management and the structure of school management at different levels. The school induction program provides awareness of the development of the school system in India, organization of School Plant- school site, building, infrastructure, school records, and registers, etc. Student teachers visit special schools in connection with their SUPW activities to understand the methodology prevailing there. Comparison of Education in Developed Countries such as Japan, the USA, and the UK and Science teaching in developing countries like India, Srilanka, etc help student teachers to get an overview of global trends in mathematics education. CD analysis/video analysis in developing and developed countries as part of optional methodology courses is helpful in comparing different school systems. They are sent to CBSE, ICSE, Government and Government Aided schools for one-week school induction. Student Teachers gather information from schools such as Navodaya Vidyala, and Ekalaya schools which are situated in

rural areas during their project work.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	*View File*
Documentary evidence in support of the claim	*View File*
Any other relevant information	*View File*

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

Activities are organized to inculcate Social and National values, integration, and development (Observation and celebration of national days, conscientization programs on social issues and evils, human rights education, Environment conservation, Flood relief, etc.) Diverse learning engagements help student teachers to develop multidisciplinary viewpoints and knowledge, formation of dispositions, and values and become well-versed in the latest advances in education. Curriculum transactions through seminars, discussions, debates, and activities of women's 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 empowerment of society, brainstorming sessions, and problem-based practicums, activities, cultural programs, etc. are helpful to develop professional development of prospective teachers. School-based conscientization programs are organized to identify and resolve the major social, intellectual, and environmental issues, and challenges faced by our pluralistic society. Cultural programs competitions, community visits, and camps develop a proper value system based on the cultural, social, political, and moral base of Indian society.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	**All of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

114

2.1.1.1 - Number of students enrolled during the year

114

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

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

25

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

19

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

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

3

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

3

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

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Mar Theophilus College has the following methods to ensure the assessment of students at the entry-level

1. Personal interviews with the students by the teachers and the principal are done at the time of admission.
2. A student profile is collected in which the aspirations of the students and the areas where they would like to improve are identified.
3. One week is set up as orientation week and the students are helped to develop intrinsic motivation for identifying their talents and skills.
4. Course and campus familiarization programme are organized at the commencement of the course.
5. Self-introduction of the students in the optional and general classes offers an opportunity for the teachers to penetrate the inner dispositions of the student teachers and pinpoint of the talents of the students that give them an edge in the teaching career.
6. Each optional class organizes an optional wise initiation programme where the talents of the students and leadership quality are identified.
7. The academic year commences with Talent Hunt and Fresher's Day.
8. Students are supposed to present introspection at the beginning of the academic year.
9. Every day the classes commence with a Thought for the Day.
10. Morning assembly give support unities for the students to come to the forefront.

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

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:11

2.2.4.1 - Number of mentors in the Institution

11

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

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

1. Individual seminar-Students present seminars that end with interactive discussions.
2. Jigsaw group seminars-A team presents various aspects of a topic and the same ends with a question and answer session.
3. Projects- Students select a project according to their interest and go deep into the topic in the 4thsemester.
4. Problem-Based Practicums related to education are done by each student.
5. Visits to special schools-The students conduct visits to special schools and rehabilitation homes and conduct

cultural programmes and undertake cleaning activities.
6. Online and Offline Assignments- Students prepare online and offline assignments that foster self-inquiry.
7. Brainstorming discussions-Debatable aspects of the syllabus are transmitted through small group discussions.
8. Team teaching- A group of two or three teachers conduct shared classes during teaching practice.
9. Think Pair Share- A collaborative mode of offering a topic and sharing ideas in pairs.
10. Cloud-based LMS- Google classroom is used for cloud-based learning and teaching where class scheduling resource sharing, and submission of student work are conducted online.
11. National Level Tours, E-Content Preparation, Digital Textbook Preparation, Video recorded Microteaching sessions, Link Practices, Video Analysis focus group discussion, Research scholars' weekly thematic presentations, Thesis work, Institutional Twinning programme etc. offer students a variety of learning experiences.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	[View File](#)
Any other relevant information	[View File](#)

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

11

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	Nil
Any other relevant information	[View File](#)

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

114

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

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

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

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

The college follows a continuous mentoring strategy which focuses on the strengths of the 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.

1. Experience-based curriculum transaction
2. Metacognitive approach and reflection
3. Life skill training programmes
4. 5-day camp
5. Attitudinal development programmes
6. Invited talks Sharpening ICT skills
7. E-content development training
8. ICT course
9. Leadership training
10. Video recording
11. video analysis of the classes
12. Microteaching sessions
13. criticism classes of the students
14. Seminar presentations by students
15. National level tour
16. Yoga
17. English language communication
18. Association and Club activities
19. Guardian Angel Programme.

Each teacher is given a handful of students to befriend, understand and groom. 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.

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

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

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

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

The institution had to resort to both online learning modality and offline modality.

Using google suite and google Classroom were used for the systematic progress of the curriculum. Class schedules and timings were sent to students through WhatsApp groups. The student's assignments and presentations were sent to the teachers using google classroom. Multiple choice examinations and model examinations were also conducted in online mode. Conscientization progrmme and practice teaching were also conducted effectively using the google platform and ZOOM. Insight in-depth There was difficulty in organizing invited talks due to the pandemic. So a series of invited talks were organized with the support of the research wing of Mar Theophilus College. Around 50 talks were organized in the 21-22 academic year. Every Monday from 6.15 to 7.45 pm students gathered online to listen to invited talks. The main topics were personality development, training in blended learning, time management, mental health, research in behavioral sciences, online learning tools, and environmental conservation.

Through offline mode student teachers are provided with variety of activities dealing with holistic development. Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc.

Creativity: Creative Club activities, teaching aids preparation etc.

Innovativeness: Optional wise exhibitions, Criticism Classes etc.

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Intellectual: Debates, Quiz Competitions etc.

Thinking skills: Discussion on variety of topics, Brain storming
technique etc.

Empathy: Food for deserve programme, social visits etc.

Life skills: talks of experts, seminars etc.
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File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

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

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

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	Ten/All of the above

competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above

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

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

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

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

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

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

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

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

The college is preparing student teachers for the internship programme bythe following ways:

1. School induction programme for five working days in school provides a feel of the school.

2. Observation of Video classes (two video recorded lessons of experts) provides some learning experience

3. Each student teacher must involve in 10 Discussion Classes, 5 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 the presentation of peer.

4. Content Analysis of standards VIII, IX, and X: this gives the student teacher to have an idea of the content involved in the high school level textbook.

5. Before going for the internship programme the student teachers are divided into groups and are sent to their respective schools to meet the school authorities and the teachers.

6. Orientation for practice teaching is given by optional teachers, core teachers, and the Principal 7. Rough Lesson plan correction by optional teachers

8. PTA meeting is organized before sending the student teachers to the schools.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

2.4.9.1 - Number of final year students during the academic year

98

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

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

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

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

1. Evaluation rubric and schedule: An evaluation rubric and schedule is given to all the stakeholders.

2. Observation:

All the classes taken by each student teacher are observed by the teachers in the schools.

Each student teacher is evaluated by a peer

The classes are observed by optional teachers, General teachers, and the principal

Observation of Video recording: The students are asked to record videos of their classes to get self-awareness.

3. Preparation of blog: Each student teacher must upload the school activities and photographs in their blog during the internship programme.

4. Each student teacher must reflect on their activities in the school and class and report it in a reflective journal.

5. Feedback from students is collected.

6. Student teachers at each school must collect an internship certificate from the concerned school with seal and signature from the school authority.

10. 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.

11. Achievement tests and diagnostic tests can be corrected during this day.

12. Marks obtained by the students in the achievement test are also taken into consideration to assess the performance of student teachers.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	[View File](#)

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

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

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

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

2.5 - Teacher Profile and Quality

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

11

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

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

9

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

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

143

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

143

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

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

Teachers put-forth efforts to keep themselves updated professionally through

1. In-house discussions on current developments and issues in education

2. 7 faculty members are research guides at the University of Kerala

3. 5 Faculty members are HRDC Resource Persons

4. 7 Faculty Members are All India Radio Resource Persons

5. In-service courses: Teachers attend Orientation, Refresher, and Short-term courses on various topics related to education in UGC-Human Resource Development Centre, Kariyavattom, Thiruvananthapuram and Department of Education.

6. Ten teachers from B.Ed. section have completed doctoral studies.

7. Ph.D. work under University of Kerala one teacher is in the final stage of the work. Ph.D. guidance: Dr. Benedict, Dr. Reghu V., Dr. Giby Geevarughese, Dr. Joju John, Dr. Bindu B, Dr. Maya, Dr. Ancy A.S. are research guides in the University of Kerala.

8. Teachers organize seminars and workshops (international and national) in college itself related to development and issues in education

9. Teachers give thematic talks in international and national seminars. Teachers participate and present papers in international and national seminars, colloquiums, and workshops in India and abroad.

10. Teachers function as Session Chairs and Mentors to Regional, National, and International Seminars.

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

2.6 - Evaluation Process

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

CIE is ensured in the college using the following strategies:

1. The total personality of the student is analyzed throughout the course.
2. The value system, attitude, participation, leadership, punctuality, quality of the work, commitment to work and society, etc. are evaluated from day one to the last day of credit submission to the University.
3. Awareness is given to students about CIE by optional teachers and general teachers.
4. Teachers are oriented to conduct objective and impartial analyses of student activities.
5. A separate teacher and student evaluation rubric are used for assessing students' performance during lesson transactions.
6. Every initiative and proactive strategy is being translated into credits. Innovation and expression of creativity are given higher credits.
7. A healthy and constructive spirit of competition is maintained throughout the optional classes of subject association activities and the best optional association is selected.
8. Leadership in organizing creative programmes under the banner of ten objective-oriented clubs is also given weightage Parents' meetings are conducted to evaluate the performance of the students.
9. Progress card is provided to the students There are criteria for evaluating M.Ed. thesis as per the University PG Board of studies guidelines.
10. M.Ed. students' classes are evaluated using prescribed evaluation schedules.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group	Five of the above

| **performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually** | |

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

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

The College has multiple methods of identifying students' grievances. A 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 consists of representatives from teaching staff, administrative staff, and students. Students can adopt any of the four methods to convey their 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 are

1. Whenever there is a grievance relating to examination or allotment of marks the committee meets on the spot to analyze 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 the university external practical board examination in the practice teaching schools for pregnant women and sick students to take class conveniently

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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

University provides the academic calendar. The college adheres to it. 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 the internal evaluation. The basic elements internally evaluated are the Teaching skills of the students, content awareness, participation in co-curricular activities, subject-related written works, etc. The internal evaluation is done through the mid-semester 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 meetings and planning of the evaluation works

2. Monthly IQAC Meeting

3. Periodic Updating by the Principal

4. Messaging Mechanism

5. Display of the Monthly Action Plan

6. Analysis of the Evaluation by the Principal- The internal evaluation done by the teachers is scrutinized by the principal.

7. Question paper scrutiny by the principal- The question papers of the model examination and midterm examination is collected by the principal ahead of time and scrutiny is conducted.

8. The Credits are Displayed and Signed by the students.

2.7 - Student Performance and Learning Outcomes

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

1. The PLOs and the CLOs are reflected in the vision of the college, motto of the college, the mission of the college, the emblem of the college, and the college anthem.

2. The aim of the college is to develop enlightened social engineers who are socially committed to upholding the slogans Vasudeivakudumbakam and lokasamastha sukhinobhavanthu and sarbva bhoothahithetharatvaha

3. The college aims to develop knowledge, wisdom, skills, and positive attitude in the student teachers

4. The teaching process is reflective in mode always highlighting how teaching and learning of the specific topic lead to the formation of the teacher's 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. Organogram prepared and followed in the optional class

7. All student teachers are given variant responsibilities in the class and in the clubs to draw out the leader in them.

8. The art fest, literary fest, and sports fest are organized in a manner to use art, literary, and sports skills.

9. Seminars, group discussions, panel discussions, etc. are conducted every year to ensure lively discussions and sharing of ideas by the student teachers.

10. Social visits are organized to meet and befriend students with special needs and such meetings develop empathy in the students.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	**View File**
Result sheet for each year received from the Affiliating University	**View File**
Certified report from the Head of the Institution indicating pass percentage of students program-wise	**View File**
Any other relevant information	**View File**

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

The college attempts to implement the curriculum in the right spirit of PLO's and CLO's specified in Criteria I.

I. Student professional and personal development is monitored through

1. Participant observations by mentors in training sessions: oral and written

2. Self-reflection by student-teachers

3. Peer observations cum critical comments

4. Personal counseling to the weak and needy candidates

5. Improvised studio-based grooming through video shooting and post-performance analysis

6. Performance-based credit attribution system by mentors

7. Tutorial seminars in optional and core class hours

8. Small and medium group discussions and brainstorming

9. Seminar and panel group discussions based on content and contemporary, relevant issues.

10. Stage and field level performance by student-teachers like drama, yoga, and performing arts 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 purposes, initiatives like comprehensive student development card and videos recorded and uploaded by mentors and student teachers

II. Student professional and personal development and the transfer value

1. Enhanced confidence level of students

2. Reduced stage fear; improved social intelligence

3. Organizing competency-enhanced

4. Critical thinking-sharpened

5. Leadership and management skills-developed

6. Metacognitive strengthening-happened

7. Teacher competency-discovered and nurtured

8. Progressive improvement in multiple intelligences, EQ and SQ-ensured

9. Using the progress of students for further development and achievement

10. They are sent for campus interviews, youth festivals, competitions, and SET and NET exams

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

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

100

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

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

The college always analyses the entry behavior. The needs of the students are identified and planned activities help to bridge the learning and competency gaps

List of Initially identified learning needs:

1. Communication skills

2. Techno-pedagogical skills including cyber technology, ICT competencies, learning apps management

3. Proper development of attitudinal shift conducive for moulding a teacher persona and grooming needs

4. Moulding and shaping the candidate as a teacher leader

5. Group dynamics and leadership

6. Requirement for social / emotional / spiritual intelligence

The following avenues provided to bridge the gap

1. Theory paper examination, MCQ test, record writing, discussions, group activities, individual practicums, practical works, project works, preparation of evaluation tools, brainstorming, etc.

2. Micro teaching classes, criticism classes, a school internship program in 2 phases, remedial teaching to students

3. 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.

4. Seminars, presentations, group discussion, theatre practice, reading and reflection on the text, yoga, health and physical education works, art and aesthetic education work, SUPW, and preparation of teaching aids

5. Reflective journal, peer evaluation, criticism classes, school-based evaluations, multiple choice test battery

6. Community living camp, social visit and conscientization programme

7. Performance in arts, literature, and sports festivals

8. Participation in intercollegiate competitions.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	**Three of the above**

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

4

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

1

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

3.3 - Outreach Activities

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

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

21

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

200

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

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

200

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

200

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

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

The students in the leadership of various clubs assigned visit localities and conduct various activities regularly. Extension activities in the locality in terms of impact and sensitizing students to social issues and holistic development during the last years. The college organises and participates in various extension activities with a dual objective of participation by students and strengthen community participation.

This joint venture promotes and facilitates various extension programmes. Programs like Student Partnerships which take up activities in collaboration with other agencies for awareness and exposure.Programs like rainwater harvesting, drinking water conservation, agriculture, horticulture, pisciculture, in collaboration with the concerned departments have been started as part of environmental awareness and to encourage the community to initiate actions in this regard

Blood donation in the College is regular feature whereby students and staff donate blood for the cause. Awareness training to face the Covid-19 challenges training given to the students of our college is very much helpful to the students to tide over such critical situations. At the same, conservation programs organized in the college. All these extension activities have given the participants exposure to cases of unjust deprivation and have created strong motivation for alleviation of this injustice.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

9

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

9

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

6

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities	**All of the above**

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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 providing the required academic atmosphere necessary for the intellectual and professional growth of the student-teachers. The physical facilities of the college are wide and varied. The various physical facilities are:

1. **PRINCIPAL'S CHAMBER**
2. **OFFICE COMPLEX**
3. **CLASSROOMS AS PER NCTE NORMS - 6**
4. **ATTACHED SIDE ROOMS - 6**
5. **AUDITORIUM**
6. **SEMINAR HALLS -2**
7. **CONFERENCE HALL**
8. **GUEST ROOMS - 4**

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 9.  RESTROOMS - 2
10.  PSYCHOLOGY LAB
11.  SCIENCE LAB
12.  LANGUAGE LAB
13.  COMPUTER LAB
14.  EDUCATIONAL TECHNOLGY LAB
15.  WORK EXPERIENCE LAB
16.  FITNESS CENTRE
17.  PLAY GROUNDS
18.  AEROBICS HALL
19.  COLLEGE LIBRARY
20.  READING ROOM
21.  WELL FURNISHED STAFF ROOMS
22.  INTER-RELIGIOUS PRAYER HALL
23.  OFFICE OF OLD STUDENTS ASSOCIATION (THEOSA)
24.  GUIDANCE AND COUNSELING CENTRE
25.  RESEARCH GUIDANCE WING
26.  CANTEEN
27.  NETWORK RESOURCE CENTRE (NRC)
28.  TRANSPORTATION
29.  ATTACHED TOILET FACILITIES
30.  DRINKING WATER FACILITIES
31.  RESEARCH ROOM
32.  e -CONTENT STUDIO
33.  BIO METRIC PUNCHING
34.  GENERATOR
35.  MULTI PURPOSE HALLS (under construction)
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File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	[View File](#)

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

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

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12
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File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.mttc.ac.in/facility
Any other relevant information	View File

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

2767416.5

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

The college library act as the Knowledge Resource Centre, for the institution and its stakeholders. Adjacent to this is a reading room with a sizeable collection of journals, periodicals, and newspapers.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. The Library has digitized its resources and created an appreciable INFLIBNET facility. DELNET facility is added to the college library for access from remote areas. The College Library has a collection of over 22,185books 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, political science, varied disciplines of sciences, health, and Physical Education to fulfill 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 college Library is effectively managed in all respects through LIBSOFT Solutions.

PECULIARITIES OF COLLEGE LIBRARY

1. INFLIBNET
2. DELNET
3. LIBSOFT SOLUTION
4. Web OPAC
5. Gate way entry register
6. Barcode reader
7. Photocopying facilities
8. Bar-coded identity card

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://www.mttc.ac.in/library
Any other relevant information	[View File](#)

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

Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Peculiarities of the library:-

1. All books are bar-coded
2. Web OPAC using which availability of books on shelves could be checked in advance
3. The Library has institutional membership of the Information and Library Network Centre (INFLIBNET) and DELNET.
4. Each student is given a unique bar-coded ID card
5. Readers will be responsible for any damage caused to the book
6. 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.
7. Members are not allowed to sub-lend the books Late return will be penalized
8. All books must be returned to the library 3 days before the close of each term.
9. All books that are taken for Onam and Christmas holidays

must be returned on the date of re-opening.
10. The library is freely accessible (on request) to staff and students of other institutions.
11. The new arrivals are displayed on the display stand which is kept in the library.
12. Decimal Classification (DC) with Optical Mark Reader Coding System
13. Membership is extended to all teaching and non-teaching staff
14. The LIBSOFTOPAC mobile app was created and used by stakeholders, which ensure searching anytime anywhere.

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

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

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

54,490

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

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

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

269

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://www.mttc.ac.in/mandatory-disclosure
Any other relevant information	View File

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

as gifts to College

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

4.3 - ICT Infrastructure

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

1. Usage of Wireless infrastructure in the college is to enhance the accessibility of the internet for academic purposes and to browse exclusive online resources (licensed online journals) of the institution.
2. The connection strength has progressively increased over the years to meet the changing demands of the situation.
3. The college provides network connection through OFC optical fiber connection) (connection No- 9037741930)uninterrupted within 50-meter radius of the institution(high-speed connectivity)
4. Availability of the signal will vary from place to place for student's/faculty members and staff. The signal strength also may vary from location to location.
5. It is not mandatory that each and every area on each floor of every block will have the same kind of signal strength. Each floor has a booster router one each at the left and right-wing.
6. There is a separate signal amplifier for the research room.
7. Password protection is ensured for security and safety.
8. Access to Wireless internet is only an extended service and all students and research scholars can make use of the service on demand.
9. The LIBSOFTOPAC mobile app was created and used by stakeholders, which ensure searching any time anywhere.

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

4.3.2 - Student – Computer ratio during the academic year

`1:4 at UG Level and 1:1 at PG Level`

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	`D. 50 MBPS - 250MBPS`
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	`One of the above`

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.mttc.ac.in/e-content
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.mttc.ac.in/e-content
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

`48,97,459.50`

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

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

The institution has a planning committee to review the need for augmenting the infrastructure to keep pace with academic growth.

The institution plans and arranges various maintenance, modification, up gradation, and installations to the existing infrastructure facility according to the need of the hour on regular basis.

The requirements of the students are enquired through periodic feedback, interaction with the students, careful observation of the activities of the students, and through the complaint box mechanism.

The institution takes into account the suggestions and recommendations put forward by the Alumni association of the college- THEOSA which meets annually and is reviewed by the executive committee.

The institution keeps an eye on the modifications and requirements of the Parent Teacher Association of the

college.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.mttc.ac.in/facility
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

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

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

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

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and	`B. Any 3 of the above`

ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
44	97

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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

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

5

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

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

88

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

The campus has a Student's Union which is usually constituted through the election. It is composed of a Chairman,Vice Chairperson, General Secretary, and other members. The powers and functions of each member are guided by a Union/Institution's constitution. The council is responsible for looking into most of the student activities on campus, including clubs and 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 the student council include activities for the college administration in academic, and social, that would improve the outlook of the campus like SPARKZ(Strategic Programme for Assessing the Resourcefulness Knowledge and Zeal) which include 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). But due to the Covid-19 restrictions, the college campus was shifted to an online session and so a new competition Kaizen was conducted online mode for finding the Best Prospective Arts and Science teachers in Digital Platform.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

82

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

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

Our Alumni Association THEOSA (Theophilus College Old Students Association) was initiated in the year 1990-91 to undertake and maintain the organizational initiative. Each member of THEOSA and friends of the THEOSA decided to contribute to the Extension Activities of the College. As the association decided to be an informal organization even with officers, a set of objectives, newsletter, and constitution, there is no registration of the Association so far. We are planning to register the association as a registered body in the near future. Most of the members are supporting our regular wing voluntarily. The parent chapter of

THEOSA in our college is shouldering new chapters like UAE-Gulf Region (already established in 2015), USA- Canada and Australia are under organization for circulating the details of events and other significant news to the THEOSA Chapters around the world. Still, it is in the process of growing and the able leaders of the abroad unit are 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. Theosa members support finding employment opportunities for students and fellow alumni members in need.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	**All of the above**

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

2

File Description	Documents
Data as per Data Template	[View File](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View File](#)
Any other relevant information	[View File](#)

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

The 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.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

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

Nature of governance: The significant symbol of the governance and administration of the institution are Democratic, Participatory and Stakeholder friendly management.

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, government bodies and constitutional obligations emerging from time to time which mainly focuses on an integrated culture centric and democratic values of nation building. The detailed performance indicators of the objectives of the strategic plan are elaborately spelt out in official documents like college calendar, website etc.

Participation of Teachers, Students and Non-teaching staff in Decision-Making Bodies:

The day-to-day functioning of the college are performed through democratic principles through various bodies such as the Staff Council and various committees and communicating via college calendar, website, publications, weekly assembly, GuardianTeacher meetings , college union meetings subject associations, clubs 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	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The decentralization process is carried out in a five-tier mechanism with Management at the top level followed by the Principal, faculty level, administrative level, and student level. The management provides opportunities to subsidiary levels by delegating powers to the various units by giving autonomy in discharging their duties for the best of the institution. Principal Level The Governing Body delegates all the academic and operational decisions based on policy to the Academic Monitoring Committee headed by the principal in order to fulfil the vision and mission of the institute. Faculty Level Faculty members have representation in various committees/cells and are allowed to conduct various programs to showcase their abilities. The college administration plays an integral role, in leading and supporting the development and implementation of policies, programs, and initiatives that are associated with the vision and mission of the college. Students are empowered to play an active role in co-curricular and extracurricular activities, social service, etc. File Description Documents Relevant documents to indicate decentralization and participative management View File Any other relevant information .

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

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

`Academic transparency: Academic transparency is maintained through the curriculum prescribed by the university. College handbook is supplied to the students. All the important decisions and activities are listed on the college website and the college notice board. The college functions as per norms of govt. of Kerala and affiliated university. Internal assessment as per the criteria given by the university curriculum, objective assessment without any bias. Transaction of curriculum in tune with the constitution of independent India. Internal assessment to displayed in the public domain duly sighed by the student teachers, faculty members and principal.`

`Financial transparency:`

`The members of the finance committee discuss all important matters relating to budget provisions of the college and finalize budget proposals to be presented before the governing body for approvals at the beginning of each year.`

`Administrative transparency:`

`Admission as per the government norms and regulations on the basis of merit and reservation policy. Scholarship and other financial support given to the students are via online mode. The administrative functions of the institution are carried out by the head of the institution through a series of committees and clubs.`

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	[View File](#)

6.2 - Strategy Development and Deployment

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

`Dancepiration: A value added course`

`Objective: Integration of Indian knowledge system with regard to`

culture as per NEP 2020.

Inorder to realise the objective the instition started 'Dancepiration' to preserve and promote indian artforms.

Dancepiration is a programme organised in mar Theophilus training college with student coordination and mentoring. Bharatanatyam is one of the 8 forms of dance recognized by Sangeet Natak Academy (National Level Academy for Performing Arts set up by Government of India). It is a significant classical dance form in India. It is created in South India, particularly, Tamil Nadu which is originated about 2000 years ago and evidence about Bharatanatyam can be found in many olden texts including Bharata Muni's Natya Shastra. The course includes basic steps and mudras of Bharathnatyam.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://mttc.ac.in/new/ckfinder/userfiles/files/IQAC%20REPORT%202021-22.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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.

File Description	Documents
Link to organogram on the institutional website	https://mttc.ac.in/docs/organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

TALK ON MENTAL HEALTH IN EDUCATION 6/04/2022

Nowadays, anxiety and stress levels have meaningfully increased due to health factors, work-related stress and other personal issues. Positive mental health is important when we have to make problematic decisions. IQAC in coordination with psychology club and college union decided to organise talks and programmes on mental health.

Advithiya college union celebrated the World Health Day with an expert talk on 'Mental Health in Education' by Devika S Kumar, Junior Research Fellow, Sree Chithra Thirunal Center for Medical Sciences and Technology. The session started at 6 pm on 6th April 2022. This was followed by Principal's address where he talked about the importance of mental health. Dr Joju John delivered a beautiful talk where he emphasized on the idea that the world peace starts with inner peace. This was accompanied by the main talk by Devika S Kumar. The session mainly addressed the role of teachers in inculcating good mental health in students which will culminate in their well-being. A very active interactive session followed this enlightening talk. The enquiries were mainly around how to reduce mobile phone addiction, how to identify depression among withdrawn people and the ways to improve mental health.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

The 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 casualities 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.

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

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

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

2

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

3

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

The institution adopt Performance Based Appraisal System (PBAS). In this scheme, the performances are classified into three categories Teaching, Learning, and Evaluation related activities Co-Curricular, Extension, and Professional Development related activities Research Publications and Academic Contributions At the end of each academic year, the data pertaining to the above categories are collected from each faculty member in the proforma suggested by UGC. Based on the data collected, API scores are calculated for each of the three categories. The principal in consultation with senior Professors 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 the next higher position. The Performance Appraisal system for the administrative staff is maintained as an internal mechanism and according to University Statute and Kerala Service Rules. The feedback from students, teachers and stakeholders is taken into account by the Principal for Assessment.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if

any, during the year in not more than 100 - 200 words

The income expenditure made by Mar Theophilus Training College on various heads and categorized and audited annually such as Infrastructure, Book and Journals, electricity and water charges etc. 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. This includes scrutiny of the following: (a) all receipts from fee, donations, grants, contributions, and interest earned and returns on investments; (b) all payments to staff, vendors, contractors, students and other service providers. All observations/objections of AG are communicated through their report. 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.

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

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

10 Lakhs 43 thousand

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

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

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. 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 from community. Optimum utilization of funds is ensured through. Adequate funds are allocated for effective teaching earning 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.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

Improvements made during the past year with regard to quality and post-accreditation quality initiatives. IQAC organised many programmes for student teachers to develop skills and competency. IQAC has recognized and executed several actions for the continued professional development of the teaching faculty of the college. Faculty induction program has been provided to one to newly Recruited Faculty on legacy and culture of the institution, code of conduct, professional ethics. IQAC provided information and encouraged to participate in Faculty Enrichment Programs and FDP on innovations in teaching strategies. Apart from that, IQAC is planning to conduct training programmes for Administrative staff in coordination with university of Kerala and Directorate of collegiate education. Organizing outreach programs for bringing closer relationship between society and institution.Overall improvement of the continuous and comprehensive evaluation system IQAC conducts meeting once in two months and determines the action plan to be implemented in the successive days.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

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 are reflected in the IQAC meetings. An action taken report is documented along with the minutes of IQAC meeting IQAC stands for qualitative improvements in classroom facilities like boosting technological resources and similar infrastructural modifications in classrooms The teaching learning process is properly monitored 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 Training programs are conducted on teaching aids for enhancing competency of students by invited resource persons. Activity to enhance confidence and public speaking abilities of students College prepares academic calendar and calendar of events.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

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

150

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

6.5.4 - Institution engages in several quality initiatives such as Regular meeting	**Four of the above**

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://mttc.ac.in/new/ckfinder/userfiles/files/AQAR%20Final.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://mttc.ac.in/new/ckfinder/userfiles/files/AQAR%202020-21%20HTML%20Report%20(4).pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

The institution organised an international seminar and faculty, student teachers and Research scholars were benefitted. The themes were:

- ○ **Blended learning/Teaching , Innovations**
- ○ **NEP 2020: changes in Teacher education Programme**
- ○ **Trends and priorities in educational research**

- ○ **Vocational education: challenges and possibilities**
- ○ **Emerging trends in management of school education and higher education**

Insight in Depth talk series which aims at exchanging and delivering new ideas through online platforms. In this weekly programme, experts from the field of education are invited for the talk and a discussion on the talk delivered will be done thereafter which were benefitted to student teachers, faculty members and research scholars. The research wing has conducted 46 during this academic year.. The themes of Insight In Depth talk series conducted since January.The institution conducts Value added courses on IT, web2.0 lab. Communicative English, Yoga and this year we developed a course on basics of classical dance called dancepiration.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Mar Theophilus Training college has a well-defined energy policy document that highlights the sustainable use of electric energy.

1. **Promotion of the use of non-conventional energy.**
2. **Popularization of Sustainable Development Goals through various in-house activities.**
3. **Promotion of 7R's principles such as Remove, Reduce, Re-source, Re-use, Re-cycle, Recover and Return.**

Energy management coordination structure.

There is an energy management committee at our institution headed by Dr.K.Y.Benedict (Principal) which includes Fr. Thomas Kayalakkal (Bursar), representatives of staff, and administration.

This cell streamlines the effective implementation of the Energy management programme at the college.

The institute's energy policy is formulated to promote the following:

Sustainable Energy conservation and management

Implementation of Green Energy (Non-conventional energy).

Policy

1. Mar Theophilus Training College is aware of the need for energy conservation and management.
2. Stakeholders of the college will be encouraged to support and participate in energy conservation and management initiative at the local and national levels.
3. Our constituent components practice and implement the necessary energy conservation measures and facilities.
4. During the construction and renovation process members of the energy management committee have to monitor and make sure that such activities strictly adhere to future sustainable development.

Switching over to non-conventional energy sources(mainly solar energy along with KSEB) is to be adopted as soon as possible

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

Mar Theophilus Training College has a clear-cut procedure for waste management and has a well-stated policy on waste. The college has segregated waste into three parts:

1. Solid Waste

2. Liquid Waste

3. e-waste

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4. Lab waste /glassware

Solid Waste: Solid waste collected in the dustbins (Green-Food
waste, Red-Plastic/glass waste, and Blue-paper waste) provided
Solid biodegradable waste is collected at vermi compost pits and
biogas plant. The compost and slurry are used for the agriculture
purposes of MTTC The College has contacted an authorized vendor
/kudumbasree unit who collects the nondegradable waste like e-
waste from the designated place, segregates them, recycles them,
and disposes them at the landfills authorized by the government.

Liquid Waste: Liquid waste generated by the College is of two
types:

1. Sewage waste

2. Laboratory, Cafeteria effluent waste

The above waste is treated through Sewage Treatment Plants (STPs)
and Effluent Treatment Plants (ETPs) that is general waste pits

e-Waste Management: Flip flops, memory chips, motherboards,
compact discs, cartridges, etc generated by electronic equipment
such as Computers, Radio, TV, Phones, Printers, Fax and Photocopy
machines are adequately recycled with the government agencies(
Kudumbasree unit)
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File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

Mar Theophilus Training College aims to make the campus Green by adopting the 'Go Green' strategy. The eco-friendly waste management initiative mirrors the principle of Green campus and it endeavors to extend learning beyond the classroom and to develop a responsible attitude and commitment- My waste my responsibility- both in the college and community at large. Cleanliness and hygiene clean drinking water, hygiene, and sanitation play an important part in maintaining health. A 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 an incinerator and Ladies' Napkin vending machine for solid waste

management. There are separate washrooms for boys and girls. Mar Theophilus works based on the motto "GREEN CAMPUS CLEAN CAMPUS ". We promote. Sustainable development practices through different programmes like Smoke-Free Campus, Plastic Free Campus, Medicinal Garden, Vegetable Garden Agricultural and field preparation MTTC organizes activities like 1. campus cleaning process once in a month 2. Planting trees on the campus 3. Cultivation of edible crops and vegetables Water Harvesting and PiscicultureWater from the rain (rooftop) is collected into the micro catchment area through various pipes, then it is collected to the macro catchment area through numerous underground pipes. Water that is stored in the reservoir is later tested and used for pisciculture. Thus institution serves to maintain equilibrium with the environment through water reuse, water collection, and minimum water consumption.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View File](#)
Circulars and relevant policy papers for the claims made	[View File](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View File](#)
Income- Expenditure statement highlighting the specific components	[View File](#)

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

Nil

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

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

Mar Theophilus Training college is one of the premier Teaching Training Institute in Kerala is situated in the lush and scenic of Mar Ivanios Vidya Nagar, where the college is a constituent of the conglomerate of more than 18 different institution which offers divergent courses to society. MTTC is unique with its eco-friendly approaches and maintains functional internal quality management systems, inclusive practices, and excellent relationships with stakeholders and thus nourishing real academic institutional culture. The college campus is highly surrounded by an enriched resource of academic leaders of reputation who is continuously tapped for leveraging the knowledge from society. The institution ignites sensitivity towards society and the environment through various activities like a visit to old age homes, interaction with differentially abled people, visiting orphanages, and motivating students to spread awareness of cleanliness and the Swatch Bharat Mission. MTTC develops emerging values among the studentteachers in order to meet the social, cultural, economic, and environmental realities ranging from local to global levels.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts	B. Any 3 of the above

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

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

7.2 - Best Practices

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

Title of the Practice -1: Insight In-depth Talks Series

Aims: To update the academic functioning of the Institute and enables the research scholars to promote research work Purpose: Mar Theophilus Training College has made giant strides during the pandemic period specifically in the area of research and extension activities. Insight In-Depth talk series aims to deliver new ideas through online platforms. In this weekly program, educational experts are invited for the talk and a discussion on the talk thereafter. The program is a platform for researchers to gain insights into an expansive range of educational and psychological topics.

Objectives

1. To expand the existing body of knowledge.

2. To quench the thirst for new knowledge, thereby motivating the researchers to find solutions to new problems.

3. To pave the way for the researcher to explore and discover new knowledge.

Title of the Practice -2 Theobhojan

Aims

Theobhojan aims at feeding the hungry around Medical College, Trivandrum. In this project students and staff of MarTheophilus Training College are asked to bring an extra lunch or they can contribute money for preparing/buying food for distribution. Through this project, students become socially responsible and aware of the human values needed for sustainable development.

Objectives

1. To inculcate social values like collective responsibility,Right to health and welfare for safeguardingthe vulnerable Value/quality of service, etc.

2. To instill moral values like compassion, kindness, sharing, and cooperation among students.

3. To mold the students as morally upright and socially committed responsible citizens.

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

7.3 - Institutional Distinctiveness

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

Nil

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File