YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	MAR THEOPHILUS TRAINING COLLEGE
• Name of the Head of the institution	PROF. DR. JOJU JOHN
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	0471 2530074
• Mobile No:	7907103185
• Registered e-mail ID (Principal)	jojujohn74@gmail.com
• Alternate Email ID	mttctvm15@gmail.com
• Address	MAR IVANIOS VIDYA NAGAR, NALANCHIRA, THIRUVANANTHAPURAM, 695015, KERALA
• City/Town	THIRUVANANTHAPURAM
• State/UT	KERALA
• Pin Code	695015
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Urban**
• Financial Status	**Grants-in aid**
• Name of the Affiliating University	**UNIVERSITY OF KERALA**
• Name of the IQAC Co-ordinator/Director	**DR. DEEPTHI ELIZABETH MATHEW**
• Phone No.	**0471 2530074**
• Alternate phone No.(IQAC)	**0471 2531432**
• Mobile (IQAC)	**9074220020**
• IQAC e-mail address	**mttctvm15@yahoo.com**
• Alternate e-mail address (IQAC)	**mttctvm15@gmail.com**
3.Website address	https://www.mttc.ac.in/
• Web-link of the AQAR: (Previous Academic Year)	https://mttc.ac.in/new/ckfinder/userfiles/files/AQAR%202021-2022%20(1).pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://mttc.ac.in/new/ckfinder/userfiles/files/1_2_1%20B_11zon.pdf

5.Accreditation Details

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

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

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
INSTITUTION	RUSA 2.0	CENTRAL AND STATE GOVT.	04/09/2019	2 CRORE

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	13	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	

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

1. IQAC of Mar Theophilus Training College has organised a Three-day International Seminar on Nurturing Quality Consciousness in Teaching, Research and Extension in collaboration with the Kerala State Higher Education Council was organised in online mode from 29-05-2023 to 31-05-2023. The seminar was packeted with paper presentations, competitions, expert talks, panel discussions etc. online certificate was provided to the participants and winners.

2. IQAC has organised an Online National Colloquium on Research Writing in collaboration with Research wing of Mar Theophilus Training College on 25-05-2023. The resource person was Dr. Sentilnathan, Director, (FAC) of HRDC at Bharathidasan University. Around 400 participants participated in the Online national colloquium on research writing.

3.IQAC has organised a new initiative: THEO PEDAGOGUES OPEN MIC Interaction of the old students of the with new students sharing their teaching experiences. It is a hybrid mode of interaction. The programme started on 27-02-2023 by RP- Dr. James T. Joseph, THEOSA member, Former Controller of Examiantion, Mar Ivanios College, Principal of Sarvodaya Vidyalaya

4. IQAC has organised two Faculty Development Programmes one in offline mode on Screenwriting for teachers: basics of scripting and pre-production for teachers by Mr. Aneesh Das, Asst.Prof. NMSM, Govt. College, Kalpetta, Wayanaud, Kerala on 13-02-2023 and one in online mode on delve into the psychological principles for effective teaching and learning strategies by Prof. Dr. Joju John on 11-05-2023.

5. IQAC has started an Educational Satsang: The new initiative of MTTC, sharing the thoughts for the development of the college by the experts who are visiting the college. The first satsang was done on 18-05-2023 by Prof. Dr. Rosamma Philip, Thought shared: We must look up on our strengths other than our challenges. We must sharpen our strengths.

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. To conduct an online international conference https://www.mttc.ac.in/	Three-day International Seminar on Nurturing Quality Consciousness in Teaching, Research and Extension organized by IQAC, Mar Theophilus Training College in collaboration with the Kerala State Higher Education Council was organised in online mode from 29-05-2023 to 31-05-2023. The seminar was packeted with paper presentations, competitions, expert talks, panel discussions etc.
2. A webinar based on Research https://www.mttc.ac.in/	Online National Colloquium on Research Writing by Dr. Sentilnathan Director, (FAC) of HRDC at Bharathidasan University on 25-05-2023. Around 400 participants participated in the Online national colloquium on research writing
3. Conduct an extension activity https://www.mttc.ac.in/	An extension programme was organised to Govt u.P. School Ponmudi on 30-05-2023. Principal in charge, 3 teaching staff, 2 office staff, 2 undergraduate students and 2 post graduate students went there
4.Organise invited talks https://www.mttc.ac.in/	Experts from different vistas of education gave talks in various topics in online and offline mode in club and association activities and curriculum based activities
5. Sending students to Young Innovators Programme of Govt. of Kerala. https://www.mttc.ac.in/	A flagship program as part of the innovation segment that aims to empower future innovators to innovate new products, services, or models to meet emerging requirements, unarticulated

	needs, or existing market needs of the society more effectively through specially designed challenges. Sreelekshmi S.R., Nithin Shaji and Aiswarya Krishna, Meenu and Hema Safana, Megha Akhila and Bijisha Participated and selected as first level winners
6. Research wing talk series https://www.mttc.ac.in/	Conducted ELEVEN Insight In-depth Talks in online mode under the leadership of research wing
7. Organise Faculty development programmes https://www.mttc.ac.in/	Two faculty Development Programmes in offline mode and online mode by Mr. Aneesh Das, Asst.Prof. NMSM, Govt. College, Kalpetta, Wayanaud, Kerala on 13-02-2023 and one in online mode on delve into the psychological principles for effective teaching and learning strategies by Prof. Dr. Joju John on 11-05-2023.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Malankara Syrian Catholic Colleges Association of Archdiocese of Trivandrum	**08/05/2023**

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2023	**16/01/2023**

15.Multidisciplinary / interdisciplinary

Mar Theophilus Training College has a vision to be a comprehensive

multi-faceted institution excelling in all facets of teacher education. Mar Theophilus Training College offers B.Ed., M.Ed. and Ph.D. We are practising interdisciplinary approach within the limits of the flexibility provided by the University of Kerala. The college offers innovative programmes of multidisciplinary and interdisciplinary nature that stimulate students and aspirants satisfying their needs, realizing their interests and ensuring development of learning capacity and thinking skills. The students are provided with variety of Multidisciplinary and interdisciplinary programs within the stipulated academic year. The college invites resource persons from various fields to engage with the student teachers and create awareness about environmental issues media health and hygiene art and culture teaching skills personality development safety measures leadership etc. Invited talks of eminent personalities from national and international levels are given to the student teachers in both offline and online mode. Student teachers are given opportunity to conduct multidisciplinary and interdisciplinary institutional visits twinning programmes field visits social visits school induction programme internship programmes Students can explore various regional, national and international books in Reading and Reflection Programme. Students can participate and excel in various activities organised by: 13 Clubs 6 Optional Associations During the course they get the chance to visit various institutional libraries and public libraries for their project and research works. B. Ed, M. Ed., Research scholars and teachers get Opportunity to present papers in various national and international seminars in online and offline modes Opportunity to publish articles in our interdisciplinary biannual journal (started in 2001) Training to publish articles in UGC Care multidisciplinary journals Research wing of the college organises a talk series named Insight- In-depth (already completed 89 talks) which is also interdisciplinary in nature.

16.Academic bank of credits (ABC):

Mar Theophilus Training College is open to all innovative ideas proposed by NPE 2020. We are delighted at the Academic bank of credits as proposed in NEP 2020.UGC has proposed an Academic bank of credits (ABC), a great move to help students have more flexibility in education. Mar Theophilus Training College is affiliated to University of Kerala and our college is following the rules and procedures proposed by the university. If a student is discontinuing the course after submitting all the works related to the particular semester, then the student can join the same semester in the next academic year. The works submitted will be counted. The University of Kerala is analysing the feasibility of Academic bank of credits

as proposed in NEP 2020. Mar Theophilus Training college has set up all the basic infrastructure and other facilities for introducing the same and we wholeheartedly welcome innovations in connection with NEP-2020. Once Kerala University begins it and permits us to proceed with it, we would also commence the academic bank of the credit system in our curriculum implementation.

17.Skill development:

Mar Theophilus Training College is focusing on the holistic development of student teachers. We are training students to develop various skills such as Pedagogic skills, Communication skills, Technological skills, Life skills, Soft skills etc. Students are trained in Pedagogic skills through: observation of video classes discussion on lesson plan (10 numbers) demonstration classes (5 numbers) microteaching sessions (10 skills) criticism classes (10 numbers) practice teaching sessions (three sessions) i. Initially, there is a school induction program that lasts for one week. ii.In the second phase, students are in the school for around two months and they take around 40 classes. iii.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 get training in communication skill through the morning assembly thought for the day in the class various activities in association and clubs etc Reading and oratory club media club There is a communicative English course also which extends for 3 months. The student teachers are getting hands-on training for equipping them in preparing PPTs and for making posters, Google forms, certificates, etc Life skill and soft skill training sessions are also provided to the student teachers by arranging experts talks, workshops, capacity building programmes etc.

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

1. The motto of the Mar Theophilus Training College is Dominus Mea Illuminatio- God is my Light. 2. The vision of the college is Excellence through Divine Illumination. 3. The college stands for enlightenment, excellence and empowerment realizing the fatherhood of God and brotherhood of man which is the contribution of great Indian thinkers. 4. We always stand for - Loka Samastha Sugino bhavanthu. 5. One day of the college activities starts with a morning prayer in which all teachers, staff and students participate. 6. Each and every important occasion will commence with an interreligious prayer. Mar Theophilus Training College gives importance to integration of Indian Knowledge system along with the curriculum transaction prescribed by the University of Kerala. The

Indian knowledge system is a part of EDU1 - Knowledge and Curriculum: Philosophical and Sociological Perspectives. Yoga is part of the curriculum and we give a course in yoga to all the students of the college. In our annual magazine, we reserve a space for National Language, Regional Language, and International Languages. The student teachers prepare articles in their manuscript magazine in Indian languages also. College celebrate festivals Onam, Christmas, Holi, etc. with due respect. 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 in the college.

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

We are practising outcome-based education. Every year we give training to teachers on subtle aspects of outcome-based education. Our curriculum gives great stress to outcome-based education. We take into account outcome-based strategies starting with the strategic planning. Students are given clear idea about outcome-based education. Each program has a written outcome. These outcomes are published in the curriculum itself. All the activities of Mar Theophilus Training College are organized in such a way that all the outcomes are actualized to the maximum through the learning experiences provided by the college. Even though the outcome is given in black and white, the teacher educators have the freedom and the flexibility to implement their creative strategies in designing, implementing, and assessing the teacher education programme to ensure the total and harmonious development of each student teacher. Training is provided to teachers to effectively implementing outcome-based education. The course and programme outcomes are provided in the college calendar also so that every student teacher will get an idea and perform accordingly.

20.Distance education/online education:

Mar Theophilus Training College uses a blended form of education in both offline and online mode. The Covid pandemic period triggered the blended modality. Through online education we could provide invited talks of experts from different fields with national and international significance. Knowledge construction is not restricted to the limits of the classroom walls. Our special initiates are: Insight In-depth talk series talks of experts during special occasions conduction of Online seminars participating in online conferences using google classrooms doing online short courses online The technology lab with high-speed internet connectivity is available to the students to do such online courses.

Extended Profile

1.Student

2.1	**277**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	**75**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	**12**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**110**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**110**

File Description	Documents
Data Template	View File

2.6	**56**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**22, 96,358**
4.2 Total number of computers on campus for academic purposes	**31**
3.Teacher	
5.1 Number of full-time teachers during the year:	**10**

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

| 5.2

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

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Mar Theophilus Training College has a Curriculum Committee constituted by the Academic Council of the College for the academic year 2022-2023: June 2022- May 2023. Curriculum planning was organised in three sessions from June-August, September -December and January-May during the academic year. The institution has regular in-house planning for the delivery of curriculum through certain strategies.The institutional process of planning, reviewing, revising the curriculum and adapting it to the local context includes the following steps:

•Academic calendar of the institution is prepared according to the annual academic calendar of the university of Kerala.

·There is provision for mid-course correction where were needed during the academic year.

·The institutional curriculum planning is based on the PLOs and CLOs for all the programmes conducted by the institution which is communicated to all the members via academic calendar and website of the institution.

·The plans of innovative programmes will be submitted to the committee to finalise the objectives, outcome, date and nature of the programme.

·Remedial measures are taken for slow learners and under achievers in all areas.

·Feedback of the curriculum is also collected from the student teachers, teachers, alumni, employer and heads of practice teaching school. The data is analysed and take corresponding corrections for further improvement in the committee.

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

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

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

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

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

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available

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

6

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.mttc.ac.in/curriculum

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

3

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

3

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

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

56

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

56

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

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

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

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

14

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

14

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

1.3 - Curriculum Enrichment

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

Understanding of the field of teacher education

The aim of Teacher education programs is to offer the future teachers deep knowledge in their subject area and to develop skills like pedagogic skills, theoretical skills and teaching skills that are needed to teach effectively. The student teaches are helped to have psychological, sociological and philosophical know how of the various areas of teacher education, to encourage the upcoming teachers to develop teacher proficiency, values and attitude through various activities.Activities:Entry level SWOT analysis, Orientation programmes on various fields of teacher education by teachers and experts.

Procedural knowledge

Student teachers are helped to acquire procedural knowledge for different levels of school education such as pre-primary, primary, elementary, secondary and higher secondary.The following activities are organized every year:

  - **School Induction programme**
  - **Internship programmes**
  - **various sessions of invited talks**
  - **Visits by experts**

Capability to extrapolate

Club and association activities, curricular and co-curricular activities, school based, college based and community-based activities are conducted to help the student teachers to extrapolate.

Development of Skills/Competencies

Student teachers are helped to develop Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. through

- **Debates**
- **Discussions**
- **Seminars**
- **brainstorming sessions**
- **talent hunt programmes**
- **stage programmes etc.**

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

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

- **The students are provided well organized Orientation and capacity building programmes based on Development of School system every year.**
- **Yoga, health and physical education, art and aesthetic, theatre workshop, arts fest etc. are provided every year to**

  conscientize on Indian system of education.

- Student teachers are sent to three different schools in school induction, internship session 1 and 2. They also share their experience in the schools as they come back in the feedback gathering which is conducted immediately after the school visits.
- Student teachers have to learn various types of assessment system in their syllabus. They are getting the opportunity to prepare the achievement test and diagnostic test during their internship programmes
- They learn about various norms and standards in different school systems during the classes and their curricular and co-curricular activities.
- Students are given opportunity to have an idea about the school systems in and out the state. We bring educationists from different parts of the world online and offline to interact with the students to learn about their system and total quality management initiatives.
- In the syllabus of various optional students are getting opportunity to have an idea about the international school systems and their relative strengths and weaknesses

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

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

The student teachers in the Mar Theophilus Training College are getting a variety of experience regarding teacher education programme even from the entry level.

- Student teachers are passing through three different profess of interview during admission
- The first month in the college the student teachers are getting a variety of orientation programmes, capacity building

       programmes and familiarisation experiences

- The curriculum provides opportunity to develop professional insights through Observation of video lessons, Discussion, Demonstration classes, Microteaching, Criticism classes, School induction Programme, two internship progrmmes etc. The institution tries to give variety of experiences through these programmes.
- The syllabus provides a hand full of experiences regarding professionalism
- professional skills and soft skills are developed through participating and organising activities of 10 clubs and 6 associations.
- Majority of students get qualified in the competitive examinations such as SET, NET, CTET, KTET etc.
- Self-study courses are organised by the students of Mar Theophilus Training College and the same helps the student teachers to qualify the examinations
- The placement cell organises Job Drives in Mar Theophilus Training College which encourages student teachers to attend in interviews for getting Jobs.

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

56

2.1.1.1 - Number of students enrolled during the year

56

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

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

11

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

11

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

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

2

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

2

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

2.2 - Honoring Student Diversity

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

A well-defined entry level assessment is in place in the institution. The institution has the following ways to understand the learning needs of students and their level of readiness to undergo professional education programme:

Entry level testing at the time of admission is done through personal interview conducted by team of teachers to understand the students'

1. information and communication technology usage,
2. certain components of soft skills
3. vocabulary, reading comprehension,
4. pedagogical content knowledge
5. attitude towards teaching.

All these pre-requisites help to understand the readiness of students to undergo professional education programme

Non-scholastic talents show: A Talent Show was organized for the students to get to know their non-scholastic abilities by the Student Council of the college. Students were asked to demonstrate their special talents. Students were free to do anything that they consider to be a special talent. The performances of the students were noted in an Observation Schedule by the teachers who are in charge of the Student Council.

Student Profile

Students were asked to write biographic description of their own highlighting their interest abilities and potentialities The profile of the learners are collected and documented. .

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

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

Adaptive Structures (for the differently abled) Multilingual interactions and inputs

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:05

2.2.4.1 - Number of mentors in the Institution

14

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

2.3 - Teaching- Learning Process

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

The heart of teaching strategies is to make students use their learning to become effective teachers. The teaching plans developed for all courses document the strategies used in classrooms. Every teaching plan is all-inclusive showing Student-centric teaching strategies to be employed e-resources cited by teachers Enrichment content and special lectures planned

Additional inputs as recent developments in certain concepts Assignments and group projects

The teachers make use of experiential and participative learning strategies in different forms for teaching certain concepts in each course. These strategies are documented with the help of Active Learning Method Format developed by the institution.

1. Learning Modes Used
2. Discussion- Open discussion, group discussion, focus group discussion, panel discussion,
3.
4. Visual mapping by students- concept maps, mind maps, info graphics
5. Brainstorming- with and without using technology
6. Presentation of case studies
7.
8.
9. Online quizzes
10. Reflection exercises
11. Blended learning
12. Group presentations by students

Use of online applications for activities The teaching strategies used by the teachers ensured the active engagement of students in the classroom. They were also models for students to use in their future workplaces.

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

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

14

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://mttc.libsoft.org/
Any other relevant information	View File

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

277

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://online.fliphtml5.com/wgeem/wuuh/#p=30
Any other relevant information	View File

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

Every interaction in the campus is converted into a learning moment for the students. The curricular experiences are designed in such a way to cater to the development of personal and professional attributes required for the teaching profession. SBuilding Team work: Team work is integral in all the activities of students. It begins with the morning assembly where a group of students are made to share responsibilities every day. The teaching learning process provides ample scope for collaborative work.

Cultural programmes are organized in the institution on various occasions to stand as testimonial to team work. A number of outreach activities are organized regularly and the students share responsibilities with a team spirit. The teachers delegate responsibilities to the students and lead them to work together to achieve common goals.

An eye on student diversity: The student teachers become cognizant of inclusive practices by the teachers who demonstrate them every

day in the classroom. Apart from these, special efforts are put forth to help students prepare for dealing with student diversity in their future roles as teachers.

Building Professionalism: The student teachers are trained to take up their work in a professional way. Special sessions emphasizing teacher competencies are handled by resource persons from outside.

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

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

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

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

Teaching learning process in the institution makes the students feel connected and engaged with what they learn with great emphasis on all domains of learning intellectual, affective and psychomotor

Some of the teaching strategies used in addition to the regular

lectures are listed below:

1. **Blended learning**
2. **Participatory learning**
3. **Discussion Based strategies**
4. **Demonstration strategies**
5. **Student centric learning**

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

2.4 - Competency and Skill Development

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

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied	**Ten/All of the above**

student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement	**All of the above**

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

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

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

`All of the above`

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams

`All of the above`

and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

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

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

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

The internship for the second year B. Ed. students is conducted at two phases first in the third semester as practice teaching phase I and in the fourth semester as Internship phase II.

The practice teaching work begins with identification of host schools for

Conducting training programs. The University has made it obligatory

for student teachers to go for practice teaching to schools opting the state syllabus. The teaching practice coordinators send requests to government and government aided schools regarding accommodation of student teachers for practice teaching. T

The teaching practice coordinators intimate host schools and acquaint the school heads and school teachers with the internship programme The teaching practice coordinators communicate the internship expectations from host schools. The formats for observation of student teachers during internship are provided to the school head and school teachers with a request to provide the needed professional support to the interns. The teaching practice coordinators organize an orientation for student teachers. The student teachers are asked to comply with the rules and regulations of the host schools. They are asked to plan the observation by pedagogy teachers after due consultation with them. The doubts of the student teachers are also clarified during the orientation.

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

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

2.4.9.1 - Number of final year students during the academic year

100

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

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

responsibilities- experience/exposure
Preparation of progress reports

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

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

Internship Monitoring Mechanism

Effective integration of theory and practice during internship is ensured by the strong monitoring mechanism adopted by the institution. The performance of the student teachers during internship is monitored by different persons on a regular basis. The persons involved in the observation are teacher educators (also referred to as supervising teachers and core paper teachers), school teachers, head of the institution and peers. The student teachers record their self-evaluation in the prescribed format. They also maintain a reflective journal during teaching practice.

Observation by Teacher Educators

The teacher educators observe the student teachers in the host schools on a regular basis. Every observation is recorded in terms of motivation strategies, explanation of concepts, use of instructional aids, classroom management, classroom interaction, recapitulation and use of novel teaching strategies.

Observation by School Teachers

The school teachers record their observations with regard to the prescribed format.The teacher educators and school teachers work

together to provide constructive feedback to the student teachers.

Observation by Peers

The peers are an additional source of information on student performanceon the prescribed format.The comprehensive monitoring of different persons ensures a thorough analysis of student teacher performance during internship.

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

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

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

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

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

2.5 - Teacher Profile and Quality

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

10

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

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

8

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

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

125

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

125

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	[View File](#)

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

The faculty of the College always took an effort for updating professionally by engaging in different activities as part of the professional enhancement, frequent in-house meetings are organized and discussions are conducted based on the current developments and issues in education.

1. 7 faculty members -Dr. Benedict, Dr. Joju John, Dr. Bindu B, Dr. Maya S, Dr Deepthi Elizabeth Mathew, Dr. Ancy A.S., and Dr Neena Thomas are research guides in the University of Kerala.

2. 2 Faculty members are HRDC Resource Persons

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

4. Eight teachers from B.Ed. section have Doctorates.

5. One teacher is in the final stage of her Ph.D. submission and one doing her Ph.D under University of Kerala.

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

7. Teachers participate and present papers in international and national seminars, colloquiums, and workshops in India and abroad.

8. Teachers function as thematic presenter, Session Chairs and Mentors to Regional, National, and International Seminars.

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

2.6 - Evaluation Process

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

The internal evaluation of the B.Ed Curriculum of Kerala University, is divided as College Based Activities, School-Based Activities and Community-Based Activities

College BasedactivitiesThe college-level curricular works are related to the CE of the theory paper and the practical works. In each semester two internal examinations are conducted-amcqexaminationand a model examination for theoretical evaluation.

School Basedactivityincludes school induction programme, school internship phase-I&II. The school internship programme is evaluated through aspects like practicing the process of preparation of material, teaching, assessment, conscientization programs and evaluation and participating in all the academic activities of the school under direct supervision.

Community Based activityincludes 5 days residential community living camp. SUPW is internally evaluated by assessing the service and products developed by the students

A healthy and constructive spirit of competition is maintained throughout the subject association activities and the best optional association is selected. Leadership in organizing creative programmes under the banner of different clubs. There are criteria for evaluating M.Ed. thesis as per the University PG Board of studies guidelines. The internal marks awarded to the students are displayed and after considering their remarks, the final marks are uploaded to the university site.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group 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	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

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.

The Committee members are:

Dr. K.Y. Benedict (Convenor)

Dr. Joju John(Senior Faculty)

Rev. Fr. Thomas Kayyallakkal (Bursar)

Dr. Bindu B (Member)

Dr. Maya S (Member)

Mrs.Shamin Thompson (Technical Support)

Aneesha A(Chairperson)

Mechanism for communicating e grievances

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. (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 students with medical background.**

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

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

University provides the academic calendar and the college tries to stick on it 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. Teaching skills are evaluated by observing the classes.

1. Monthly staff meeting and planning the evaluation works.
2. Monthly IQAC Meeting- Display of the Monthly Action Plan- The monthly action plan is displayed in the staffroom for the teachers to have a look whenever they enter the staffroom premises.
3. Analysis of the Evaluation by the Principal.

The Credits Displayed and Signed by the studen

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

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 aim of the college is to develop enlightened social engineers who are socially committed to upholding the slogans Vasudeivakudumbakam and lokasamastha sukhinobhavanthu and sarbva bhoothahithetharatvaha
2. The college aims to develop knowledge, wisdom, skills, and positive attitude in the student teachers
3. 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.
4. 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.
5. Organogram prepared and followed in the optional class
6. All student teachers are given variant responsibilities in the

class and in the clubs to draw out the leader in them.
7. The art fest, literary fest, and sports fest are organized in a manner to use art, literary, and sports skills.
8. 9. Seminars, group discussions, panel discussions, etc. are conducted every year to ensure lively discussions and sharing of ideas by the student teachers.
9. Social visits are organized to meet and befriend students with special needs and such meetings develop empathy in the students.

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

2.7.2 - Pass percentage of Students during the year

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

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

Student performance is monitored strictly and continuously throughout the course to ensure the attainment of cognitive and professional attributes. Subject competency is assessed at every semester through assignments, seminar presentations, discussions, Internal Examinations etc. Timely progress of students at each session is also evaluated.

Student professional and personal development is monitored through

- Participant observations by mentors in training sessions: oral and written
- Self-reflection by student-teachers
- Peer observations cum critical comments

- Personal counselling to the weak and needy candidates
- Improvised studio-based grooming through video shooting and post-performance analysis
- Performance-based credit attribution system by mentors
- Tutorial seminars in optional and core class hours
- Small and medium group discussions and brainstorming
- Seminar and panel group discussions based on content and contemporary, relevant issues.
- Stage and field level performance by student-teachers like drama, yoga, and performing arts
- Participation in College Union, Clubs and Association Activities
- Arts and Sports Avenues

Student professional and personal development is documented through

- observation schedules, peer evaluation rubrics and proforma, reflection journals by students, core/optional teachers diary, subject teacher observation/ guidance at the practicing school, personnel blogging by individual students and institution, lesson transcripts for different purposes.

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

2.7.4 - Performance of outgoing students in internal assessment

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

111

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

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

The institution provides all possible efforts to enhance the learning skills and capability of student teachers. The needs of the students are identified and planned activities help to bridge the learning and competency gaps.

Initially identified learning needs are

- Communication skill
- techno-pedagogical skills
- Development of Attitudinal shift
- Group dynamics and leadership
- Capabilities in Aesthetic appreciation
- Management skills
- Critical thinking and Problems solving competencies

The identified initial tasks are catered through

- Model Examination, MCQ test, Record Writing, Discussions, Group Activities, Individual Practicums, Practical Works, Project works, preparation of evaluation tools.

- Micro teaching classes, criticism classes, school internship programme in 2 phases, remedial teaching to students
- Online examination and assignment, blog preparation, ICT oriented lessons.
- Seminars, Group discussion, theatre practice, reading and reflection on text, yoga, health and physical education works, art and aesthetic education work, SUPW.
- Reflective journal, peer evaluation, criticism classes, school-

- based evaluations, multiple choice test battery
- Community living camp, social visit and conscientization programme.
- Talent hunt programme, extension talks, club activities, association activities, weekly assembly, Morning Prayer, sports day, celebrations and remembrance of national and international days, participating in intercollegiate competitions, extension programmes, induction programme, organization of competitions for school students, add-on courses, Study Tours etc.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://docs.google.com/forms/d/e/1FAIpQLSfvms3pCFi3E9qalB1NouBoa7Da zVA7P9fc4Ucs1LcLChqHBw/viewform?usp=sf_link

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	**Three of the above**

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	View File

3.2 - Research Publications

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

10

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

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

4

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

3.3 - Outreach Activities

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

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

12

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

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

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

278

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

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

278

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

278

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

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

Through outreach activities, students are actively engaged in community development. Various initiatives, such as workshops, seminars, and awareness campaigns, provided a platform for open dialogue and education on pressing societal concerns.

By collaborating with nearby experts and organizations, these activities offered first hand insights into the challenges faced by the community. Interactive sessions and participatory projects like Theobhojan, Thanal etc. fostered a deeper understanding of social issues, encouraging empathy and a sense of responsibility among students.

Practical involvement in community development events like Blood donation, Science Exhibition and Workshop further solidified their connection to the local environment. Whether through environmental initiatives, health campaigns including Eye Testing or educational support, students experienced the tangible impact of their efforts on community betterment.

The outreach activities not only sensitized students to the intricacies of social issues but also instilled a proactive mindset. Empowered with knowledge and a sense of duty, students became catalysts for positive change, contributing to the holistic development of both individuals and the community as a whole

File Description	Documents
Relevant documentary evidence for the claim	**No File Uploaded**
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

3

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

3.4 - Collaboration and Linkages

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

4

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

4

File Description	Documents
Data as per Data Template	[View File](#)
List of teachers/students benefited by linkage – exchange and research	**No File Uploaded**
Report of each linkage along with videos/photographs	**No File Uploaded**
Any other relevant information	[View File](#)

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

2

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities 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	[View File](#)
Report of each activities with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution has modernized its physical facilities and educational resources to align with global excellence standards, as emphasized in the college's vision and mission. Complying with the stipulations and guidelines of the NCTE, the institution is dedicated to establishing the essential academic environment essential for the intellectual and professional development of student-teachers. The college boasts a diverse range of extensive and advanced physical facilities, all designed to meet the educational needs of its stakeholders.

1. PRINCIPAL'S CHAMBER

2. OFFICE COMPLEX

3. CLASSROOMS AS PER NCTE NORMS - 6

4. ATTACHED SIDE ROOMS - 6

5. AUDITORIUM

6. SEMINAR HALLS -2

7. CONFERENCE HALL

8. GUEST ROOMS – 4

9. RESTROOMS - 2

10. PSYCHOLOGY LAB

11. SCIENCE LAB

12. LANGUAGE LAB

13. COMPUTER LAB

14. EDUCATIONAL TECHNOLGY LAB

15. WORK EXPERIENCE LAB

16. FITNESS CENTRE

17. PLAY GROUNDS

18. AEROBICS HALL

19. COLLEGE LIBRARY

20. READING ROOM

21. WELL FURNISHED STAFF ROOMS

22. INTER-RELIGIOUS PRAYER HALL

23. OFFICE OF OLD STUDENTS ASSOCIATION (THEOSA)

24. GUIDANCE AND COUNSELING CENTRE

25. RESEARCH GUIDANCE WING

26. CANTEEN

27. NETWORK RESOURCE CENTRE (NRC)

28. TRANSPORTATION

29. ATTACHED TOILET FACILITIES

30. DRINKING WATER FACILITIES

31. RESEARCH ROOM

32. e -CONTENT STUDIO

33. BIO METRIC PUNCHING

34. GENERATOR

35. MULTI PURPOSE HALLS

File Description	Documents
List of physical facilities available for teaching learning	[View File](#)
Geo-tagged photographs	[View File](#)
Any other relevant information	[View File](#)

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

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

10

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

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

616799

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

4.2 - Library as a Learning Resource

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

The college library functions as the Knowledge Resource Centre for the institution and its stakeholders. Adjacent to it is a reading

room housing a substantial collection of journals, periodicals, and newspapers. With numerous collections of books, journals, theses & dissertations, reports, and various resources, the College Library provides a convenient platform for students, scholars, teachers, and other stakeholders to engage in learning and research.

The library has embraced digitization, establishing a commendable INFLIBNET facility. Additionally, the DELNET facility has been integrated into the college library to enable access from remote areas. Currently, the College Library boasts a collection of over 22,185 books and subscribes to more than 18 print and online journals.

It is actively developing a comprehensive collection of print, digital, and media resources spanning various disciplines such as education, philosophy, psychology, sociology, English and Malayalam literature, history, political science, as well as sciences, health, and physical education. This initiative aims to meet the teaching and research requirements of the teacher education community.The institution's teaching and research efforts receive support from both online resources and an e-Library. Efficiently managed in all aspects, the college library utilizes LIBSOFT Solutions for effective administration.

PECULIARITIES OF COLLEGE LIBRARY

1. INFLIBNET

2. DELNET

3. LIBSOFT SOLUTION

4. Web OPAC

5. Gate way entry register

6. Barcode reader

7. Photocopying facilities

8. Bar-coded identity card

File Description	Documents
Bill for augmentation of library signed by the Principal	<u>View File</u>
Web-link to library facilities, if available	<u>https://mttc.libsoft.org/</u>
Any other relevant information	<u>View File</u>

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Peculiarities of the library:-

1. **Barcodes are affixed to all books.**
2. **Utilize the Web OPAC to check the availability of books on the shelves in advance.**
3. **The library holds institutional memberships with both the Information and Library Network Centre (INFLIBNET) and DELNET.**
4. **Each student is issued a unique ID card with a barcode.**
5. **Readers are accountable for any damage inflicted on the books.**
6. **If a book is damaged or lost, the responsible party must either replace it or compensate three times the book's cost, including postage.**
7. **Members are prohibited from sub-lending books, and late returns will incur penalties.**
8. **All books must be returned to the library three days before the end of each term.**
9. **Books borrowed for Onam and Christmas holidays**

File Description	Documents
Landing page of the remote access webpage	<u>View File</u>
Details of users and details of visits/downloads	**No File Uploaded**
Any other relevant information	<u>View File</u>

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	**All of the above**

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

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

101236

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

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

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

212

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://mttc.ac.in/new/ckfinder/userfiles/files/gateway%20report.pdf
Any other relevant information	View File

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

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

4.3 - ICT Infrastructure

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

1. **The utilization of wireless infrastructure within the college aims to improve internet accessibility for academic purposes and facilitate the exploration of exclusive online resources, including licensed online journals.**
2. **Over the years, the strength of the connection has steadily increased to meet evolving demands.**
3. **The college provides network connectivity through Optical**

Fiber Connection (OFC) with the connection number 9037741930, ensuring uninterrupted high-speed connectivity within a 50-meter radius of the institution.
4. Signal availability for students, faculty members, and staff will vary depending on the location, and signal strength may differ from place to place.
5. It's important to note that not every area on each floor of every block will have uniform signal strength. Booster routers are positioned on each floor, both at the left and right-wing.
6. A dedicated signal amplifier is in place for the research room.
7. To ensure security and safety, password protection is implemented.
8. Wireless internet access is considered an extended service, available on demand to all students and research scholars.
9. Stakeholders can utilize the LIBSOFTOPAC mobile app, enabling convenient searches anytime and anywhere.

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

4.3.2 - Student – Computer ratio during the academic year

1:6 at UG Level and 1:1 at PG Level

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**One of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.mttc.ac.in/e-content
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.mttc.ac.in/e-content
Any other relevant information	**No File Uploaded**

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)

2296358

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

The institution has established a planning committee tasked with assessing the necessity of expanding infrastructure to align with academic growth. Regularly, the institution strategically plans and executes various maintenance, modification, upgrading, and installations to the existing infrastructure, responding to the current needs.

To gauge the requirements of students, the institution employs a comprehensive approach, involving periodic feedback, interactions with students, keen observation of their activities, and a complaint box mechanism.Furthermore, the institution actively considers the suggestions and recommendations presented by the Alumni association, known as THEOSA, which convenes annually and undergoes review by the executive committee.Additionally, the institution remains vigilant regarding modifications and needs brought forth by the Parent-Teacher Association of the college.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic,	All of the above

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

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

Nine or more of the above

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and 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	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
15	110

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

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

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

10

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

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

112

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

5.3 - Student Participation and Activities

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

The Student Union, established through democratic elections, comprises key roles like Chairman, Vice Chairperson, General Secretary, and other members, operating as per the institution's constitution. This council oversees student activities, including clubs, festivals, and initiatives, while addressing academic, technical, and social matters. They handle student grievances and strive to enhance the campus through programs 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)recognizing excellence in teaching and knowledge across various fields.

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

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

200

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

5.4 - Alumni Engagement

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

Our Alumni Association THEOSA (Theophilus College Old Students Association) was initiated in the year 1990-91 to undertake and maintain the organizational initiative. Each member of THEOSA and friends of 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, a newsletter, and a constitution, there is no registration of the Association so far. We are planning to register the association as a registered body shortly. Most of the members are supporting our regular wing voluntarily. The parent chapter of THEOSA in our college is shouldering recently updated 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 organization to the next level of growth. The President, Secretary, Treasurer, and Executive Committee were designated as the key points of contact, and a few people willing to help the association were identified. Theosa members support finding employment opportunities for students and fellow alumni members in need.

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

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

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

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

5

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

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

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The alumni association of the MTTC THEOSA showcased impactful contributions during the 2022-2023 academic year. Their efforts have significantly enhanced the college's engagement with the community while fostering growth and support within the institution itself. The range of activities undertaken demonstrates a comprehensive approach to social responsibility and educational empowerment.

- Health Awareness program: The free Eye Check-up Camp 21/03/2023 and Blood Donation Camp 05/06/2023 reflect THEOSA's commitment to promoting health and well-being in society
- Knowledge Enhancement Initiative: The Quiz Competition conducted on 26/05/2023 provided an avenue for knowledge dissemination among the broader public, enriching the community intellectually.
- Educational enrichment through Experience sharing: THEO-PEDAGOGUE talk series initiated on 27/02/2023, where experienced alumni share their teaching journey, serves as an inspiration to aspiring educators. It's a great way to bridge experience and wisdom between generations
- Networking and Reconnection: Events like THEOSA Tour 11/03/2023 and THEOSA Fest 12/02/2023 Annual Get-Together facilitate networking among alumni, current students, and the institution. Such gatherings strengthen bonds and provide opportunities for mutual learning and growth.
- Recognition and encouragement: Recognizing Ph.D. awarded alumni, providing endowments to toppers, and acknowledging outstanding lesson templates showcase THEOSA's commitment to celebrating achievements and encouraging excellence.

Hence THEOSA's involvement underscores the value of alumni support in enriching the college community to collaborative effort for the collective progress and social responsibility of the nation.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory

mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Governance and administration of Mar Theophilus Training college is democratic, participatory ,stakeholder friendly and the institution is governed by its members, who have a say in decision-making, and that the institution takes into account the interests of all stakeholders, including teachers, students, non-teaching staff, and the community.

The strategic plan of the institution is aligned with its mission and vision statements, which are framed in accordance with national policies, government bodies, and constitutional obligations. Thus, the institution is committed to serving the public interest by adherence to national and state government rules and guidelines, as well as NCTE and University of Kerala guidelines. The institution ensures Modernization of teaching-learning processes through the use of ICT and cyber technology and Curriculum renovation in tune with pedagogical and methodological advancement in teaching and learning.

Planning includes enhancement of institutional infrastructural facilities, such as classrooms and laboratories, in a phased manner, keeping global standards in mind. Faculty members, student teachers, and office staff participate in decision-making bodies at the institution. This is done through the Staff Council, various committees, and other channels of communication, such as the college calendar, website, publications, weekly assembly, Guardian-Teacher meetings, college union meetings, subject associations, clubs, and various functions organized by the institution.

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

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

words

The institution follows a a five-tier decentralization process in education, with the management at the top level followed by the principal, faculty level, administrative level, and student level. The management delegates powers to the various units at lower levels, giving them autonomy in discharging their duties for the best of the institution.

Here are some specific examples of decentralization and participative management in education:

- Management level: The management may delegate to the principal the authority to make decisions about the school's budget, staffing, and curriculum.
- Principal level: The principal may delegate to the faculty the authority to develop and implement learning experiences, assess student learning, and manage institutional discipline and meaningful transaction of curriculum.
- Faculty level: Faculty members may participate in committees that make decisions about the school's curriculum, professional development, and student activities.
- Administrative level: Administrative staff may be involved in decisions about the infrastructure facilities, finance, environment management and requirements of faculty and student teachers to facilitate effective functioning of the institution.
- Student level: Student teachers may participate in college union, clubs, subject associations and other extracurricular activities that give them a voice in decision-making.

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

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

A number of measures that the institution has taken to ensure transparency in its academic, financial, and administrative functions Academic transparency:

- The institution follows the updated curriculum prescribed by

the university of Kerala.

- A college calendar k is provided to students, which contains all important information about the institution, including its policies, procedures, and academic requirements.
- All important decisions and activities are listed on the college website and notice board.
- The college functions in accordance with the norms of UGC, NCTE, government of Kerala, the affiliated university.
- Internal assessment is conducted in accordance with the criteria given in the university curriculum, and is objective and unbiased.
- The curriculum transaction is aligned with the constitution of independent India.
- Internal assessment results are displayed in the public domain, duly signed by student teachers, faculty members, and the principal.

Financial transparency:

- The members of the finance committee discuss all important matters relating to the college budget, audited and presented to the governing body for approval in each financial year.

Administrative transparency:

- Admissions are made in accordance with government norms and regulations, on the basis of merit and reservation policy.
- Scholarships and other financial support are provided to students via online mode.
- The administrative functions of the institution are carried out by the head of the institution through a series of committees and clubs.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

more than 100 - 200 words

The National Council for Teacher Education has launched the four year integrated teacher education programme in 2021 and all B.Ed colleges have to implement it before 2030.

Mar Theophilus training college in collaboration with Kerala state higher education council (KSHEC) and council for teacher education federation (CTEF) organised a workshop on Integrated B.Ed course challenges and possibilities. Dr. Rajan Varghese, member secretary KSHEC, Prof. Geetha Janet Vitus, Dean of Education, University of Kerala, Prof. V.Raghu, Former controller of examination, Rajiv Gandhi National Institute of Youth development, Dr. MS Geetha, former Dean of Education, University of Kerala , Dr.Pramod Dinakar and Assistant professor, Chinmaya Vidyalaya deemed university were the resource persons who presented the various dimensions of ITEP. The delegates and teachers discussed the various possibilities and challenges to be faced at the implementation level and suggestions were collected through brainstorming. Enhancement of infrastructure facilities and human resources are the key priorities to be addressed before implementation of the course. The report prepared was submitted to the chancellor of Kerala university for consideration.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.mttc.ac.in/mandatory-disclosure
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The college has a well-structured and efficient administrative system in place.

The Manager/ Patron is the highest authority in the administrative setup and is responsible for all administrative functions. The academic and administrative functions are managed by the college principal , The bursar of the college coordinate and the Management Secretary reports to the Manager and assists in the administration of the college.

The Academic Council is responsible for overseeing the academic functioning of the college. It frames policies and regulations related to academics, which are published in the academic calendar of the college. The Administrative Council reviews the academic, economic, and physical facilities of the college, and suggests remedial measures.

The various functions of the management includes

- **Promoting the faculty for effective and efficient teaching-learning**
- **Promoting faculty to do research**
- **Recruiting faculty members**

the appointment of staff members is made on procedural lines, in accordance with government norms.

File Description	Documents
Link to organogram on the institutional website	https://mttc.ac.in/docs/organogram.pdf
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	View File

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

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

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the

meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The administrative functions of the institution are carried out by the Head of the Institution through a series of committees and clubs.

The Principal delegates powers to these different bodies for the smooth functioning of the academic activities. The College Staff Council, College Union, and the Parent Teacher Association assist the Head of the institution in the academic activities.

There are a number of committees and clubs functioning in the institution, including Anti-Ragging, Planning Forum, Grievance Redressal, Women Cell, Creative Club, Health Club, and Yoga. Each committee has a General Convener (the Principal), a Coordinator (a teaching faculty member), an Office Assistant (an office staff member), a President (a student representative), and a Secretary (a student representative). Committees meet periodically to discuss, plan, and share ideas. The Principal constantly interacts with the functional unit of all the committees, and their recommendations are placed and approved by the staff council for implementation. Powers are delegated to these different bodies for the smooth functioning of the academic activities, with the Principal having a supervisory role. The Principal frequently holds meetings to ensure that the responsibilities are done by each committee and club.

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

6.3 - Faculty Empowerment Strategies

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

Economic

- Provides financial assistance through Mar Ivanios Cooperative Society, a registered society under the Cooperative Societies Registration Act; Govt. of Kerala
- Offers cash loans with nominal interest through the Staff

Welfare Fund, managed by the staff members themselves.

- Society provides loan facility for housing, vehicle, Risk fund for the retired senior members, Recurring and fixed deposits, awards for the academic excellence of children of members etc.

Academic

- Provides support for faculty to pursue higher degrees and qualifications
- Encourages faculty to apply for UGC's FIP, Minor/Major research projects
- Organizes training programs and deputes faculty to attend external training

Professional

- Provides opportunities for skill development and knowledge enhancement through participation in seminars, workshops, conferences, and training programs
- Maintains a professional environment on campus
- Fosters a user-friendly approach without any discrimination based on caste, creed, or gender

Social

- Works under the corporate management of Malankara Syrian Catholic Colleges Association, Thiruvananthapuram
- Cooperates with sister institutions functioning on the same campus

Health and Well-being

- Provides medical and health insurance schemes to employees, including State Life Insurance (SLI), Group Insurance (GI), and Group Personal Accident Insurance Scheme
- Organizes health awareness programs
- Arranges sports and cultural activities for staff participation
- Provides canteen facilities for students and staff
- Organizes outdoor and indoor activities, including recreational tours for staff

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

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

3

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
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.

6

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

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

6

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

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

The institution has a structured performance appraisal system for teaching staff that aligns with UGC/NCTE guidelines. The system focuses on teaching effectiveness, professional development, and research contributions. For Non-teaching staff performance is evaluated less formally and promotion is based on seniority

Performance Based Appraisal System (PBAS)

- **The institution follows the PBAS scheme suggested by UGC/NCTE.**
- **Performances are classified into three categories:**
    - **Teaching, Learning and Evaluation related activities (100 points)**
    - **Co-Curricular, Extension and Professional Development related activities (75 points)**
    - **Research Publications and Academic Contributions (300 points)**
- **API scores are calculated for each category based on data collected from faculty members.**

- **Minimum API scores are set for each category and used for the award of career advancements and promotions.**
- **Student feedback forms are collected at the end of each semester to gather information about teachers and the teaching process.**
- **A team consisting of the Principal and senior faculty members reviews the feedback forms and suggests improvements to the teaching-learning process.**

Non-Teaching Staff Performance Appraisal

- **There is no formal performance appraisal system for non-teaching staff.**
- **Non-teaching staff members are evaluated informally by the Principal and Manager.**
- **Promotion for non-teaching staff is based on seniority, with the requirement of clearing a departmental test.**

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

6.4 - Financial Management and Resource Mobilization

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

- **The institution adheres to auditing standards set by the Government of Kerala, which require collaboration with a chartered accountant.**
- **Annual financial audits are conducted at three levels:**
  1. **Internal audit by the institution's management**
  2. **Internal audit by a chartered accountant**
  3. **Government audit by the Collegiate Education Directorate and Accountant General**
- **The University Grants Commission (UGC) also requires an audited statement for utilization of grants and aids.**
- **The audit scrutinizes:**

1. All receipts, including fees, donations, grants, contributions, interest, and investments
2. All payments to staff, vendors, contractors, students, and service providers

- Audit reports are communicated to the institution, and any observations/objections are addressed.
- Income and expenditure are categorized and audited annually, including infrastructure, books, journals, electricity, and water charges.
- Government audits are conducted regularly as per Government of Kerala requirements, typically in connection with the retirement of Library and Principal for periodic evaluation.
- The institution's chartered accountant conducts regular accounts audits and certifies its annual financial statements.
- Utilization certificates to grant-giving agencies are countersigned by the chartered accountant.
- The institute's internal auditor conducts pre-audit of major receipts and payments (above Rs. 50 thousand each) and concurrent/post-audit of all other receipts and payments.
- The Self Study Report of MAR THEOPHILUS TRAINING COLLEGE outlines a comprehensive audit process aligned with Government of Kerala and UGC requirements.
- The audit process ensures efficient and effective management of the institution's financial resources.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

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

10000

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

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

Resource Mobilization

- **Various agencies, stakeholders, alumni, and PTA contribute to the institution's funding.**
- **Alumni contribute through THEOSA, endowments, and sponsorships.**
- **The College Union mobilizes funds for various programs and publications.**
- **RUSA 2.0 provides funding for infrastructure development.**
- **Additional resource mobilization methods include student fees and alumni donations.**
-

Resource Utilization

- **Funds are allocated for effective teaching and learning practices, including orientation programs, workshops, interdisciplinary activities, training programs, and refresher courses.**
- **Funds are used to meet day-to-day operational and administrative expenses, maintain fixed assets, enhance library facilities, and develop and maintain infrastructure.**

Thus the institution has a diverse range of funding sources and utilizes these resources effectively to support its educational and operational needs. The institution's commitment to resource optimization ensures that funds are allocated in a manner that maximizes their impact on student learning and institutional

development.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
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 institution has made significant progress in enhancing its quality and implementing post-accreditation quality initiatives throughout the past year. The Internal Quality Assurance Cell (IQAC) has played a pivotal role in organizing various programs for student teachers to foster their skills and competencies. Additionally, the IQAC has recognized and implemented numerous actions to ensure the continuous professional development of the teaching faculty. These efforts have undoubtedly contributed to the overall improvement of the college's academic environment and student learning outcomes.

Here's a summary of the key improvements highlighted:

1. **Developing Skills and Competencies in Student Teachers:**
   - **IQAC organized various programs to enhance the skills and competencies of student teachers.**
2. **Continuous Professional Development of Faculty:**
   - **Faculty induction programs were provided to newly recruited faculty members to familiarize them with the institution's legacy, culture, code of conduct, and professional ethics.**
   - **IQAC encouraged faculty participation in Faculty Enrichment Programs (FEPs) and Faculty Development Programs (FDPs) focused on innovative teaching strategies.**
   - **Plans are underway to conduct training programs for administrative staff in collaboration with the University of Kerala and the Directorate of Collegiate Education.**
3. **Strengthening the Continuous and Comprehensive Evaluation System:**
   - **IQAC conducts regular meetings every two months to**

assess progress, identify areas for improvement, and determine action

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

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

- **Comprehensive Academic Planning: The college prepares a detailed action plan at the beginning of each academic year, encompassing both scholastic and non-scholastic aspects.**
- **Regular Evaluation and Monitoring: The implementation of the action plan is meticulously evaluated and documented through regular IQAC meetings.**
- **Infrastructure Enhancement: The IQAC actively promotes qualitative improvements in classroom facilities, including technological advancements and infrastructural modifications.**
- **Effective Feedback Mechanism: The Principal and Management authorities closely monitor and review the teaching-learning process based on feedback gathered from stakeholders. The institution gathered feedback from teachers regarding the facilities they require for effective transaction of curriculum and professional development. Feedback from students regarding their requirements and feedback from students on teaching , learning and evaluation.**
- **Professional Development for Teachers: The college encourages teachers to attend various workshops, seminars, and orientation programs to stay updated on current teaching methodologies.**
- **ICT Training: Dedicated training sessions are conducted on ICT to enhance the competency of students.**
- **Capacity-Building Activities: The college organizes activities to boost students' confidence and public speaking abilities.**
- **Organized Academic Calendar: A well-structured academic calendar and calendar of events are prepared to ensure a seamless and organized academic year.**
- **Curriculum committee; The curriculum committee prepares a detailed plan before the commencement of each semester.**
- **Action Plan: the institution prepares action plan for timely**

> **implantation of the programmes .**

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

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

10

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://mttc.ac.in/new/ckfinder/userfiles/files/1_1_1_%20A_11zon.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://mttc.ac.in/new/ckfinder/userfiles/files/AQAR%202021-2022%20(1).pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
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

Mar Theophilus Training College organized an international seminar on various educational topics, including blended learning, innovations, NEP 2020, educational research, vocational education, management of school and higher education.

The seminar benefited faculty, student teachers, and research scholars.

We organise capacity building workshop on leadership skills, stress management, problem solving skills etc .The college also conducts a weekly "Insight In Depth" talk series, which features experts from the field of education.

Value added and self-study course on Research methodology, ICT, communicative English, yoga, Danspiration, Courses for SET, NET etc. All national and international significant dayas are informed, observed and discussed through online/offline mode. Student teachers conduct conscientisation programmes for school students during their

internship on different social evils like cyber crimes, terrorism, corruption, environmental degradation, violence against women etc. Student teachers do projects on relevent areas which are educationally and socially significant.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Mar Theophilus Training College has established a comprehensive energy policy that prioritizes responsible electricity usage, the promotion of non-conventional energy sources, and the integration of Sustainable Development Goals (SDGs) through internal initiatives. The institution is committed to the principles of the 7R's - Remove, Reduce, Re-source, Re-use, Re-cycle, Recover, and Return.

To effectively manage energy, the college has instituted an Energy Management Committee led by Dr. K.Y. Benedict, the Principal, with the active involvement of Fr. Thomas Kayalakkal (Bursar) and representatives from staff and administration. This committee plays a pivotal role in coordinating and overseeing the successful implementation of the energy management program throughout the college.

The institute's energy policy is designed to promote sustainable energy conservation and management, emphasizing the adoption of green and non-conventional energy practices. Mar Theophilus Training College recognizes the imperative of energy conservation and management, encouraging all stakeholders to actively support and engage in initiatives at both local and national levels. Members of the energy management committee are vigilant during construction and renovation processes, ensuring strict adherence to sustainable development principles to align with the institution's forward-

looking approach. The college has been switched over to use non-conventional energy (Saurorva Project with KSEB).

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	[View File](#)

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

The college has established a robust policy framework for waste management, placing a strong emphasis on responsible disposal and recycling practices. Notably, waste management is seamlessly integrated into sustainable agricultural practices, reflecting a holistic commitment to environmental stewardship. The adoption of color-coded waste segregation further enhances the efficiency of waste handling processes, underscoring the institution's dedication to environmentally conscious practices.

The college has segregated waste into three parts:

1.Solid Waste

2.Liquid Waste

3.e-waste

4.Lab waste /glass ware

Solid Waste segregation is done by the following ways

1. Collection in designated dustbins based on color-coded categories.
2. Biodegradable waste directed to vermi compost pits and biogas plant.
3. Compost and slurry utilized for agricultural purposes at MTTC.
4. Non-degradable waste (e-waste) collected by authorized vendor/Kudumbasree unit.
5. Segregation, recycling, and disposal at government-approved landfills.
6. Liquid Waste Management:

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

Proper recycling of electronic components (e.g., flip flops, memory chips, motherboards, compact discs, cartridges) from devices like computers, radios, TVs, phones, printers, fax, and photocopy machines is done with the collaboration with government agencies, specifically the Kudumbasree unit.

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

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

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

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

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

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

Mar Theophilus Training College is dedicated to transforming its campus into a Green environment through the proactive adoption of the 'Go Green' strategy. The institution's eco-friendly waste management initiative aligns with the principles of a Green campus, extending the learning experience beyond the classroom. Emphasizing a "My waste, my responsibility" ethos, this initiative fosters a sense of commitment not only within the college but also in the broader community. Recognizing the pivotal role of cleanliness, hygiene, and access to clean drinking water in maintaining health, the college installed water purifiers to ensure a safe water supply. The institution, guided by the motto "GREEN CAMPUS CLEAN CAMPUS," promotes sustainable development through various programs such as a Smoke-Free Campus, Plastic-Free Campus, and initiatives like the Medicinal Garden and Vegetable Garden.

The college has implemented an incinerator and Ladies Napkin vending machine for solid waste management, with separate washrooms for boys and girls. The college actively engages in monthly campus cleaning processes, tree planting activities, and the cultivation of edible crops and vegetables. Furthermore, the institution embraces water harvesting and pisciculture to maintain environmental equilibrium. Rainwater from rooftops is collected through a micro catchment area and channelled into a macro catchment area via underground pipes.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

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

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

Nil

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

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

Mar Theophilus Training College, a premier Teaching Training Institute in Kerala, is nestled in the lush and scenic Mar Ivanios Vidya Nagar. As a constituent of a conglomerate comprising over 18 diverse institutions offering various courses, MTTC stands out with its eco-friendly ethos and robust internal quality management systems. The institution fosters an inclusive academic culture and

maintains excellent relationships with stakeholders.

Situated amidst academic leaders of repute, the college actively leverages this rich resource to enhance knowledge. Despite the challenges posed by the pandemic,MTTC seamlessly conducted classes in both offline and online modes, contributing knowledge to society while absorbing valuable societal insights.

The institution instils a sense of social responsibility and environmental consciousness through activities like visits to old age homes, interactions with differently-abled individuals, visits to orphanages, and initiatives to promote cleanliness and the Swach Bharat Mission. MTTC is committed to developing values among student teachers, preparing them to navigate social, cultural, economic, and environmental realities on both local and global scales. The college's holistic approach underscores its dedication to academic excellence and societal impact.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts 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	[View File](#)
Web-Link to the Code of Conduct displayed on the institution's website	[View File](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View File](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View File](#)
Any other relevant information	[View File](#)

7.2 - Best Practices

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

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

Aims: To update the academic functioning of the Institute and enables the research scholars to promote researchwork

Purpose: Mar Theophilus Training College has made giant strides during the pandemic period specifically in thearea of research and extension activities. Insight In Depth talk series aims to delivernew ideas through onlineplatforms. In this weekly programme, educational experts are invited for the talk and a discussion on the talkthereafter. The programme is a platform for theresearchers to gaininsights on an expansive range of educationaland 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

Title of the Practice -2: TheoPedagogues Open Mic

Aims:To establish a platform where experienced alumni teachers share impactful anecdotes and practices from their teaching careers, with the goal of inspiring and guiding student-teachers, supplemented by engaging visuals and concluding with interactive feedback to foster a collaborative learning environment

Purpose:To provide a platform for experienced alumni teachers to share inspiring anecdotes, focusing on positive interferencein students' lives, aiming to motivate and instill valuable teaching practices in current and future educators.

Objectives:The objective is to equip student-teachers with tangible examples they can incorporate into their own careers, fostering a proactive and informed approach to their future roles as educators.

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

7.3 - Institutional Distinctiveness

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

During the academic year Mar Theophilus Training College has conducted a series of seminars, workshop, expert talks and extension activities. On 17-09-2022Psychology clubhas organised a national seminar on the topic: clinical application of Indian psychology. On 11-05-2023the college organised an online seminarto delve into the psychological principles for effective teaching and learning strategies on the topic Psychology of Teaching and Learning. Research wing of the college has organised an online national colloquium on research writingconducted by Dr. Sentilnathan Director, (FAC) of HRDC at Bharathidasan UniversityIn collaboration with the Kerala State Higher Education Council, MTTC went global by hosting an International Seminar on "Nurturing Quality Consciousness in Teaching, Research, and Extension." This comprehensive event featured paper presentations, competitions, expert talks, and engaging panel discussions.An extension programme was organised to Govt u.P. School Ponmudion Principal in charge, 3 teaching staff, 2

office staff, 2 undergraduate students and 2 post graduate students went thereon 30-05-2023. This collaborative effort not only provided moral support to the institution but also laid the groundwork for sustained assistance in the future.

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