

7.1. INTERNAL QUALITY ASSURANCE SYSTEM

7.1.1. *Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.*

Yes, the institution has established Internal Quality Assurance Cell.

The institution had Internal Quality Assurance Cell before 2003-2004. After the first accreditation process in 2004 IQAC has been raised to the status of Internal Quality Sustenance Cell (IQSC), which was inaugurated by Dr. Latha Pillai the then Assistant Chairman of NAAC. Since then we have been working effectively.

COMPOSITION

SI No	Name	Designation
1	Dr.(Sr) Mercykutty A.	Chairman
2	Dr. P.M. Jaleel	Consultant
3	Rev. Fr. Roy George Vayarikathu	Bursar
4	Dr. K.Y. Benedict	General Co-ordinator
5	Dr. S. Maya	Co-ordinator
6	Mrs. Bindu .B	Secretary
7	Dr. Esther Gladiz	Member
8	Dr. Giby Geevarughese	Member
9	Prof. Mary Mathew	Member
10	Mr. V.T. Mathewkutty	Member

MAJOR ACTIVITIES

- ✿ IQSC tries to incorporate professional skills in quality sustenance in tune with modern technological development and psychological research developments through organizing/promoting participation in national and international seminars, workshops and training programmes.(both internal and external)
- ✿ Conducting internal discussion series and brainstorming sessions
- ✿ Inspiring faculty improvement through publications and media interventions by the faculty
- ✿ Promoting minor/major and action research by faculty members.
- ✿ Providing services as resource persons to SCERT, Science and Technology Museum, CACEE, ASC, IGNOU, Kerala University Study centres, PPTTI and many other institutions
- ✿ Participation in awareness programs through linkage with practice teaching and other institutions

- ✿ Giving remedial teaching to slow learners of the institution and nearby schools: St. John's H.S.S and Jayamatha boys' home
- ✿ Co-ordinating the functioning of objective based clubs, associations and cells at the college
- ✿ Providing technical support for Up gradation of infra structure facilities to enhance teaching learning process
- ✿ The Student-Teacher led THEO RADIO is an innovative practice of its kind, at a Teacher Education college in the country.
- ✿ Preparation of Annual Quality Sustenance Report

7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives

- ✿ The managing body, governing body and internal administrative body critically analyse the functioning of the institution to evaluate the achievement of goals and objectives.
- ✿ The feedback and suggestions provided by student teachers, employers, practice teaching schools, alumni members, PTA members, academic peers and friends of MTTC (community) are taken into consideration.
- ✿ A SWOT analysis is done on the light of these feedback and necessary steps are taken.

7.1.3. How does the institution ensure the quality of its academic programs?

- ✿ Qualified and competent teachers are appointed in the institution according to the norms of University of Kerala, NCTE and UGC
- ✿ Strengthening the spirit of professionalism among staff:
 - ▶ Up gradation of teachers' knowledge through orientation, refresher courses, and new courses
 - ▶ Continuously enhancing professional growth of the teachers by permitting them to participate in seminars, workshops, conferences etc.
 - ▶ Opportunities for updating their knowledge by referring latest advanced books, articles, internet etc
 - ▶ Give appreciation, recognition and awards to those teachers who excel in various fields
- ✿ Infra structure facility is up dated every now and then
- ✿ Ensuring the execution of the plan as desired by the periodical meeting of staff council.
- ✿ Timely suggestions and feedback from the management council, Principal as head of the institution, staff council and constant interaction between stake holders ensures the quality of academic programmes.
- ✿ Innovative practices in transacting curriculum

7.1.4. How does the institution ensure the quality of its administration and financial processes?

Good administration is one of the important factors for the successful functioning of an institution.

The institution ensures the quality of its administration process:

- ✿ Bursar of the institution monitors each and every need of the institution.
- ✿ Principal keep an eye on each and every aspect of the administration
- ✿ Teaching and Non teaching staff participate in the administrative work headed by the principal
- ✿ The institution has an excellent group of administrative staff headed by the Principal who work towards the well-being of the students and the college. The role of our non-teaching staff is really accountable.
- ✿ The policy of decentralization is followed for the effective functioning of the institution

The institution ensures the quality of financial management process through:-

- ✿ Preparation of annual statements of accounts
- ✿ Proper utilization of UGC/PTA/management funds
- ✿ Proper auditing and documentation of the fund by internal and external system
- ✿ Proper documentation of every financial transaction
- ✿ Proper filing of documents of income tax paid by staff members


7.1.5 How does the institution identify and share good practices with various constituents of the institution.


The institution has two courses (B.Ed. and M.Ed.) where sharing of infrastructure, library and human resources take place. The institution has constituted various committees consisting of staff, management and student representatives to identify and share good practices for the growth and efficiency of the institution.

7.2. INCLUSIVE PRACTICES

7.2.1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The institution encourages focusing on design and development of pedagogic activities which will promote inclusion in the institution through the following aspects:

 **Inclusive Practices in Admission Procedure:-** Admission policies ensure the inclusion of all irrespective of caste, religion, ability, social and economic background etc

 **Inclusive Practices in Pedagogic Activities:-** The institution encourages the teachers to help the weaker students by taking remedial classes in the college

- ✿ Coaching classes for SET and NET examinations for the SC/ST students.
- ✿ 'Guardian Angel' program meant for giving proper guidance in both academic and personal affairs of the students.
- ✿ Communicative English and ICT courses are organised for the socially disadvantaged students
- ✿ The faculty promotes peer tutoring for slow learners
- ✿ Grant in aid is provided to the SC/ST/OEC/Fishermen of the college
- ✿ Special endowment funds of the institution and by various persons are provided to the financially backward students of the B.Ed. and M.Ed. courses and also to three major nearby institutions

 **Inclusive Practices to sensitise faculty:**

- ✿ Faculty members are sensitized towards national policies and the school curriculum through participation in seminars, workshops, in-service teacher training courses
- ✿ The faculties are exposed to the concept of inclusive education, need based pedagogy on principles of effective teaching such as class room organization, seating arrangement, examination and evaluation process.
- ✿ The faculties are given orientation on different disabilities.
- ✿ The faculties are initiated to take research projects based on inclusive education.

 **Special initiatives to empower students from rural/tribal area:**

- ✿ Remedial classes for students
- ✿ Coaching classes for competitive exams
- ✿ Financial aid
- ✿ Hostel facility
- ✿ Communicative English Course
- ✿ ICT Course
- ✿ Conveyance facility
- ✿ Yoga
- ✿ Aerobics

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

The students are given the awareness that in the admission procedures the institution follows Kerala State Government's merit cum reservation policy. Admission for SC/ST/OEC and physically handicapped students and blind is conducted as per the guidelines of University and State Government. In the syllabi provision are there for transacting content such as *individual differences, adjustment mechanism, culture, inequality prevailing in different sections of society-social, economic and cultural*, through the core- paper I and paper II in the first semester, and paper VI and paper VII in the second semester of B.Ed. level. At the M.Ed. level also these subjects are taught as a core paper of educational psychology.

This provision in the curriculum enables teachers to make the student teachers learn easily about inclusion and exceptionalities as well as gender differences and their impact on learning.

7.2.3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation?

The various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation are as follows:

Social Interaction:

- ✿ Grouping of students into different houses (so that each house will have students from all the 6 optional classes) for co-curricular activities
- ✿ Small group discussion on various issues related to interdisciplinary areas of curriculum
- ✿ Cultural festivals and fairs are organized at different occasions to foster multidisciplinary interaction by different clubs and associations.
- ✿ Village adoption
- ✿ Utilization of play ground
- ✿ Building strong link between school and community
- ✿ Identifying and mobilizing community resources for all-round improvement of the college
- ✿ Activities of AICUF
- ✿ Inter religious prayer

- ✿ THEOSA- Alumni meet, essay competition, tour, honouring of achievements and tour report
- ✿ Celebration of birthdays and feasts of faculty and students
- ✿ Selecting Christmas friend and exchange of gifts
- ✿ Onam and Deepawali celebrations
- ✿ Through different forms of dramatisations
- ✿ Annual Arts Fest
- ✿ Annual Sports Meet
- ✿ Canteen

Active Engagement in Learning:

- ✿ Provision of all infra structure facilities to enhance academic environment
- ✿ Practice of micro-teaching
- ✿ Remedial teaching
- ✿ Class wise and inter-optional quiz competitions, debates etc.
- ✿ Library period
- ✿ Quiz, debate, elocution, recitation, seminar and symposia are organized by various associations
- ✿ Preparation of study materials by students
- ✿ Student-led class room discussions in small and medium groups
- ✿ Collecting the profile
- ✿ Observation of national and international days
- ✿ Peer assessment
- ✿ Power-point preparation by the students
- ✿ Theo-radio for edutainment
- ✿ Bulletin board of each optional class
- ✿ Maximum utilization of various laboratories
- ✿ Communicative English classes
- ✿ Yoga classes- 'Gym Joey and Happy Heart' project
- ✿ Total computer literacy programme
- ✿ Oratory course
- ✿ Documentation
- ✿ Manuscript magazine preparation by each optional class
- ✿ Eco-friendly , smoke free, plastic free, Drug free atmosphere of the institution
- ✿ Workshops
- ✿ Field trips and study tours
- ✿ Bi weekly
- ✿ Monthly Bulletin
- ✿ News letter
- ✿ Preparation of question bank

Self-Motivation:

- ✿ Class wise seminars led by advanced learners

- ✿ Preparation of autobiography by students
- ✿ Preparation of 32 problem based practicums by each and every student
- ✿ Developing reading habit by instituting special prizes for maximum utilization of library facilities
- ✿ Encouraging students to write book reviews
- ✿ Brainstorming
- ✿ Preparation of assignments as part of continuous and comprehensive internal evaluation
- ✿ Guidance and counselling cell
- ✿ Thought for the day (Thenthulli)
- ✿ Monthly tests
- ✿ Prize for the best optional class
- ✿ Award for the top scorer in the university examination
- ✿ Prize for the best outgoing student of each association and the best outgoing student of the institution
- ✿ Cash prize for the best student from financially disadvantaged family
- ✿ Award for the best out going student
- ✿ Talent Hunt
- ✿ Preparation of projects, Thesis at P.G Level
- ✿ Placement assistance cell
- ✿ Grievance redressal cell

7.2.4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution ensures that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities:

- ✿ The institution provides orientation to student teachers to understand each other during guardian angel programme, talent hunt and other activities in the classes.
- ✿ The student teachers are oriented that personal attention in the teaching learning process should be given especially for children from diverse backgrounds and exceptionalities.

- ✿ Student teachers are asked to document the products such as magazines, class news letter, posters, scrap books etc they get from the students of diverse backgrounds and exceptionalities during practice teaching
- ✿ Students are asked to take remedial classes for educationally disadvantaged, identified through the results of achievement tests and diagnostic tests conducted during practice teaching
- ✿ Student teachers are motivated to diagnose problematic students and do case study to suggest possible remedial measures
- ✿ Student teachers are encouraged to conduct conscientization programmes for the students of various schools
- ✿ Action research is conducted by the teacher trainees.

7.2.5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

INSTITUTIONAL SENSITIVITY TOWARDS DIFFERENTLY-ABLED WARDS

Advanced Learners

College creates a resource bank with advanced learners as its members. *The members act as:*

- ✿ Resource persons to monitor remedial programmes
- ✿ Resource persons to organize and conduct seminars
- ✿ Judges of competitions in the neighbouring schools
- ✿ Leaders to create question banks
- ✿ Quiz masters to prepare questions and administer them
- ✿ Programme co-ordinators of various clubs
- ✿ Contributors of educational papers in manuscript magazines
- ✿ Participation in inter-institutional competitions like quiz, elocution, debates etc.
- ✿ Resource persons to inform new trends and developments in their subject
- ✿ Leadership in 'talent hunt', a programme meant for drawing out the talents as well as creativity which lie embedded in the students
- ✿ Leaders in groups preparing for various examinations conducted by state and central governments (SET, NET etc.)
- ✿ Leaders in collecting electronic learning resources
- ✿ In addition to the teaching practice tasks in the 8th and 9th standards, advanced learners have been given additional task of offering assistance to disadvantaged students and students belonging to weaker section in the 10th standard in practice teaching schools

Educationally disadvantaged

- ✿ The college practices 'Guardian Angel', a programme for which the students of the college are divided into 10 groups, consisting of 12 - 15 students each under the guidance of a faculty. The

mentor is supposed to guide, protect, promote and motivate the students in curricular as well as co-curricular activities.

- ✿ Faculty takes remedial classes.
- ✿ The assistance of advanced learners is also made use of in the remediation of academic backwardness of the disadvantaged students in each class.
- ✿ Communicative English and ICT classes are given for educationally backward
- ✿ Utilization of language lab for improving pronunciation.

Physically Challenged

- ✿ The teachers as well as the students put their maximum effort to ensure that the special needs of physically challenged students are satisfied. The institution provides opportunity for free mobility to orthopedically handicapped students by setting library facility and optional classes at the ground floor.
- ✿ Books on Braille scripts are kept in the institution library for visually handicapped students.
- ✿ The teachers extend their helping hand towards the pooling of resources from the library and the electronic media.
- ✿ Peer team members help them in learning through group discussions.
- ✿ Alternate arrangements are made for the submission of practical work.
- ✿ Special aids and equipments such as audio player, hearing aid etc are supplied for facilitating learning
- ✿ Scribes are provided for attending theory examination and arrangement are made for extending the duration of examination.

The success of Miss. Seenath Beevi, Malayalam optional (2009-10) proved it. She came out with flying colours in the UGC exam, securing JRF in Malayalam disregarding her physical handicap (Blind)

7.2.6. *How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?*

The institution is well prepared to handle and respond to gender sensitive issues. The institution maintains Grievance redressal cell (for staff and students), sexual harassment prevention cell (for staff and students), Legal awareness cell and women cell. A separate committee is meant for the functioning of each cell under the co-ordination of faculty members. The Principal is the ex-officio of all committees. A suggestion box is kept in the parlor and in the classes for inviting suggestions.

The principle of equality is followed by the teachers and the management alike. Orientation is given to students to become aware of gender issues and making teaching-learning process gender responsive. Harmonious working of the inmates has provided no chance for grievances so far.

Activities undertaken by the various cells are:

- ✿ Talk – Women Empowerment and role of teachers in developing the society
- ✿ Exhibition – women achievers
- ✿ World women’s day celebrations
- ✿ Paper presentation on issues on women empowerment
- ✿ Speech on Women and Law
- ✿ Class on Health and Hygiene of Women
- ✿ One day workshop on Role of girls and women in family *and society* Sponsored by AIACHE & Canadian Teachers Federation
- ✿ Video clippings based on women empowerment
- ✿ Talk on women empowerment- How to become a good teacher
- ✿ Family Life seminar
- ✿ Poster presentation
- ✿ Book Exhibition of Women Writers
- ✿ Legal awareness programmes
- ✿ Debates

7.3. STAKEHOLDER RELATIONSHIPS

7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution ensures the access to the information on organisational performance (Academic and Administrative) to the stakeholders through:

- ✿ The vision and Mission are quoted and displayed at the entrance of the institution.
- ✿ The institutional calendar gives the objectives, annual action plan and all the relative information regarding the institution which reaches each students house hold.
- ✿ The achievement and activities of the institution are highlighted through Log book, Souvenir, college magazines, class magazine, newsletters, news papers, website and SMS. Proper recording of clippings and documentation is done.
- ✿ The college organises heads of institution meet in connection with practice teaching.
- ✿ Friends of MTTC – a group of well-wishers of the institution is maintained and enhances the growth of the institution by giving support and suggestions.
- ✿ Annual report by the Principal of the institution is published in the college magazine

- ✿ The institution maintains PTA through which constant communication is established with the parents
- ✿ THEOSA- Alumni association of the institution constantly supports all the activities.
- ✿ Staff welfare association is maintained (including retired staff) for strengthening the network of relationship.
- ✿ Good relationship is maintained between the Principal, staff, students and the stake holders.
- ✿ Regular staff meetings are organized to provide information regarding the academic and other development of the institution
- ✿ The teachers and students become closer through the 'Guardian Angel programme'
- ✿ Faculty members establish wide relationship with other organisations and institutions.
- ✿ The co-operation of the non- teaching staff is always there in each and every activity of the institution
- ✿ The institution has linkages with other organizations and sister institutions which help it to excel
- ✿ The service extended by faculty members as resource persons and consultants helps to establish linkages in various fields. Thus we have established a good rapport with the society

7.3.2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution shares and uses the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement by the following means:

- ✿ In staff meeting the Principal and the teachers discuss the success and failures of various teaching-learning process, share their opinions, make suggestions, make necessary decisions etc.
- ✿ In every optional class there is a grievance box and the student is free to write their comments and deposit it in the box. Frequently it will be opened and read and care is taken to solve the problems
- ✿ Through PTA meetings the institution share the opinions and suggestions with the parents
- ✿ The help of students' representatives are also taken to know about the causes of students' dissatisfaction of various processes of the institution
- ✿ The institution accepts feedback from management, students, PTA, heads of practice teaching schools and alumni towards quality improvement
- ✿ The success and failures are discussed with students. The success are appreciated and the failures are rectified.

7.3.3. What are the feedback mechanisms in vogue to collect and collate data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

From students


- ✿ Feedback is collected from the classes periodically
- ✿ General feedback is collected at the end of every semester.
- ✿ A suggestion box is placed in the parlor of the Principal's chamber and Optional classes to collect students suggestions
- ✿ The website of the college provides facility to interact virtually with the college authorities and faculty members in clarifying doubts and communicating their grievances and suggestions.

From professional community

- ✿ The heads of practice teaching schools are invited to the institution during various functions and informal feedback is collected from them
- ✿ Heads and teachers of the practice teaching schools give their suggestions and marks in the evaluation proforma provided to them
- ✿ Faculty members conduct informal interaction with the concerned teachers in the practice teaching schools to collect information about the areas which need improvement
- ✿ During practical board examination the institution accepts the suggestions from the external examiners.

From PTA

- ✿ Open house meetings are arranged for getting feedback from the parents.
- ✿ The guardians are given a SWOT analysis sheet so that they feel free to express their views and suggestions on curricular and co curricular activities.

 **From Community (Friends of MTTC):-** At *Friends of MTTC Meet* the participants appraise the performance and services offered by the institution and give constructive suggestions to overcome the failures if any. The suggestions are largely incorporated in the general functioning to improve the performance of the college.

From Alumni

- ✿ THEOSA, the alumni association of the institution meets on second Saturday of January every year and the feedback is collected and documented.
- ✿ Alumni publish a magazine 'THEOSA-voice' every year which is a spontaneous overflow of their emotions.
- ✿ The constant affectionate interaction received directly and through distant modes from the alumni kindles the spirit of togetherness among the faculty members, there by motivating to improve the quality of academic and co-curricular functions of the institution.

- **Follow Up to the Feedback Mechanisms:-** The feedback received through various means is collated into functional actions during the periodic discussions carried out by the Management, Principal, Faculty and Administrative staff. The evolved actions will help the Institution to move further to quality up gradation.

Additional information to be provided by Institutions opting for re accreditation

1. How are the core values of NAAC reflected in the various functions of the institutions?

THE INSTITUTION TAKES VARIOUS MEASURES TO ENSURE THE CORE VALUES OF NAAC

■ Core Value 1 : Contribution to National Development

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| <ul style="list-style-type: none"> ✿ Minor research oriented studies ✿ Orientation given to parents ✿ Promotion of Tourism ✿ National colloquium ✿ Giving awareness to students ✿ Formation of teachers with integrity | <ul style="list-style-type: none"> ✿ Value / Peace education ✿ Invited talks on national issues ✿ Environment conservation ✿ Organising National seminars ✿ Celebration National days ✿ Inservice training programme |
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■ Core Value 2: Fostering global excellence

- ✿ Organising International seminars
- ✿ ICT integrated classrooms
- ✿ Visiting Foreign universities
- ✿ Mobile tuition
- ✿ Workshop in collaboration with WWF
- ✿ Celebrating International Days
- ✿ Blogging, Face book, Orkut

- ✿ Membership in International organisations
- ✿ Digitalised library
- ✿ Invited talks on Global issues
- ✿ Net surfing
- ✿ Online news letter
- ✿ E /M-learning

✿ Core Value 3 : Use of Modern Technologies

- ✿ Interactive white board
- ✿ Digitalised library
- ✿ ICT integrated classrooms
- ✿ Latest Reprographic system
- ✿ Net surfing
- ✿ Web OPAC
- ✿ Online Math lab
- ✿ E /M-learning
- ✿ Theo Radio
- ✿ Computerised classrooms
- ✿ Online Admission
- ✿ Bio metric punching
- ✿ On Line registering

✿ Core Value 4 : Inculcating Value System

- ✿ Morning Prayer
- ✿ Thought for the Day
- ✿ Thenthulli
- ✿ Classes on values
- ✿ Inter religious prayer
- ✿ Retreat
- ✿ Environmental awareness
- ✿ Financial support
- ✿ Personality Development
- ✿ Celebration of important days
- ✿ Social visits
- ✿ Cultural
- ✿ Fests
- ✿ Health & Hygiene
- ✿ Family life seminar

✿ Core Value 5: Quest For Excellence

- ✿ Doing research
- ✿ Undertaking Minor & Major projects
- ✿ Admitting foreign students
- ✿ Bringing the World to the Campus
- ✿ Seminars outside India
- ✿ Publication of Journal
- ✿ Equipping students for Global Employability
- ✿ Initiation of Radio Station
- ✿ Association with professional bodies
- ✿ Research wing
- ✿ Visiting Foreign Universities
- ✿ Research guideship
- ✿ Organising International Seminar
- ✿ Techno centric Class rooms



