



## YEARLY STATUS REPORT - 2020-2021

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	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
<b>2.Institutional status</b>	
• 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. Joju John
• Phone No.	04712533518
• Alternate phone No. (IQAC)	04712531432
• Mobile (IQAC)	7907103185
• IQAC e-mail address	mttctvm15@yahoo.com
• Alternate e-mail address (IQAC)	mttctvm15@gmail.com
<b>3.Website address</b>	
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://mttc.ac.in/docs/6%202019%2020%20aqar_report.pdf">http://mttc.ac.in/docs/6%202019%2020%20aqar_report.pdf</a>
<b>4.Whether Academic Calendar prepared during the year?</b>	
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://mttc.ac.in/new/ckfinder/userfiles/files/MTT%20CALENDER%202020-21.pdf">https://mttc.ac.in/new/ckfinder/userfiles/files/MTT%20CALENDER%202020-21.pdf</a>
<b>5.Accreditation Details</b>	

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

6.Date of Establishment of IQAC		01/03/2005			
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7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Institution	RUSA	Central Government	31/08/2019	20000000	

8.Whether composition of IQAC as per latest NAAC guidelines		Yes
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>		<a href="#">View File</a>
9.No. of IQAC meetings held during the year		5
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>		Yes
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>		<a href="#">View File</a>
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?		No
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
1. Online Training for Teachers for using Zoom, Google Meet and other online platforms and tools.		
2. Continuous Training to Student Teachers through Invited Talks every Monday using Google Suit.		
3. Training and Motivational Session for Faculty.		
4. Organizing Online Awareness Programme on NEP 2020.		
5. Skill Development Programmes using Online Modalities.		
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. Conducting Online Training for Teachers for using Zoom, Google Meet and other online platforms and tools.	Conducted 7 Programmes for Equipping Teachers and Student Teachers	
2. Online Invited Talk Series	Conducted 51 Invited Talks (Insight-Indepth)	
3. Continuous Theoretical Orientation to Research Scholars through Concept Paper Presentations	Conducted 41 Concept Paper Presentations.	
4. Conducting Programs and Competitions in online modality.	Conducted 21 Programs using Zoom and Google Meet.	
13.Whether the AQAR was placed before statutory body?		Yes
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>		
Name of the statutory body	Date of meeting(s)	
Malankara Syrian Catholic Colleges Association of Archdiocese of Trivandrum	01/07/2021	
14.Whether institutional data submitted to AISHE		
Year	Date of Submission	
2020	30/01/2020	
15.Multidisciplinary / interdisciplinary		
<p>Mar Theophilus Training 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 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 to arts and science colleges. Each student conducts a reflection of 4 books during the course and students are encouraged to read multidisciplinary books for the same. There is interaction with various disciplines with in the campus with other institutions. We organize visits and interaction by faculty members and students from other faculties inside and outside the state.</p>		
16.Academic bank of credits (ABC):		
<p>UGC has proposed Academic bank of credits (ABC), a great move to help the students have more flexibility in education. University of Kerala is analysing 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 such</p>		

innovations in connection with NEP-2020. Once the Kerala University begins it and permit us to proceed with it, we would also commence academic bank of credit system in our curriculum implementation.

#### 17.Skill development:

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, demonstrations classes and three phases of practice at various schools. Initially there is a school induction programme which 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 communication 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 PPT's and for making posters. Google forms, certificates etc. The club conducts a course in ICT every year.

All the programmes 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)

Mar Theophilus Training 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 the 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. Indian knowledge system is a part of EDU1 - Knowledge and Curriculum: Philosophical and Sociological Perspectives.

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

The revised B.Ed. curriculum of University of Kerala (1919) has given great stress on outcome-based education. Each programme 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.

#### 20.Distance education/online education:

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 of knowledge construction. We provide an invited talk- Insight In-depth- every Monday in the 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 are conducted in online mode.

### Extended Profile

#### 2.Student

2.1	Number of students on roll during the year	214
File Description		Documents
Data Template		<a href="#">View File</a>
2.2	Number of seats sanctioned during the year	125
File Description		Documents
Data Template		<a href="#">View File</a>
2.3	Number of seats earmarked for reserved categories as per GOI/State Government during the year:	49
File Description		Documents
Data Template		<a href="#">View File</a>
2.4	Number of outgoing / final year students during the year:	100
File Description		Documents

Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	100
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.6	116
Number of students enrolled during the year	
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
<b>4. Institution</b>	
4.1	2709938.52
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	31
Total number of computers on campus for academic purposes	
<b>5. Teacher</b>	
5.1	15
Number of full-time teachers during the year:	
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	11
Number of sanctioned posts for the year:	

### Part B

#### CURRICULAR ASPECTS

##### 1.1 - Curriculum Planning

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

The curriculum for B. Ed. and M.Ed. courses is developed by the University of Kerala and the Institution has established a "Curriculum Committee" at the College. ( COLLEGE WEBSITE LINK TO CURRICULUM)

- Planning of the curriculum: - Based on the programme 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
- Bench marking or Benchmarking or Benchmarking activity has been applied effectively by finding the best practices - in classes, from other institutions.
- Communication of Decisions to all concerned: Action plan, Semester plan are displayed on the notice board. Copies of the college calendar are given to student teachers.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

B. Any 5 of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>

A copy of the programme of action for in- house curriculum planned and adopted during the academic year		<a href="#">View File</a>
Any other relevant information		<a href="#">View File</a>
1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	B. Any 3 of the Above	
File Description	Documents	
Data as per Data Template	<a href="#">View File</a>	
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.mttc.ac.in/program-course-outcome">https://www.mttc.ac.in/program-course-outcome</a>	
Prospectus for the academic year	<a href="#">View File</a>	
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>	
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>	
Any other relevant information	<a href="#">View File</a>	
<b>1.2 - Academic Flexibility</b>		
<b>1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b>		
<b>1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year</b>		
6		
File Description	Documents	
Data as per Data Template	<a href="#">View File</a>	
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>	
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>	
Any other relevant information	<a href="https://mttc.ac.in/docs/curriculum/B%20Ed-Final_Curriculum%202020.pdf">https://mttc.ac.in/docs/curriculum/B%20Ed-Final_Curriculum%202020.pdf</a>	
<b>1.2.2 - Number of value-added courses offered during the year</b>		
5		
<b>1.2.2.1 - Number of value-added courses offered during the year</b>		
5		
File Description	Documents	
Data as per Data Template	<a href="#">View File</a>	
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>	
Any other relevant information	<a href="#">View File</a>	
<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>		
38		
<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>		
38		
File Description	Documents	
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>	
Course completion certificates	<a href="#">View File</a>	
Any other relevant information	No File Uploaded	
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	All of the above	
File Description	Documents	
Data as per Data Template	<a href="#">View File</a>	
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>	
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>	
Any other relevant information	No File Uploaded	
<b>1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year</b>		
14		
<b>1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</b>		
14		
File Description	Documents	
Data as per Data Template	<a href="#">View File</a>	
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>	

List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

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 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 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	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	No File Uploaded

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

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, USA and 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 are 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 Vidyalaya, 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	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

UNESCO has proposed four pillars of learning and learning objectives in 21st Century classrooms and we transact our curriculum to develop those four dimensions of education, which in turn contribute to the all-around development of the student teachers. 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 the student teachers to develop multidisciplinary viewpoints and knowledge, formation of dispositions, values and become well-versed in the latest advances in education. Curriculum transactions through seminars, discussions, debates, and activities of women cell, the student teachers understand and apply the strategies of addressing gender bias in educational institutions in the curriculum development and transactions, empowerment of girls as empowerment of society, brainstorming sessions, and problem-based practicums, activities, cultural programmes etc. are helpful to develop professional development of prospective teachers. School-based conscientization programmes are organized to identify and resolve the major social, intellectual, and environmental issues, and challenges faced by our pluralistic society. Cultural programmes 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 1.4 - Feedback System

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

All of the above

feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	
File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment of students during the year</b>	
125	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
125	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</b>	
20	
<b>2.1.2.1 - Number of students enrolled from the reserved categories during the year</b>	
25	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	<a href="#">View File</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year</b>	
3	
<b>2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year</b>	
3	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.2 - Honoring Student Diversity</b>	
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	
<ol style="list-style-type: none"> <li>1. Personal interviewswith the students by the teachers and the principal are done at the time of admission.</li> <li>1. A student profileis collected in which the aspirations of the students and the areas where they would like to improve are identified.</li> <li>2. One week is set up as orientation week andthe students are helped to develop intrinsic motivation for identifying their talents and skills.</li> <li>3. Course and campus familiarization programneare organized at the commencement of the course.</li> <li>4. Self-introduction ofthe 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.</li> <li>5. Each optional class organizes anoptional wise initiation programme wherethe talents of the students and leadership quality are identified.</li> <li>6. The academic year commences with Talent Hunt and Freshers Day.</li> </ol>	

7. Students are supposed to present an introspection at the beginning of the academic year.  
8. Every day the classes commence with a Thought for the Day.

Morning assembly gives opportunities for the students to come to the forefront.

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

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 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	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 2.2.4 - Student-Mentor ratio for the academic year

12:1

#### 2.2.4.1 - Number of mentors in the Institution

16

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

#### 2.3 - Teaching- Learning Process

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

Individual seminar-Students present seminars that end with interactive discussions. Jigsaw group seminars-A team presents various aspects of a topic and the same ends with a question and answer session. Projects- Students select a project according to their interest and go deep into the topic in the 4th semester. Problem-Based Practicum-related to education are done by each student. Visits to special schools-The students conduct visits to special schools and rehabilitation homes and conduct cultural programmes and undertake cleaning activities. Online and Offline Assignments- Students prepare online and offline assignments that foster self-inquiry. Brainstorming discussions-Debatable aspects of the syllabus are transmitted through small group discussions. Team teaching- A group of two or three teachers conduct shared classes during teaching practice. Think Pair Share- A collaborative mode of offering a topic and sharing ideas in pairs. Cloud-based LMS- Google classroom is used for cloud-based learning and teaching where class scheduling resource sharing, and submission of student work are conducted online. 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, Twinning work, 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

17

File Description	Documents
Data as per Data Template	<a href="#">View File</a>



Link to LMS	<a href="https://classroom.google.com/u/1/">https://classroom.google.com/u/1/</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	
214	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	Four of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.mttc.ac.in/learning-resource">https://www.mttc.ac.in/learning-resource</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	
<p>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. We provide experience-based curriculum transaction, Metacognitive approach and reflection, Life skill training programmes, 5-day camp, Attitudinal development programmes, Invited talks Sharpening ICT skills, E-content development training, ICT course, Leadership training, Video recording, video analysis of the classes, Microteaching sessions, criticism classes of the students, Seminar presentations by students, National level tour, Yoga, English language communication, Association activities and 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.</p>	
File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading &amp; discussion on it Discussion on recent policies &amp; regulations Teacher presented seminars for benefit of teachers &amp; 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</b>	Five/Six of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students</b>	
<p>Two institutional climate-specific episodes are narrated in brief:</p> <p><b>Blended learning</b></p> <p>Due to the pandemic, the institution had to resort to online learning modalities. 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 programme and practice teaching were also conducted effectively using the google platform and ZOOM.</p> <p><b>Insight in-depth</b></p> <p>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 45 talks were organized in the 20-21 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.</p>	

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4 - Competency and Skill Development</b>	
<b>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)</b>	Seven/Eight of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.2 - Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>	Ten/All of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	All of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	All of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	All of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

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	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 by the 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, 10 Demonstration Classes of experts or senior students, Criticism Classes - must take one class and 10 to observe and report, Micro teaching - 2 skills must be practiced and must be involved in 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

97

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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. An evaluation rubric and schedule is given to all the stakeholders.
2. All the classes taken by each student teacher are observed by the teachers in the schools.

3. Each student teacher is evaluated by a peer
4. The classes are observed by optional teachers, General teachers, and the principal
5. Observation of Video recording: The students are asked to record videos of their classes to get self-awareness.
6. Preparation of blog: Each student teacher must upload the school activities and photographs in their blog during the internship programme.
7. Each student teacher must reflect on their activities in the school and class and report it in a reflective journal.
8. Feedback from students is collected.
9. 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. Achievement tests and diagnostic tests can be corrected during this day.
11. 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

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

10

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

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

9

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

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

136

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

136

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

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. 5 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. Inservice 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. T.P. Jose, Dr. Giby Geevarughese, Dr. Joju John, Dr. Bindu B, Dr. Maya, Dr. Laji Varghese, Dr. Ancy A.S. are research guides in 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.

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

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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:

The total personality of the student is analyzed throughout the course. 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.

Awareness is given to students about CIE by optional teachers and general teachers.

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

A separate teacher and student evaluation rubric are used for assessing students' performance during lesson transactions.

Every initiative and proactive strategy is being translated into credits.

Innovation and expression of creativity are given higher credits.

A healthy and constructive spirit of competition is maintained

throughout the optional classes of subject association activities and the best optional association is selected.

Leadership in organizing creative programmes under the banner of ten

objective-oriented clubs is also given weightage

Parents' meetings are conducted to evaluate the performance of the students.

Progress card is provided to the students

There are criteria for evaluating M.Ed. thesis as per the University PG Board of studies guidelines.

M.Ed. students' classes are evaluated using prescribed evaluation schedules.

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

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

Five of the above

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

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

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 Vasudevakudumbakam 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.7.2 - Pass percentage of Students during the year

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

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

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

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

Using the progress of students for further development and achievement

1. 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

### RESEARCH AND OUTREACH ACTIVITIES

#### 3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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	No File Uploaded
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

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	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.2 - Research Publications

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

0

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



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

36

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

**3.3 - Outreach Activities****3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

4

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

**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**

230

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

214

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

214

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Mar Theophilus Training College organized various outreach activities for developing social awareness and social intelligence in the students. The most important one was the 5-day camp organized for the students. The camp had a handful of exceptional resource persons and social visit extension activities. The modality was to bring the society to the college and the students to the society. The community living camp also provides ample opportunities to understand and appreciate the problems of the community. As part of the school internship programme, student teachers provide awareness to school students about various prevalent issues in society like drug addictions, health-related topics, substance abuse, child trafficking, etc through conscientization programmes.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.4 - Collaboration and Linkages****3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**

2

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage - exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three/Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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:

PRINCIPAL'S CHAMBER

OFFICE COMPLEX

CLASSROOMS AS PER NCTE NORMS - 6

ATTACHED SIDE ROOMS - 6

AUDITORIUM

SEMINAR HALLS -2

CONFERENCE HALL

GUEST ROOMS - 4

RESTROOMS - 2

PSYCHOLOGY LAB

SCIENCE LAB

LANGUAGE LAB

COMPUTER LAB

EDUCATIONAL TECHNOLOGY LAB

WORK EXPERIENCE LAB

PHYSICAL EDUCATION LAB

AEROBICS HALL

COLLEGE LIBRARY

READING ROOM

WELL FURNISHED STAFF ROOMS

INTER-RELIGIOUS PRAYER HALL

OFFICE OF OLD STUDENTS ASSOCIATION (THEOSA)
GUIDANCE AND COUNSELING CENTRE
RESEARCH GUIDANCE WING
CANTEEN
NETWORK RESOURCE CENTRE (NRC)
TRANSPORTATION
ATTACHED TOILET FACILITIES
DRINKING WATER FACILITIES
<ul style="list-style-type: none"> <li>• RESEARCH ROOM</li> <li>• e -CONTENT STUDIO</li> <li>• BIO METRIC PUNCHING</li> <li>• GENERATOR</li> <li>• MULTI PURPOSE HALLS (under construction)</li> </ul>

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

12

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

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

13,29,794

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

**4.2 - Library as a Learning Resource**

**4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software 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. To be with the times, 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, Geography, Economics, 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**

- INFLIBNET
- DELNET
- LIBSOFT SOLUTION
- Web OPAC
- Gate way entry register,
- barcode reader
- Photocopying facilities
- Bar-coded identity card

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://www.mttc.ac.in/library">https://www.mttc.ac.in/library</a>
Any other relevant information	<a href="#">View File</a>

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:-
- All books are bar-coded
- Web OPAC using which availability of books on shelves could be checked in advance
- The Library has institutional membership of the Information and Library Network Centre (INFLIBNET) and DELNET.
- Each student is given a unique bar-coded ID card
- Readers will be responsible for any damage caused to the book
- If a book is damaged or lost by anyone he/she is responsible to replace it or pay three times the cost of the book including postage.
- Members are not allowed to sub-lend the books
- Late return will be penalized
- All books must be returned to the library 3 days before the close of each term.
- All books that are taken for Onam and Christmas holidays must be returned on the date of re-opening.
- The library is freely accessible (on request) to staff and students of other institutions.
- The new arrivals are displayed on the display stand which is kept in the library.
- Decimal Classification (DC) with Optical Mark Reader Coding System
- Membership is extended to all teaching and non-teaching staff
- 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	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Receipts of subscription / membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription / member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

1,15,938

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

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

249

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="https://mttc.ac.in/new/ckfinder/userfiles/files/LIBRARY%20AND%20LEDGER.pdf">https://mttc.ac.in/new/ckfinder/userfiles/files/LIBRARY%20AND%20LEDGER.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

- 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.
- o The connection strength has progressively increased over the years to meet the changing demands of the situation.
  - o The college provides network connection through OFC optical fiber connection ) (connection No- 9037741930) uninterrupted within 50-meter radius of the institution (high-speed connectivity)
  - o 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.
  - o 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.
  - o There is a separate signal amplifier for the research room.
  - o password protection is ensured for security and safety.
  - o Access to Wireless internet is only an extended service and all students and research scholars can make use of the service on demand.
  - o The LIBSOFTOPAC mobile app was created and used by stakeholders, which ensure searching anytime anywhere.

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

#### 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	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://mttc.ac.in/docs/Facility/eContentStudio1.pdf">https://mttc.ac.in/docs/Facility/eContentStudio1.pdf</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://www.youtube.com/watch?v=SB_aPVKxxoM">https://www.youtube.com/watch?v=SB_aPVKxxoM</a>
Any other relevant information	<a href="#">View File</a>

#### 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)

13,29,794

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

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

###### Infrastructure Augmentation

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, upgradation, 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	<a href="https://mttc.ac.in/docs/Facility/eContentStudio1.pdf">https://mttc.ac.in/docs/Facility/eContentStudio1.pdf</a>
Any other relevant information	<a href="#">View File</a>

#### 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

All of the above

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

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

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

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

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)

Four of the above

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

## 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	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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).

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

41	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

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

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	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

113

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

### 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	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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 counseling, 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

#### VISION

The college stands for Enlightenment, Excellence and Empowerment realizing the Fatherhood of God and Brotherhood of man so as to mould cognitively enriched, affectively balanced, morally upright, socially committed and spiritually inspired teachers for 'Bharath' and rest of the world through an organizational structure and administrative framework characterized by a democratic and egalitarian outlook.

#### MISSION

- Formation of academically excellent, professionally competent, socially committed teachers for the nation and rest of the world
- Development of professional expertise in the student teachers through curriculum related enrichment programmes.
- Professional enhancement of teacher educators through research activities.
- Social upliftment of the educationally backward sessions of the society through the extension programmes.
- Training the new generation teachers to perceive and transfer the cultural, social and spiritual values of the society.
- Empowerment of student teachers especially women through the development of integrated personality, leadership qualities and professionalism.
- Inculcation of scientific temper through the technologically updated knowledge acquisition.
- Imparting awareness about preservation and conservation of environment.
- Promoting a proper attitude towards sustainable development.

#### NATURE OF GOVERNANCE

- Participatory mode of Governance

#### PERSPECTIVE/STRATEGIC PLAN

- Seeking new grants from government and NGO's.
- Improved use of ICT
- Starting new Courses at UG/PG Level.
- Extension of Research Centre.

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

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

#### Management 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 fulfill 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.

**Administrative Level**

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.

**Student Level**

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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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.

**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.

**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

**Administrative Transparency:**

- 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**6.2 - Strategy Development and Deployment**

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

The wide range of activities are carried out in the Institution. Both administrative and academic faculty members are deployed to the next level for smooth and orderly functioning.

**Academic planning**

At the beginning of each year, academic course plan is formulated and it is intimated to the inmates through the website and handbook.

The duties and responsibilities of the coming year is listed and distributed to all the faculty members.

The duties are classified into

- One year/Annual duty for which a teacher may be responsible for one year
- Batch-wise/teacher in charge may be responsible for the whole batch
- Long-term/ for more than two years
- Administrative planning

The whole administration of the college is carried out in a systematic manner by the Principal and Head Accountant.

The various duties of the college administration Viz Administration, e grants establishment, examination, etc. are allocated to different session heads.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://mttc.ac.in/new/ckfinder/userfiles/files/Theophilus%20campus%20pulse%202020%20M-O.pdf">https://mttc.ac.in/new/ckfinder/userfiles/files/Theophilus%20campus%20pulse%202020%20M-O.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Governing Body is a Policy making body of the institution and meets frequently and discusses the agenda prepared by the principal. It reviews the performance of the institution and decisions taken in the meetings and also

approves the policy decisions. The management has the vision to develop a society with integrity to use education as a tool. The management always stands for social inclusion, secularism, social commitment, and excellence. There are 16 educational institutions under the same Management.

#### MEMBERS OF THE MANAGING COUNCIL

- H.B.Moran Mor Baselios Cardinal Cleemis Catholicos (Patron & President)
- Msgr. Dr. Mathew Manakarakavil Corepiscopo (Secretary)
- Rev Dr.Varkey Attupurath
- Rev. Fr. Thomas Kaiyalakkal (Bursar, MTTC)
- Rev. Fr. Joshua Kochuvilayil
- John Mathai IAS (Former Chief Secretary, Govt. of Kerala)
- Fr. Jinoy Mathew

All the appointments are by direct recruitment and from a list prepared by the Committee for the Selection on the basis of rank. For making appointments the vacancy is notified/advertised. The terms and conditions with regard to the minimum qualifications and other terms and conditions as prescribed in the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education are amended from time to time.

File Description	Documents
Link to organogram on the institutional website	<a href="https://www.mttc.ac.in/organogramOrganogram">https://www.mttc.ac.in/organogramOrganogram</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The administrative functions of the institution are carried out by the Head of the Institution through a series of committees and clubs Various committees and clubs are formed through discussion and voluntary acceptance of the faculty based on their potential, teaching experience, interest, communicative style, and specialization.

One activity worth mentioning is the use of Google Workspace.

At the outbreak of the pandemic, the college conducted an elaborate discussion on the methods to continue the educational activities without failure through Google workspace. The college conducted online classes without any break during the Lockdown period with the support of an online mechanism. Training for teachers and students was given to use the online platform using internal and external resources. Google Classroom was started with the Principal as Admin and faculty members were invited through the link and they joined as co-teachers. Students joined the group through the class code. A separate timetable was set up during the period for making curricular transactions convenient. The internal examination as per the requirement of the University of Kerala was also conducted through Google form for Mid Semester MCQ test and model examinations were conducted as per schedule using Video mode.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 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 initiatives towards the welfare of its teaching and non-teaching faculties include the following:

- Teaching and Non-teaching staffs are the members of Mar Ivanios cooperative society which supports any financial emergency.
- Organization of Health Awareness programmes for the staff members periodically
- Organization of sports and cultural activities in which all staff can participate.
- Canteen facilities for students and staff.
- Outdoor and indoor activities
- Recreational tours for staff.
- Yearly get together and cultural programme of the staff with family in which merits of wards are appreciated
- Yearly get together of staff, retired staff, former students and alumni members named Theosa Meeting, where cultural programmes of the members with family are organized and merits of wards are appreciated
- Well-furnished instructional and other infrastructure
- Conducive and warm environment is provided
- Group Insurance is initiated
- Merit awards are presented for staff on the basis of their higher achievements
- Appreciates and accepts the idea of the staff related to development of institution
- Permitting the staff to be resource persons in other institutions
- Motivates the staff to take part in seminars, work-shops, conferences and publications

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

3	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

6	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

A good performance management system works towards the improvement of the overall organizational performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision. In line with this, the Institute is following the appraisal scheme suggested by UGC viz. 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	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.4 - Financial Management and Resource Mobilization

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

Our College conducts according to the rule of Government of Kerala and it is done by chartered Accountant. The financial audit is conducted annually at different levels.

- Internal audit by management of the Institution.
- Internal Audit by Chartered Accountant.
- Government audit by Collegiate Education Directorate, Govt. of Kerala and Accountant General, Govt. of India.

This includes scrutiny of the following:

- All receipts from fee, donations, grants, contributions and interest earned and returns on investments,
- All payments to staff, vendors, contractors, students and other service providers.

- All observations/objections of AG are communicated through their report. The income expenditure made on various heads and categorized and audited annually.

In the audit

- Objection will be seriously attended for rectification.
- Rectification/clarification will done on the basis of higher order audits.

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

Work of Internal Audit of the Institute has been entrusted to the Internal Auditor of the Institute. This is mainly pre-audit of major receipts and payments and post audit of all other receipts and payments.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

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

The administrative system of the college is very effective in utilizing the human resources input. The fund from the UGC is effectively utilized for improving the training quality of the institution. Each member of the faculty is assigned with the responsibility of clubs, associations, cells and other miscellaneous responsibilities. Each one is accountable to the management and Principal for the performance of the assigned duties. The institution makes used of each and every opportunity to procure fund from governmental bodies viz RUSA and a sum of 2 crores is allocated from RUSA fund for infrastructural development during this period.

Mobilization of funds for the utilization is undertaken by various agencies and old students. PTA supports the college at high level through mobilizing PTA fund at the time of admissions.

- Alumni of the institution THEOSA contributes to the welfare measures
- Endowments by Dr. Esther Gladiz ,Ms. Lali ,Ms. Sumi, Dr. C T Mathew
- Diamond Jubilee Memorial Desikothama award Donation by Sri. Ambrose P Kunnil, THEOSA President.
- 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.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.5 - Internal Quality Assurance System

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

The quality movement of the Institution is powered by the IQAC of the college. The IQAC has initiated several steps such as:

- Formulation and implementation of strategic plan for academic, curriculum governance and infrastructural development.
- Organizing outreach programs for bringing closer relationship between society and institution.
- Conducting short courses for students/ Research Scholars.
- 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.
- The college evaluated all the quality of the college and went through an internal and external auditing programme and got ISO certified.

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

##### 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.

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

- Action plan is prepared at the beginning of the academic year which incorporates all scholastic and non-scholastic requirements
- Evaluation, recording/ documentation of all these programs 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

14

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

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://mttc.ac.in/new/ckfinder/userfiles/files/IQAC%20Meeting%202020-21.pdf">https://mttc.ac.in/new/ckfinder/userfiles/files/IQAC%20Meeting%202020-21.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://mttc.ac.in/new/ckfinder/userfiles/files/aqar%2019%2020%20draft%20final%20oct%201.pdf">https://mttc.ac.in/new/ckfinder/userfiles/files/aqar%2019%2020%20draft%20final%20oct%201.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

For first cycle: Describe two examples to show incremental improvements achieved within the institution during the last five years 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

For first cycle: The College Became a Research Centre in 2014-15.

The University of Kerala Syndicate Sub-Committee conducted inspection at college in 2014 and gave recommendation to elevate Mar Theophilus Training College as a Research Centre of University of Kerala. Currently the research centre has total of 12 Research Guides. The total strength of Research Scholars is 42.

For second and subsequent cycles: The college witnessed tremendous changes in infrastructural development during the third cycle of Re-accreditation. The Institution received a fund of two crores rupees from RUSA for infrastructural development. As a result of this 4 additional classrooms is under construction adding second floor to the existing building. The major highlight of the period was the renovation of ICT lab with air conditioned facility. 30 cubicles with computer facility and provision for LCD projector is now added to the ICT lab. The teacher's staffroom and Principal Chamber were renovated.

The institution has rejuvenated the Library facility for making it accessible to all, especially during the pandemic period as there was suspension of classes. The institution subscribed membership from DELNET and made it available to the students.

File Description	Documents

Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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 which highlights

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

Energy management co-ordination structure

There is an energy management committee 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 Energy management programme at the college.

The institute’s energy policy is formulated to promote :

Sustainable Energy conservation and management

Implementation of Green Energy (Non-conventional energy).

Policy

- Mar Theophilus Training College is aware of the need for energy conservation and management.
- Stake holders of the college will be encouraged to support and participate in energy conservation and management initiative at the local and national level .
- The necessary energy conservation measures and facilities are practiced and implemented by our constituent components.
- During construction and renovation process members of the energy management committee have to monitor and make sure that such activities strictly adhere to the future sustainable development .
- Switching over to the 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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 the 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
- 4.Lab waste /glass ware

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 using for the agriculture purposes of MTTC

The College has contacted an authorized vendor /kudumasree unit who collects the non degradable waste like e-waste from the designated place, segregate them, recycles them and disposes them at the landfills authorized by the government.

Liquid Waste:

Liquid waste generated by the College are 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, motherboard, compact discs, cartridges etc generated by electronic equipments such as Computers, Radio,TV, Phones, Printers, Fax and Photocopy machines are recycled properly with the government agencies( Kudumasree unit)

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

<b>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</b>	All of the above
File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	All of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	
<p>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 endeavours to extend learning beyond the classroom and to develop responsible attitude and commitment- My waste my responsibility- both in the college and community at large. Cleanliness and hygiene Clean drinking water, hygiene, and sanitation play an important part in maintaining health. Water purifier was installed at Mar Theophilus Training College to provide access to clean drinking water. Thus we try to control enteric diseases and boost the health of the student teachers. MTTC implemented incinerator and Ladies Napkin vending machine for solid waste management. There are separate washrooms to boys and girls .Mar Theophilus works based on the a motto "GREEN CAMPUS CLEAN CAMPUS ". We promote. Sustainable developmentpractices 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 in the campus 3.Cultivation of edible crops and vegetables</p> <p>Water Harvesting and PiscicultureWater from the rain (roof top) is collected into the micro catchment area through various pipes ,then it is collected to macro catchment area through numerous underground pipes. Water which is stored in the reservoir is later tested and used for pisciculture. Thus institution serves to maintain equilibrium to the environment through water reuse ,water collection and minimum water consumption.</p>	
File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	All of the above
File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>
<b>7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)</b>	
178230	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>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</b>	
<p>Mar Theophilus Training college is one a 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 the society. MTTC is unique with its eco-friendly approaches and maintains functional internal quality management systems, inclusive practices and excellent relationship with stakeholders and thus nourishes real academic institutional culture. The college campus is highly surrounded with an enriched resource of academic leaders of reputation which is continuously tapped for leveraging the knowledge from the society. Even though 2020-21 is a period of pandemic we have provided classes to the students both off line and online mode &amp; infused our knowledge to the society and incorporate societal knowledge to us. The institution ignites sensitivity towards society and environment by various activities like visit to old age home, interaction with differentially abled people, visit to orphanages and motivating students to spread awareness of cleanliness and Swatch Bharat Mission. MTTC develops emerging values among the student</p>	

teachers 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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

A. All of the above

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

## 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 Course/Practice -1: - Web 2.0 Lab

Aims: - To enhance the ICT integrated skills among the students and faculties during the pandemic

Purpose: Web 2.0 is a course done by Mar Theophilus Training college for keeping the faculty abreast with the latest technological knowledge in the pandemic era which have deep impact on quality enhancement and overall development of faculty as well as students. The course covered 11 topics in around 30 hours.

Objective

- To accomplish holistic growth of students and enhance their learning experiences and outcomes.
- To ensure effective teaching by developing technology integrated skills among faculties.
- To check whether students are actively involved in the teaching learning process with updated technological skills

Title of the Practice -2: 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 programme, educational experts are invited for the talk and a discussion on the talk thereafter. The programme is a platform for the researchers to gain insights on an expansive range of educational and psychological topics.

Objectives

- To expand the existing body of knowledge
- To quench the thirst for new knowledge, thereby motivate the researchers to find solution to the new problems
- To pave the way to the researcher to explore and discover new knowledge

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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

TRAIN THE TEACHER

(Robotics the Need of the hour)

AIM: Popular science centre of Mar Theophilus Training College in association with Stem Robotics and BSS (Skill India Mission) organised a Train the Teacher (TTT) Programme on robotics and artificial intelligence.

Objectives: In response to the National Educational Policy 2020 and Atal Innovation Mission implementing Atal Tinkering Labs there is a demand for coding and Robotics trainers in thousands of schools across India. Our objective is to train robotics trainers to bring out the best from the students. Various avenues of AI, Robotics IOT etc. in the Industrial Revolution 4.0 job market are increasing day by day and it is the need of the hour to have more trainers in these fields. Highly skilled trainers in technology are imperative to build strong pillars of our Future India.

Learning Outcomes:

- Opportunity to identify the passion in Technology
- Developing critical thinking skills and problem -solving strategies and creative mindset of student teachers.
- Enabling the student teachers to develop games, apps, software applications etc.



- Connecting with the real world of applications.
- Preparing for the future careers.

More such sessions online and offline are in the pipeline.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>